

AN ANALYSIS OF THE RELATIONSHIP OF  
INSTITUTIONAL GOAL SPECIFICITY AND  
FACULTY MORALE IN LIBERAL  
ARTS COLLEGES

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## CHAPTER I

### INTRODUCTION

Sixty-six years ago President Nicholas Murray Butler of Columbia University expressed the opinion that unless the liberal arts college abandoned the traditional four-year program, it would cease to exist.<sup>1</sup> One year later, in 1903, President David Starr Jordan of Stanford University also prophesied the doom of the four-year college. He asserted that those in existence would either become universities or regress to academy status.<sup>2</sup> Such predictions were in part the result of a serious consideration of the rising tides of secularism with the accompanying decline of religious commitment.<sup>3</sup> Added to these factors were the federal government's contribution to public higher education as in the Morrill Act of 1862 and the continuing yearly rise in the cost of higher education.

That such prophecies should be made during a period when the majority of colleges graduates were being

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<sup>1</sup>Floyd W. Reeves, et al., The Liberal Arts College, (Chicago: University of Chicago Press, 1963), p. 657.

<sup>2</sup>Ibid., p. 657.

<sup>3</sup>Hugh S. Brown and Lewis B. Mayhew, American Higher Education, (New York: The Center for Applied Research in Education, Inc., 1965), p. 23.

matriculated through four-year colleges is indicative of the seriousness of the problem. The survival of these colleges is not evidence of any short-sightedness on the part of those early prophets of doom. Rather, today's liberal arts college exists in spite of a persistently hostile environment.<sup>4</sup>

If the bell tolled for the liberal arts college sixty-five years ago, that tolling has grown in volume and become increasingly ominous with the passing of time. Those concerned are virtually unanimous in their agreement that the situation is indeed serious. Today, less than one-sixth of all college graduates are products of the liberal arts college and that percentage becomes smaller every year.<sup>5</sup>

#### The Problem

At least five different types of four-year liberal arts colleges can be identified in America today. Two of these are non-religious in that they do not involve church control, do not have special religious emphasis, nor solicit significant support from religious organizations. These include public colleges, generally supported by state funds, and private colleges mainly supported from philanthropic sources. The other three are church related but have been divided by Pattillo and Mackenzie into three types: first are the

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<sup>4</sup>Henry M. Wriston, The Nature of a Liberal College, (Appleton, Wisconsin: Lawrence College Press, 1937), p. 8.

<sup>5</sup>Lewis B. Mayhew, "The Liberal Arts and the Changing Structure of Higher Education," Liberal Education, Vol. 51 (October, 1965), p. 369.

"defenders of the faith" colleges which seek to propagate the religious beliefs of the supporting church, second are the "non affirming" colleges which have a religious emphasis but do not try to foster any one religious viewpoint, and, finally, the "free Christian or Jewish" colleges that have only a slight religious emphasis.<sup>6</sup>

To the "defender of the faith" college, the threat to liberal arts colleges is a specific threat to the church which depends on college training to provide church leadership. To the "non affirming" and "free Christian or Jewish" colleges the threat is more general in nature involving the classical tradition and thus American society in general. To the non-religious colleges, the threat may be mostly to the liberal tradition and to pluralism in American education.

Regardless of the particular value of the liberal arts college or its role in American higher education--considerations beyond the limits of this study--the threat to the liberal arts college exists and concerned educators have advanced many suggestions designed to give aid in a time of need. Mayhew, for example, has expressed the opinion that the liberal arts colleges must re-examine and redefine their goals in the light of their basic purpose and their limited potential.<sup>7</sup> Pattillo has further asserted that there must

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<sup>6</sup>Manning M. Pattillo, Jr. and Donald M. Mackenzie, Church-Sponsored Higher Education in the United States, (Washington, D.C.: American Council on Education, 1966), pp. 192-195.

<sup>7</sup>Lewis B. Mayhew, "The Liberal Arts and the Changing Structure of Higher Education," Liberal Education, Vol. 51 (October, 1963), pp. 377-378.

be congruence between selected teachers and the organizational goals of the liberal arts college.<sup>8</sup> These men do not clearly define the exact relationship that might exist between institutional goals, teachers, and future success but Getzels and Guba have formulated a social systems model which, when applied to the college setting, does suggest a definite relationship. This model indicates that the individual personality, his role expectations, and the goals of the institution are factors influencing individual morale.<sup>9</sup> Max Abbott, using this model, hypothesizes that the satisfied individual will be organizationally productive and will conform to the production norms of the organization.<sup>10</sup>

This theoretical model plus the opinions of various men familiar with and interested in the future of the liberal arts college in America have suggested the problem: Will the establishment of realistic and clearly defined institutional goals in the liberal arts college contribute significantly toward the morale of faculty members?

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<sup>8</sup>Pattillo, pp. 60-63.

<sup>9</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, Vol. 65 (Winter, 1957), p. 429.

<sup>10</sup>Max G. Abbott, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, Vol. 1 (Winter, 1965), p. 8.

## Purposes of the Present Study

With reference to the stated problem of the study a theoretical model was selected which seemed capable of offering a satisfactory explanation. From this model testable hypotheses were drawn and were subsequently tested using appropriate instruments of measurement. This procedure was used to facilitate the fulfillment of these four general purposes:

1. To provide data which might prove useful to those persons faced with the problem of maintaining a faculty for the four-year liberal arts colleges during a period when such colleges are in danger of extinction.

2. To provide data which might aid in the substantiation or modification of a social systems model as it applies to the four-year liberal arts college.

3. To provide evidence relative to the adaptability of a morale inventory to the four-year college setting as well as to the measurement of three dimensions of morale suggested by a theoretical model.

4. To provide information concerning the impact of various factors on faculty morale, i.e., sex, age, department, teaching experience, income, marital status, and education.

## Assumptions

There are five general assumptions critical to this study. They are:

1. Faculty morale is an important factor in the development and functioning of a liberal arts college.

2. Identification, Rationality, Belongingness, and Employment Rewards may be considered four dimensions of morale.

3. Faculty members will reveal their morale through a self-administered questionnaire

4. The morale inventory measured the same factors in all six colleges.

5. The use of comprehensive examinations, senior seminars, and other synthesizing or integrating experiences are indices of goal specificity.

#### Population, Sample, Scope, and Method

Considering each college as a social system, this study has focused on the faculty sub-collectivity as a subgroup within each college. Although measuring instruments were administered to individuals, these individuals were randomly selected as representative of the subgroups from which they were selected.

The colleges selected represent subgroups of the ideal collectivity of liberal arts colleges conforming to the limitations imposed by the following criteria: (1) a student population of over 1,000 but less than 3,000, (2) official accreditation by a regional accrediting agency, (3) a major emphasis on the undergraduate program, (4) location within 450 miles of Stillwater, Oklahoma, and (5) willingness to

participate in this study. The selected colleges were not representative samples of all similar colleges in the prescribed region but an analytical sample<sup>11</sup> selected on the basis of the primary independent variables of the study.

The September, 1968, Accredited Institutions of Higher Education<sup>12</sup> was used to locate all liberal arts colleges meeting the specifications outlined above. Letters were then sent to each registrar requesting copies of current catalogues. When the catalogues were received, they were studied carefully and each college was tentatively assigned a position with regards to Goal Specificity (high and low) and Religious Emphasis (Church Dominated, Christian Independent, or Public Non-religious).

For purposes of comparison, the more extreme positions were considered most likely to be acceptable for analysis. A total of eleven colleges were then contacted by mail, phone, or personal visit. In each case the president was selected for contact and was given a modified report of the study and informed of the involvement his college would be asked to assume. Eight of the eleven college presidents agreed to cooperate in the study on the provision, in some cases, that the faculty was agreeable. Faculty agreement

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<sup>11</sup>Matilda W. Riley, Sociological Research: I A Case Approach, (New York: Harcourt, Brace and World, Inc., 1963), p. 20. " . . . a sample that will facilitate the analysis to be made of the data. . . ."

<sup>12</sup>Accredited Institutions of Higher Education, (Washington, D.C.: American Council on Education, 1968).



was forthcoming and eight colleges were included in the study. Following a personal visit to determine the relationship of each college to the independent variables, six were selected as follows:

(1) Administrators, faculty members, and students of each college were included in the collection of data. A personal interview was conducted with each administrator and during that interview each administrator filled out a questionnaire. The college students received and returned their questionnaires by mail. (2) A study of the data collected from administrators and students resulted in the elimination of two colleges which did not meet the requirements for goal specificity. The remaining six colleges are listed by category in Table I which is located in this chapter as a guide to the identification of the six colleges by code letters. For a discussion of the actual process of categorization see page 53.

TABLE I

THE CATEGORIES OF COLLEGES ACCORDING TO INDEPENDENT  
AND INTERVENING VARIABLES\*

Religious Emphasis	Goal Specificity	
	High	Low
Church Dominated	A	D
Christian Independent	B	E
Public Non-Religious	C	F

\*The letters in the cells are code designations for the six colleges used in this study.

A sample of faculty members from each college was selected at random and a morale inventory, the Faculty Attitude Survey: Form Z (FAS-Z),<sup>13</sup> was sent by mail to each selected faculty member. The data obtained from these questionnaires was subjected to factor analysis to determine the degree to which the present responses confirmed the categories previously assigned through subjective judgment and factor analysis. To test the hypotheses, Factorial Analysis of Variance (Factorial AOV) and Chi-square were used.

#### Limitations

Institutional autonomy among colleges in America makes it virtually impossible to locate two or more identical colleges. For this reason, the selection of colleges for this study was based on a number of similarities but no claim has been made for semblance beyond those stated similarities.

Since the population of any college may be in a state of continual change, the faculty morale measured in this study can only infer directly to the college populations at the time the questionnaires were administered. Further inferences to the present faculties of those institutions and inferences to other institutions should be made with due caution.

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<sup>13</sup>The Faculty Attitude Survey: Form Z (FAS-Z) is discussed in detail on page 56.

## Reporting the Study

This descriptive research was designed to gather facts concerning various phenomena in the liberal arts college setting with a goal of identifying and predicting significant relationships between variables.<sup>14</sup> Special attention was given to the possible relationship of institutional Goal Specificity to faculty morale.

Chapter II is a review of selected literature in the areas of the liberal arts college, educational administration theory, and industrial and educational morale.

Chapter III is a detailed discussion of the procedures used to collect the data and analyze it. Attention is given to the problem, the study hypotheses, the instruments used to measure the variables, and the statistical treatment employed.

Chapter IV is an analysis of the data and the results of that analysis in terms of the stated hypotheses.

Chapter V is a summary of the major findings and conclusions.

### Summary

As four-year liberal arts colleges face the threat of doom, there are voices being raised which offer hope to the liberal arts college provided those colleges meet certain

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<sup>14</sup>Deobold B. Van Dalen, Understanding Educational Research, (New York: McGraw-Hill Book Company, 1962), p. 203.

requirements. One ray of hope comes from those who advise the liberal arts college to clearly specify its goals and then recruit a faculty compatible with those goals.

In this study hypotheses are tested with a view to the discovery of significant relationships between college Goal Specificity and faculty morale. Such information could provide information relative to the impact of Goal Specificity on, at least, one significant faculty characteristic and suggest the direction for further investigation.

A survey of the literature on liberal arts colleges, administrative theory, and morale is included. Interviews and questionnaires were used to elicit information from college administrators, faculty members, and students and the resultant data subjected to statistical treatment. Various hypotheses relative to Goal Specificity and faculty morale were tested and the results discussed.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

This review of the literature includes the literature of three different areas as they relate to this study. The first section involves the liberal arts college, the second section deals with administrative-related theory with a special emphasis on morale as studied by industry and education, and the third section is concerned with theories and models.

#### The Liberal Arts College

Mayhew,<sup>1</sup> Reeves,<sup>2</sup> Wriston,<sup>3</sup> and Smith<sup>4</sup> are educators who have addressed themselves to the problems facing the liberal arts colleges. These men are not only aware of some grave dangers facing the liberal arts colleges but are also willing to suggest ways by which such colleges may be able to overcome those dangers. Such suggestions are an

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<sup>1</sup>Lewis B. Mayhew, "The Liberal Arts and the Changing Structure of Higher Education," Liberal Education, Vol. 51 (October, 1963), p. 369.

<sup>2</sup>Floyd W. Reeves, et al., The Liberal Arts College, (Chicago: The University of Chicago Press, 1932), p. 657.

<sup>3</sup>Henry M. Wriston, The Nature of a Liberal College. (Appleton, Wisconsin: Lawrence College Press, 1937), p. 8.

<sup>4</sup>Arden R. Smith, "Our Stake in the Private Liberal Arts Colleges," Today's Education, Vol. 58 (March, 1969), pp. 51, 52.

indication that these men are favorably disposed toward the liberal arts colleges and that they believe these colleges have a vital role to play.<sup>5</sup> The goals of a liberal education itself will vary with the educators or writers who articulate them, but, to the extent that liberal arts colleges are committed to liberal arts education,<sup>6</sup> some generalizations concerning the basic purposes are available for consideration.

Concerning the liberal arts, Schmidt states that they are the foundation on which our whole civilization rests.<sup>7</sup> This comment is indicative of a general feeling that there is a role for the liberal arts in our society. The precise defining of that role, however, may not be marked by general agreement. Several years ago, Cardinal Newman concluded that a liberal arts education was:

. . . the great ordinary means to a great but ordinary end; it aimed at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying the true principles to popular enthusiasm and fixed aims to popular aspiration, at giving enlargement and sobriety to the ideas of the age, at facilitating the

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<sup>5</sup>Mark Kac, "Can Liberal Arts Colleges Abandon Science?" Liberal Education, Vol. 52 (March, 1966), p. 41.

<sup>6</sup>Donald G. Scott, "Small Colleges in Transition: Case Studies of Small Colleges which Recently Have Achieved Regional Accreditation for the First Time," Dissertation Abstracts, Vol. 27 (May-June, 1967), p. 3679-A. According to Scott, the first requirement for accreditation is that the leaders of a college be committed to the liberal arts.

<sup>7</sup>George P. Schmidt, The Liberal Arts College, (New Brunswick, N. J.: Rutgers University Press, 1957), pp. 241-242.

exercise of political power, and refining the intercourse of private life.<sup>8</sup>

George Schmidt alluded to some of the liberal arts studies and the practical results that they are capable of producing. He stated that

A liberal education means knowledge; verified and dependable information about the world of nature and its processes, and about human society, both in its historic origins and its ever changing contemporary forms. It means trained skills and abilities; to use one's own language effectively and one or more foreign languages adequately; to think critically--itself a cosmos of more specific skills; to judge intelligently among alternatives; to participate helpfully in social situations. It means appreciation of people; of the moral and spiritual quality of actions; of human imagination whether displayed in painting or music, in poetry or drama, or in mathematics, astronomy or physics.<sup>9</sup>

In 1966, Victor Butterfield asserted that a liberal education was a means of identifying human sufficiency.<sup>10</sup>

Manning Pattillo simply called the aim of a liberal education the acquisition of wisdom.<sup>11</sup> Thus, the goals of a liberal arts college might tend to vary with the men who attempted to define a liberal arts education.

The liberal arts college, however, does not necessarily limit itself to the goals suggested by Newman, Schmidt, or Butterfield. McGrath asserted that the liberal arts colleges

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<sup>8</sup>Henry Tristram (ed), The Idea of a Liberal Education: A Selection From the Works of Newman, (London: George M. Harrap and Co., Ltd., 1952), pp. 104-105.

<sup>9</sup>Schmidt, pp. 241-242.

<sup>10</sup>Victor L. Butterfield, "Counter Attack in Liberal Learning," Liberal Education, Vol. 52 (March, 1966), p. 8.

<sup>11</sup>Pattillo and MacKenzie, p. 199.

may have become professional schools going far beyond the traditional scope of a liberal arts education.<sup>12</sup> Regardless of what the four-year colleges are or are becoming they have certainly compounded their possible range of educational goals through the addition of numerous departments and courses.

Mayhew contended that in the light of the wide range of possible educational goals, the individual college must seriously consider its own distinctive role or mission. The college which tries to do everything will likely succeed in doing little but the college with a goal limited to its potential can excel.<sup>13</sup> Knopp listed, as the first of several college 'sins', the failure to "define adequately, relevantly, and specifically the educational philosophy of the institution."<sup>14</sup>

In a 1969 study by Houston, it was assumed that four-year colleges would have specific goals and objectives as a basis for their general education program; however, in most cases it was difficult to detect these objectives and goals.<sup>15</sup> Two years earlier, Shilling had concluded that the

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<sup>12</sup>See Earl J. McGrath, Are Liberal Arts Colleges Becoming Professional Schools? (New York: Teachers College, Columbia University, 1958).

<sup>13</sup>Mayhew, pp. 377, 378.

<sup>14</sup>Herbert W. Knopp, Sr., "Seven Deadly Sins of Omission," Liberal Education, Vol. 45 (May, 1959), p. 306.

<sup>15</sup>Crosby A. Houston, "General Education at Four-Year Bachelor Degree Granting Institutions of Colorado," Dissertation Abstracts, Vol. 29, (February, 1969), p. 2606-A.



private liberal arts colleges were beset by a crisis of identity. He asserted that they did not give evidence of having clearly defined goals nor were their purposes well articulated.<sup>16</sup>

As many colleges look toward new technological advances and other innovative practices,<sup>17</sup> Gideonse warns that innovations in independent undergraduate institutions should be introduced only when objectives have been clearly stated.<sup>18</sup> Millett specifically proposed that the liberal arts college should cultivate generalists and therefore restate their goals with this in mind.<sup>19</sup>

Myron Wicke, with suggestions aimed specifically at the religious college, said that they must rationalize their role and keep a closer view of their mission.<sup>20</sup> Certainly the church-related college has the potential for quite specific and clearly articulated goals with respect to their religious

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<sup>16</sup>Ray B. Shilling, Jr., "An Appraisal of the Significance of the Development Function in the Advancement of Private Liberal Arts Colleges," Dissertation Abstracts, Vol. 28 (November-December, 1967), p. 2046-A.

<sup>17</sup>Dressel and DeLisle, Undergraduate Curriculum Trends, Washington, D.C.: American Council on Education, 1969, p. 5.

<sup>18</sup>Harry D. Gideonse, "The Purpose of Higher Education--A Re-Examination," A paper read at the American Council on Education, Washington, D.C., October, 1965. Cited by College Student Personnel Abstracts, Vol. 1 (April, 1966), p. 136.

<sup>19</sup>John D. Millett, "The Liberal Arts College--Coming or Going?" Liberal Education, Vol. 51 (May, 1965), pp. 221-228.

<sup>20</sup>Myron F. Wicke, The Church Related College, (Washington, D.C.: The Center For Applied Research in Education, Inc., 1964), pp. vii, 2.

emphasis. Adrian, however, warned that a college meaningfully committed to the Christian faith will soon be a rarity. He concluded that the struggle for survival will move the church-related college away from, rather than toward, the affiliated church.<sup>21</sup>

### Goals and Faculty Members

Pattillo expanded on the goal discussion by insisting that goals not only be specific but that the best possible teachers must be selected to achieve the goals.<sup>22</sup> Kac suggested that in the sciences, colleges should seek great men who lean toward the history of science. This type teacher, he continued, would be more adaptable to a liberal arts college program than a research-centered scientist.<sup>23</sup> McGrath also insisted that the liberal arts college must have a special kind of teacher.<sup>24</sup>

An opinionnaire of 70 items was used by Payne to determine the attitude of faculty members toward their part in policy making. On 64 of the 70 items, a significant number of faculty members wanted more involvement in policy-making

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<sup>21</sup>William B. Adrian, Jr., "Changes in Christian Emphasis Among Selected Church-Related Colleges in Illinois," Dissertation Abstracts, Vol. 28 (March, April, 1968), p. 4014-A.

<sup>22</sup>Pattillo, pp. 60-63.

<sup>23</sup>Kac, pp. 47-49.

<sup>24</sup>Earl J. McGrath, "Will the Independent Liberal Arts College Survive Present and Future Pressures?" College and University Business, Vol. 48 (January, 1966), pp. 52-55.

than they already had.<sup>25</sup> This study indicated a desire on the part of faculty members to be more directly and thoroughly involved with their college. In another study by Goforth, administrators of liberal arts colleges want teachers who could help the student understand the purposes of the courses that are taught.<sup>26</sup> These studies suggested that both the faculty and administration want greater faculty involvement in the functioning of the college. These studies would support the concept of carefully selected faculty members committed to the same goals and purposes as the administration itself.

Thus the liberal arts colleges, both secular and religious, are being challenged to limit and clearly define their educational goals. They are also being advised to select faculty members who will be compatible with those goals and capable of contributing to realistic goal achievement. Though a few studies, of an exploratory nature, have been conducted with regard to colleges and their faculties, little descriptive research is available capable of substantiating the challenges or lending support to the suggestions.

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<sup>25</sup>Donald L. Payne, "A Survey of Opinions Regarding Faculty Involvement in Policy-Making in Selected Private Colleges of the Middle West," Dissertation Abstracts, Vol. 29 (February, 1969), p. 2492-A.

<sup>26</sup>Gene B. Goforth, "Desirable Characteristics of College Teachers As Perceived by Presidents and Deans of Selected Liberal Arts Colleges," Dissertation Abstracts, Vol. 28 (January-February, 1968), p. 2482-A.

## Administration

Suggestions by responsible educators are important, especially when research has not yet provided reliable information of a more empirical nature. That faculty members should be adaptable to realistic and specific goals sounds reasonable as explained by leaders in the field of education; however, the use of theory or theoretical constructs from which testable hypotheses could be drawn was considered the next step if such generalizations were to become more reliable.

The time when teachers or students formed guilds and created centers of learning is long past. Though teachers and students are absolutely essential to a "school" situation, it is without exception in the United States that administrators play a significant part in drawing these essential persons together, providing them with the necessary teaching-learning environment, and coordinating all elements with respect to institutional goal achievement.<sup>27</sup> The idea of selecting goals and faculty members is primarily in the administrative realm. For this reason, the approach to the problem was from the perspective of the administration.

Administration, as an area for study, has been marked in the past by the development of "practical" techniques frequently referred to as "principles." During the post-war

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<sup>27</sup>R. F. Campbell, et al., Introduction to Educational Administration, (Boston: Allyn and Bacon, Inc., 1967), p. 63.

period, however, there has been an increasing interest in the role of theory and in the contributions of the social scientists.<sup>28</sup> Griffiths prefaces a recent book with the comment that the "study of administration is now in its most fruitful period to date, and this is particularly true in educational administration."<sup>29</sup>

1923 may be used as a convenient date to mark a turning point in administrative theory as time and motion studies began giving way to a waning interest in human relations.<sup>30</sup> An organization came to be viewed as more than a machine that could, with proper inputs, instructions and refinements, produce at maximum efficiency. The Hawthorne studies revealed that the human need element of the workers was a complex and significant factor in production.<sup>31</sup>

In dealing with this human element such terms as human relations, job satisfaction and morale came into common usage. This emphasis on the worker and his individual needs resulted in a number of significant studies and reports by various leaders in the areas of administration, sociology, and psychology.

One of the sociologists influencing administration was Theodore Sarbin who, in 1954, contributed a chapter on role

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<sup>28</sup>Andrew W. Halpin, Theory and Research in Administration, (New York: The Macmillan Company, 1966), p. 3.

<sup>29</sup>Daniel E. Griffiths, Administrative Theory, (New York: Appleton-Century-Crofts, Inc., 1959), p. v.

<sup>30</sup>Ibid., pp. 70-72.

<sup>31</sup>Ibid., pp. 70-72.

theory to the Handbook of Social Psychology. Sarbin defined role as a "patterned sequence of learned actions or deeds performed by a person in an interaction situation."<sup>32</sup> He discussed "self" at length and finally the self-role conflict which he analyzed in terms of self-maintaining mechanisms.<sup>33</sup>

In the same year Maslow published a typology of human needs that has served as a basic guide to the study of personality and motivation for many years. Maslow stated that man's need for survival comes first and is followed, in turn, by needs for safety, belongingness, self-esteem and self-actualization.<sup>34</sup> These were the needs that seemed destined to meet with some degree of frustration as the individual assumed an organizational role which called upon him to meet organizational goals and satisfy organizational needs.<sup>35</sup>

The conflict between the self and the role as defined by the organization is still a focal point for studies of administration and it is at this point that job satisfaction and employee morale have become especially significant.

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<sup>32</sup>Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology, Gardner Lindzey (ed), (Cambridge: Addison-Wesley Publishing Co., 1954), p. 225.

<sup>33</sup>Ibid., p. 252.

<sup>34</sup>A. H. Maslow, Motivation and Personality (New York: Harper and Row Publishers, 1954), pp. 80-91.

<sup>35</sup>Philip Selznick, "Foundations of the Theory of Organizations," Complex Organizations: A Sociological Reader (New York: Holt, Rhinehart and Winston, 1961), p. 21.

## Morale

The word morale first appeared in the literature in 1918 when it was used by Harold Goddard<sup>36</sup> and was primarily associated with war and the will to keep going when the body and mind seemed unable to continue.<sup>37</sup> The word gained in popularity and was soon a common term in discussions by administrators as well as military personnel.

Industrial and Business settings provided the basis for early morale research. Everyone seemed to know what morale was but seldom could any two people agree on a single definition.<sup>38</sup> Attempts were made to identify the concept of morale with some degree of precision and in 1941, French defined morale as the

condition of a group where there are clear and fixed group goals (purpose) that are felt to be important and integrated with individual goals; where there is confidence in the attainment of these goals, and subordinately, confidence in the means of attainment, in the leaders, associates, and finally in oneself; where group actions are integrated and cooperative and where aggression and hostility are expressed against the forces frustrating the group rather than toward other individuals within the group.<sup>39</sup>

In the same year Roethlisberger discussed morale in business

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<sup>36</sup>Ellsworth Tompkins and Galen Jones, "The Genesis of Morale," School Review, Vol. 58 (March, 1950), pp. 156-161.

<sup>37</sup>Daniel E. Griffiths, Human Relations in School Administration, New York: Appleton-Century-Crofts, Inc., 1956), p. 144.

<sup>38</sup>Robert M. Guion, "Industrial Morale: A Symposium. 1. The Problem of Terminology," Personnel Psychology, Vol. 11 (Spring, 1958), pp. 59-60.

<sup>39</sup>John R. P. French, Jr., "The Disruption and Cohesion of Groups," Journal of Abnormal and Social Psychology, Vol. 36 (July, 1941), p. 376.

organizations and suggested that it be divided into two parts: (1) the daily problems of maintaining internal equilibrium within the organization, and (2) the daily problems of diagnosing possible sources of interference.<sup>40</sup>

These two views of morale illustrate the difficulty in defining the concept. Each writer seemed to approach the task from a slightly different background and the result reflects their differential orientations.

In 1952 the Industrial Relations Center of the University of Chicago developed the Science Research Associate Employee Inventory, commonly called the SRA Inventory.<sup>41</sup>

This instrument was administered to two different groups in the early 50's and the results of both subjected to factor analysis. These two groups had four factors in common:

(1) integration in the organization, (2) job satisfaction, (3) immediate supervision, and (4) friendliness and cooperation of fellow employees.<sup>42</sup> This was an attempt to isolate those factors common to many individuals in two different group situations with a view to inferring that such factors might be common to all groups and thus subject to measurement in a variety of organizational settings. Thus, in

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<sup>40</sup>F. J. Roethlisberger, Management and Morale, Cambridge: Harvard University Press, 1941, p. 192.

<sup>41</sup>See Science Research Associates, General Manual for the SRA Employee Inventory, (Chicago: Science Research Associates, Inc., 1952).

<sup>42</sup>Melany E. Bacher, "A Factorial Study of the SRA Employee Inventory," Personnel Psychology, Vol. 7 (Autumn, 1954), p. 331.



industrial morale research an attempt was made to bring specific meanings to erstwhile general and vague measures of employee attitudes.

Robert Guion, in 1957, introduced an industrial morale symposium by attempting to define morale. He began with several definitions of morale such as the absence of conflict, happiness, personal adjustment, ego-involvement in one's job, cohesiveness, job-related attitudes, and acceptance of group goals, and concluded with his own definition: "Morale is the extent to which an individual's needs are satisfied and the extent to which the individual perceives that satisfaction as stemming from his total job situation."<sup>43</sup>

Stagner, with reservation, agreed with Guion but emphasized the importance of individual goals being identical to or contiguous with the group's goals. He suggested that when the individual perceives a substantial separation of the group's and his own goals, his morale will suffer.<sup>44</sup>

Morale continued to be studied in the 1960's and Misumi and Shirakashi, in an experimental study, attacked the problem of supervisory behavior and its impact on productivity and morale. As suggested by the SRA Employee Inventory, the

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<sup>43</sup>Robert M. Guion, "Industrial Morale: A Symposium. 1. The Problem of Terminology," Personnel Psychology, Vol. 11, (Spring, 1958), pp. 60-62.

<sup>44</sup>Ross Stagner, "Industrial Morale: A Symposium. 2. Motivational Aspects of Industrial Morale," Personnel Psychology, Vol. 11 (Spring, 1958), pp. 64, 67.

impact of supervisory behavior was considered a significant factor in employee morale level.<sup>45</sup> However, even in the 60's the word 'morale' was not clearly defined to the satisfaction of all researchers. Heslen and Dunphy made a study of 'satisfaction' in small groups and they avoided the term 'morale' though they admitted that it was being used by others in the same way that they were using 'satisfaction'.<sup>46</sup> Of particular significance to the present study is the following assertion by Heslin and Dunphy concerning the importance of goals on 'satisfaction' or 'morale'.

. . . progress toward the group goals is also a crucial factor in member satisfaction. Significantly, it is the members' perception of this progress, rather than the actual progress which is important.<sup>47</sup>

One aspect of industrial morale research is of particular interest to this present study. This is the suggested relationship of organizational goals to employee morale by French,<sup>48</sup> Stagner,<sup>49</sup> and Heslin and Dunphy.<sup>50</sup> These men reasoned that, to have high morale, employees must perceive that

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<sup>45</sup>Jyuji Misumi and Aanshiro Shirakashi, "An Experimental Study of the Effects of Supervisory Behavior on Productivity and Morale in a Hierarchical Organization," Human Relations, Vol. 19 (August, 1966), p. 303.

<sup>46</sup>Richard Heslin and Dexter Dunphy, "Three Dimensions of Member Satisfaction in Small Groups," Human Relations, Vol. 17 (May, 1964), p. 99.

<sup>47</sup>Ibid., p. 103.

<sup>48</sup>French, p. 376.

<sup>49</sup>Stagner, pp. 64, 67.

<sup>50</sup>Heslin and Dunphy, p. 103.

they are progressing toward the goals of the organization and that those goals are compatible with their own purposes.

### Educational Administration

Although educational research might have utilized the findings of industrial and business research, Richardson's study indicated that such was not generally the case.<sup>51</sup> Educational researchers faced the challenge associated with many of the same problems and difficulties that had plagued the people in industry. Terms were not always clearly defined, research was seldom related to theories or constructs, and there was much duplication; but by the mid fifties the more far-sighted researchers were attempting to overcome these problems.

### Morale

Griffiths, familiar with research in the area of administration and with morale research in particular, applied the findings of past studies to educational organizations and concluded that teachers needed organizations in which and through which they could find satisfaction in carrying out accepted educational philosophy.<sup>52</sup>

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<sup>51</sup>Richard C. Richardson, Jr., "Staff Morale: An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory." (unpub. Ph.D. dissertation, University of Texas, 1963), p. 16.

<sup>52</sup>Griffiths, Human Relations in School Administration, p. 146.

Griffiths also pointed to the difficulties involved in deciding exactly what factors determine morale. From his own study of four texts published prior to 1956 he listed four factors which had wide acceptance by researchers in education and the other social sciences: (1) the administrator, (2) satisfaction of individual needs, (3) team spirit, and (4) staff maturity.<sup>53</sup>

In 1955 Davies and Herrold suggested five components of morale: (1) a meaningful personal value system, (2) a conviction that people grow and flourish as they aid worthwhile purposes and causes, (3) satisfaction with leadership, (4) a satisfaction with the work and life situations, and (5) a high level of group belongingness where people share perceptions of common goals, experience collective success, etc.<sup>54</sup> Edwards reiterated these components some eight years later, indicating their persistence and apparent acceptability.<sup>55</sup>

These components of morale are interesting in that they bear striking similarities even though developed by different persons at different times. Also, they are not unlike the factors derived from the SRA Inventory.<sup>56</sup> Thus the mid

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<sup>53</sup>Ibid., p. 156.

<sup>54</sup>Daniel Davies and Kenneth Herrold, The Dynamics of Group Action: Leadership and Morale, (New London, Conn.: Arthur C. Croft, 1955), p. 13.

<sup>55</sup>Ralph Edwards, "Morale, Mental Health, and Teaching Conditions," Peabody Journal of Education, Vol. 41 (July, 1963), p. 18.

<sup>56</sup>Ibid.

1950's saw morale being described, subdivided, and classified by educational researchers and the way being opened for the development of instruments to measure the various components of morale.

Morale measurement was not to be an easy task and it was further complicated by the problem of determining whether or not there was a difference between morale and satisfaction. Charles Bidwell published an article in the 1955 Journal of Educational Sociology which described a study involving an instrument designed to establish teacher satisfaction.<sup>57</sup> This study involved elementary and junior high schools and was among the early attempts to measure teacher satisfaction. In the same year a study by Hunter listed questions which were used to elicit information that would provide a measure of teacher morale.<sup>58</sup>

Some writers used these two terms as though they referred to completely different concepts while others obviously used them interchangeably. As late as 1963 Gordon asserted that these terms were used synonymously in the literature. He then suggested that job satisfaction might be commonly "used to refer to the reactions of individuals to specific elements in their working environment" and that

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<sup>57</sup>Charles E. Bidwell, "The Administrative Role and Satisfaction in Teaching," Journal of Educational Sociology, Vol. 29 (September, 1955), p. 44.

<sup>58</sup>E. C. Hunter, "Attitudes and Professional Relationships: A Study of Teacher Morale," Journal of Experimental Education, Vol. 23 (June, 1955), pp. 345-352.

morale might refer to a more general level of individual and group satisfaction and enthusiasm.<sup>59</sup>

In spite of the general trend there were those who called for a distinction between these two concepts. Bidwell, in 1956, discussed subordinates' satisfaction with their superordinates and suggested that a study should be made of the relationship between satisfaction and morale.<sup>60</sup> Though there was this recognition of a possible distinction between these two concepts it is doubtful that anyone could satisfactorily separate them as they were used during the late 1950's and early 1960's.

Generally, in educational research, the tendency has been for researchers to use the term morale rather than satisfaction. This may result from a desire to recognize teaching as a profession rather than from any insight into a distinction between morale and satisfaction. Job satisfaction, for example, might be more acceptable to industrial or business employees than to classroom teachers, i.e., who might consider harmony among colleagues, group effectiveness, and integration of individual and institutional goals as essential to real satisfaction.<sup>61</sup>

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<sup>59</sup>Garford G. Gordon, "Conditions of Employment and Service in Elementary and Secondary Schools," Review of Educational Research, Vol. 33 (October, 1963), p. 387.

<sup>60</sup>Charles E. Bidwell, "Administration and Teacher Satisfaction," Phi Delta Kappan, Vol. 37 (April, 1956), pp. 285-288.

<sup>61</sup>Raymond A. Katzell, "Personal Values, Job Satisfaction, and Job Behavior," Man in a World of Work. Henry Borow (ed), (Boston: Houghton-Mifflin Company, 1964), p. 346.

Regardless of such semantic problems, instruments continued to be developed, and in 1959 Redefers published a list of items (attitudes) which he considered capable of indicating tendencies toward high morale. Teachers with these attitudes were found to have high Morale Tendency Scores on a 108 item questionnaire, thus, to some extent, validating the questionnaire.<sup>62</sup> Four years later Bentley and Rempel attempted to validate another teacher morale instrument.<sup>63</sup>

In 1963, the Journal of Educational Sociology carried an article by Blocker and Richardson who surveyed the literature on morale research. With 45 bibliographical entries, this survey included job satisfaction studies, studies of administrative behavior and morale, general studies of teacher morale, attempts to relate personnel practices to morale, and popular surveys. These writers concluded that morale was the result of many interrelated factors and that administrators were key figures with respect to morale.<sup>64</sup>

Following this study of industrial and educational morale research, Richardson compiled a trial list of 85 statements. With permission from Science Research Associates, 67

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<sup>62</sup>Frederick L. Redefers, "Factors That Affect Teacher Morale," The Nation's Schools, Vol. 63 (February, 1959), p. 59.

<sup>63</sup>Ralph R. Bentley and Averno M. Rempel, "Peer-Selection vs. Expert Judgment as a Means of Validating a Teacher Morale Measuring Instrument," The Journal of Experimental Education, Vol. 31 (March, 1963), pp. 233-240.

<sup>64</sup>Clyde E. Blocker and Richardson C. Richardson, "Twenty-five years of Morale Research: A Critical Review," Journal of Educational Sociology, Vol. 36 (January, 1963), p. 208.

statements from the SRA Educational Opinion Inventory<sup>65</sup> were selected and to those were added 18 others selected from the Teacher Situation Inventory,<sup>66</sup> the Teacher Reaction Inventory,<sup>67</sup> and the Teacher Attitude Inventory.<sup>68</sup> A panel of judges assigned 74 of these to 12 categories which had been selected by Richardson, using the categories from the SRA Employee Inventory as a guide. These categories were: (1) communication, (2) confidence in administration, (3) relations with immediate supervisor, (4) relations with fellow employees, (5) relations with students, (6) status and recognition, (7) identification with institution, (8) opportunities for professional growth and advancement, (9) adequacy of salary, (10) adequacy of fringe benefits, (11) work environment, and (12) work load.<sup>69</sup>

Using factor analysis, four categories were located among these twelve categories. These were tentatively

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<sup>65</sup>Science Research Associates, SRA Educators' Opinion Inventory, Chicago: SRA, Inc., 1953.

<sup>66</sup>William B. Knox, "A Study of the Relationships of Certain Environmental Factors to Teaching Success," Journal of Experimental Education, Vol. 25 (December, 1956), pp. 95-151.

<sup>67</sup>W. L. Coffman, "Teacher Morale and Curriculum Development: A Statistical Analysis of Responses to a Reaction Inventory," The Journal of Experimental Education, Vol. 19 (June, 1951), pp. 305-331.

<sup>68</sup>Claude Mathis, "The Relationship Between Salary Policies and Teacher Morale," Journal of Educational Psychology, Vol. 50 (December, 1959), pp. 275-279.

<sup>69</sup>Richard C. Richardson, Jr., "Staff Morale: An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory," (unpub. Ph.D. dissertation, University of Texas, 1963. (Note: the category titles were suggested by the SRA Employee Inventory.)



identified as (1) supervision, (2) self-integration, (3) institutional environment, and (4) employment rewards.<sup>70</sup>

Earlier, in 1958, Baehr and Renck discussed the measurement of morale as revealed by three different studies. They identified five dimensions or factors in each of three studies: (A) Organization and Management, (B) Immediate Supervisor, (C) Material Rewards, (D) Fellow Employees, and (F) Job Satisfaction.<sup>71</sup> Melany's work with factor analysis and morale measures had resulted in a study of the SRA Employee Inventory in 1954.<sup>72</sup> The SRA Employee Inventory, as previously mentioned, was the basis for Richardson's categories and this may account for some of the similarities that existed, especially in the naming of categories and factors.

The Faculty Attitude Survey, Form X, a revised form of Richardson's differential morale attitude inventory, was used by Hamsen in a 1964 study.<sup>73</sup> Designed to refine the Form X

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<sup>70</sup>Richardson C. Richardson, Jr. and Clyde E. Blocker, "Note on the Application of Factor Analysis to the Study of Faculty Morale," Journal of Educational Psychology, Vol. 54 (August, 1963), pp. 209-211.

<sup>71</sup>Melany E. Baehr and Richard Renck, "The Definition and Measurement of Employee Morale," Administrative Science Quarterly, Vol. 3 (September, 1958), pp. 157, 175, 176.

<sup>72</sup>Melany E. Baehr, "A Factorial Study of the SRA Employee Inventory," Personnel Psychology, Vol. 7 (Autumn, 1954), pp. 319-336.

<sup>73</sup>Richard C. Richardson Jr., and Clyde E. Blocker, "An Item Factorization of the Faculty Attitude Survey," The Journal of Experimental Education, Vol. 34 (Summer, 1966), p. 89.

by item factorization, nine of the original twelve categories were retained.<sup>74</sup>

Richardson and Blocker also subjected the Faculty Attitude Survey, Form X, to item factor analysis. Thirteen identifiable categories included 56 of the original 73 statements,<sup>75</sup> thus eliminating 17 statements and significantly reducing the length of the inventory.<sup>76</sup> Five of the original twelve categories were unchanged though the remaining seven underwent varying degrees of change. The resultant thirteen category inventory could still be subsumed under the four major group factors identified earlier, i.e., (1) Supervision, (2) Self-Integration, (3) Institutional Environment, and (4) Employment Rewards.<sup>77</sup>

The result of the item factorization study by Richardson and Blocker was a Faculty Attitude Survey, Form Z.<sup>78</sup> The categories, factors, and the complete inventory, with slight modification, are in Appendix A.

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<sup>74</sup>M. Duane Hansen, "A Study of the Relationship Between Faculty Morale and Influence Structure in Five Selected Junior Colleges," Dissertation Abstracts, Vol. 25 (March, 1965), p. 5055.

<sup>75</sup>One of the original 74 items had been replaced prior to the study.

<sup>76</sup>Richardson and Blocker, "An Item Factorization of the Faculty Attitude Survey," pp. 89, 90.

<sup>77</sup>Ibid., p. 93.

<sup>78</sup>Richardson C. Richardson, Jr., and Clyde E. Blocker, "Manual For The Faculty Attitude Survey: Form Z," Typed and photocopied by the authors, pp. 1-11.

The Faculty Attitude Survey, Form Z, includes factors which bear a striking similarity to three conditions revealed by Bowers in a study of institutional climate. Concerning conditions which positively affect faculty morale, Bowers lists fringe benefits, recognition of the personal worth, and recognition of professional competence. Bowers' study involved a simulated Q-Sort of 50 items called the Faculty Morale Institutional Climate Scale.<sup>79</sup>

### Models and Theories

Models and theories have not been widely used by educational administration researchers. Though the need for theory has been stressed for many years,<sup>80</sup> the majority of researchers have tended to rely too heavily upon naive empiricism.<sup>81</sup> Today models, paradigms, and theories are being suggested by Halpin,<sup>82</sup> Griffiths,<sup>83</sup> Etzioni,<sup>84</sup> and others.

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<sup>79</sup>Orville E. Bowers, "Elements of Institutional Climate Pertaining to Faculty Morale in Colleges," Dissertation Abstracts, Vol. 39 (February, 1969), p. 2464-A.

<sup>80</sup>Chester I. Barnard, The Functions of the Executive, Cambridge, Mass.: Harvard University Press, 1938; Alexander Leighton, The Governing of Men, Princeton: Princeton University Press, 1955; and Herbert A. Simon, Administrative Behavior, New York: The Macmillan Company, 1947.

<sup>81</sup>Andrew W. Halpin, Theory and Research in Administration, New York: The Macmillan Company, 1966, p. 22.

<sup>82</sup>Ibid.

<sup>83</sup>Daniel E. Griffiths, Administrative Theory, New York: Appleton-Century-Crofts, Inc., 1959.

<sup>84</sup>Amitai Etzioni, Modern Organization, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Katzell questioned past measures of morale on the basis of their lack of concern for a conceptual model upon which research could be grounded. He offered the following as a conceptual definition for a construct: "Morale is a condition of congruent motivation among members of a group, resulting in relatively high levels of energy-expenditure toward common goals having positive valence."<sup>85</sup>

Getzels and Guba were also approaching a model for morale research as they wrestled with the fundamental problem of administration theory. In 1957 they published a socio-psychological theory of social behavior which was capable of application to four major issues,

. . . the problem of institutional and individual conflict; the problem of staff effectiveness, efficiency, and satisfaction; the nature of various leadership-follower styles; and the problems of morale.<sup>86</sup>

The Getzels-Guba Model has seen wide use by a number of researchers but, to date, there is little manifestation of use of the model to study morale. The model, as suggested by the authors, has a sub-dimension which involves a congruence between individual need dispositions, institutional role expectations, and institutional goals.<sup>87</sup> Of special interest

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<sup>85</sup>Raymond A. Katzell, "Industrial Morale: A Symposium. 3. Measurement of Morale," Personnel Psychology, Vol. 11 (Spring, 1958), p. 73.

<sup>86</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, Vol. 65 (Winter, 1957), pp. 423, 424. See Figure

<sup>87</sup>Ibid.

is the distinction made between satisfaction and morale, with morale closely related to individual needs and institutional goals. These common elements have continually reappeared in the literature thus far reviewed, i.e., French,<sup>88</sup> Guion,<sup>89</sup> Stagner,<sup>90</sup> Katzell,<sup>91</sup> Griffiths,<sup>92</sup> and Davies and Herrold.<sup>93</sup>

In a study by Bidwell and Guba the sub-dimension of morale was given only cursory attention although in a rather careful study of satisfaction they mentioned that "satisfaction does not denote such elements as professional commitment or identification with the goals of the enterprise."<sup>94</sup>

It is precisely in the area of goals and goal commitment that the morale dimension of the Getzels-Guba model is significant. Goals or objectives are inseparable from a rational organization. Argyris goes so far as to assert that ". . . the most basic feature of a formal organization is that it is 'rational'. . . 'designed'. . . to accomplish

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<sup>88</sup>John French, *Ibid.*, p. 376.

<sup>89</sup>Robert Guion, *Ibid.*, p. 61.

<sup>90</sup>Ross Stagner, *Ibid.*, p. 67.

<sup>91</sup>Raymond Katzell, "Industrial Morale: A Symposium. 3. A Measurement of Morale," p. 73.

<sup>92</sup>Daniel Griffiths, Human Relations in School Administration, p. 146.

<sup>93</sup>Davies and Herrold, *Ibid.*, p. 13.

<sup>94</sup>Charles E. Bidwell and Egon G. Guba, Administrative Relationships, (Chicago: Midwest Administration Center: The University of Chicago, 1957), p. 9.

particular rational objectives."<sup>95</sup> He goes on to say that when workers are not personally interested in the work-goal the ideal condition for psychological failure will be present.<sup>96</sup>

Bidwell and Guba mentioned a morale study in progress (1956 or 1957) at the Midwest Administration Center at the University of Chicago which was to have taken goals into consideration. This was to have been an exploratory approach to the construction of metrics appropriate to the study of morale in educational settings.<sup>97</sup> However, no further mention of that study was found in the literature.

Thus, the writer found a model available which provided the elements necessary to generate hypotheses relative to faculty morale and institutional goals. The model also defines morale in terms of dimensions that have much in common with the components of morale as determined by other researchers employing different approaches.

#### Summary

The liberal arts college, facing the possibility of extinction, has been challenged to seriously consider its mission, realistically evaluate its potential, carefully redefine its goals and then select faculty members compatible

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<sup>95</sup>Chris Argyris, "Being Human and Being Organized," Trans-Action, Vol. 1 (July, 1964), p. 4.

<sup>96</sup>Ibid., p. 6.

<sup>97</sup>Bidwell and Guba, p. 74.

with those goals. Such challenges have been presented in the good faith that they will somehow make the liberal arts college more relevant and more likely to succeed.

Such challenges may seem to be reasonable and thus valuable, but empirical testing is needed to substantiate such suggestions and administration theory may present the necessary tools capable of augmenting such testing. Administration researchers have given serious consideration to the study of morale and its influence in both industrial and educational settings, and morale may be the key to the critical relationship of faculty members to institutional goals.

The study of morale has involved the development of definitions, the isolating of components and the construction of various measuring instruments. One such instrument, a morale inventory<sup>98</sup> for junior college faculty members, has been used extensively and involves the most commonly accepted dimensions of morale. This instrument becomes especially significant when associated with the Getzels-Guba social system model which offers a theory base for the development of similar dimensions of morale and relates these dimensions to institutional goals.

This study, then, brings together four elements associated with administration research, (1) the suggestion that reasonable and clearly defined goals and faculty selection and retention might somehow help the liberal arts college,

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<sup>98</sup>The Faculty Attitude Survey: Form Z (FAS-Z).

(2) the concept that organizational goals are related to morale, (3) an instrument which seems capable of measuring certain factors critical to morale, and (4) a model which relates these factors to morale and institutional goals.



## CHAPTER III

### DESIGN OF THE STUDY

This study was designed to provide information relative to the problem of faculty morale and its relationship to institutional Goal Specificity. The design included secondary variables, i.e., Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level, as well as a second independent variable, Religious Emphasis.

The theoretical base with an explanation of the rationale for each dimension is included in this chapter. Also included are the hypotheses tested, the measuring instruments utilized in data collection, and the method for analyzing the data.

#### Theoretical Framework

In this study it was not deemed feasible to employ a design capable of determining whether or not more practical and specifically stated college goals would indeed save the liberal arts college; or even whether or not a congruence between teacher needs, their role expectations, and college goals would be of any value to the liberal arts college. It was deemed possible, however, to design a study that would

test for relationships between college goals and faculty morale. The determination of such relationships would, it seemed, strengthen the rationale undergirding the original suggestions and perhaps lead to further study capable of stronger and more specific inferences.

The Getzels-Guba Social Systems Model aided greatly in the development of testable hypotheses related to individuals, institutional roles, institutional goals, and morale.<sup>1</sup> Getzels and Guba conceived of a social system as divisible into two major classes of phenomena which were conceptually independent though phenomenally interactive (Figure 1).

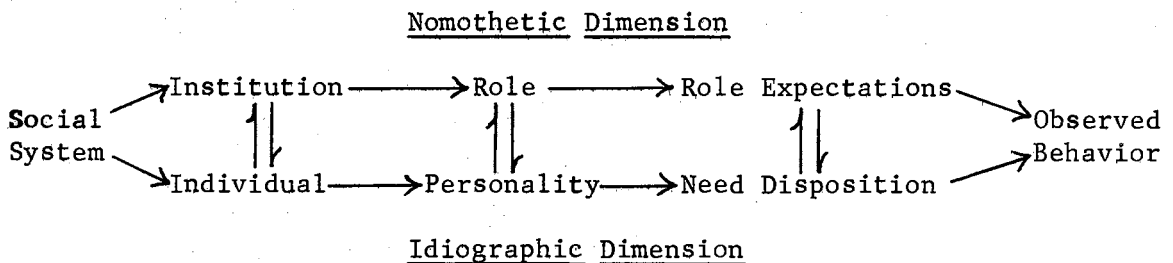


Figure 1. General Model Showing the Nomothetic and Idiographic Dimensions of Social Behavior.

One major dimension was the institution with its roles and role expectations which, under norms of rationality, will fulfill the goals of the system. The second dimension involved the individual with his personality and need-dispositions which govern his reactions to the environment.

<sup>1</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," The School Review, Vol. 65 (Winter, 1957), pp. 423-441.

The interaction of these two dimensions produced observed behavior.

Of particular interest for this study is the sub-dimension of morale (Figure 2) which Getzels and Guba derived from the general model (Figure 1). Morale is specifically defined in terms of these elements--Identification, Belongingness, and Rationality.

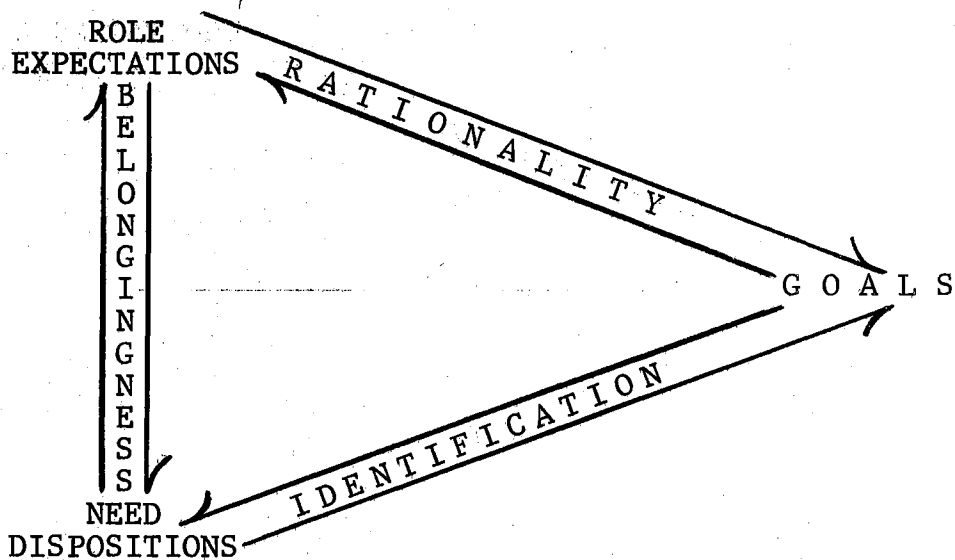


Figure 2. The Dimensions of Individual Morale

Belongingness represented the anticipation on the part of the individual that he would be able to achieve satisfaction within the institutional framework. Rationality represented the degree of congruence between role expectations and institutional goals. Identification represented the degree to which the individual was able to integrate his own needs with the goals and actions of the institution.

## Statement of the Hypothesis

The primary independent variables in this study (Goal Specificity and Religious Emphasis) were analyzed in terms of their individual and/or combined relationship to the five dependent variables (Morale and its four sub-dimensions, i. e., Belongingness, Rationality, Identification, and Employment Rewards). To facilitate the establishment of an appropriate design involving proper operationalism, controls and procedures, the following null hypotheses were formulated:

### Primary Variable Hypotheses

The hypotheses involving the primary independent variables were used to explore the possibility of significant relationships between each of five dependent variables:

(1) Total Morale, (2) Belongingness, (3) Identification, (4) Rationality, and (5) Employment Rewards as measured by scores on a morale inventory, and (A) Goal Specificity, (B) Religious Emphasis, and (C) the interaction of Goal Specificity and Religious Emphasis. This involved a total of fifteen separate hypotheses which were grouped according to the five dependent variables.

H<sub>1,2,3</sub> There will be no significant relationship between Total Morale scores and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis.

H<sub>4,5,6</sub> There will be no significant relationship between Belongingness scores and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis.

H<sub>7,8,9</sub> There will be no significant relationship between Identification scores and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis.

H<sub>10,11,12</sub> There will be no significant relationship between Rationality scores and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis.

H<sub>13,14,15</sub> There will be no significant relationship between Employment Rewards and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis.

### Secondary Variable Hypotheses

This second group of hypotheses was used to explore the possible significant relationships between (1) Total Morale, (2) Belongingness, (3) Identification, (4) Rationality, and (5) Employment Rewards and each of seven secondary variables, i.e., Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level. The hypotheses listed below are in groups of five as determined by each independent variable being analyzed with respect to its relationship to each of five dependent variables.

H<sub>16-20</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their departmental affiliation.

H<sub>21-25</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their sex.

H<sub>26-30</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their age.

H<sub>31-35</sub> There will be no significant relationship between faculty members scores on a morale inventory and their teaching experience.

H<sub>36-40</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their marital status.

H<sub>41-45</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their income.

H<sub>46-50</sub> There will be no significant relationship between faculty members' scores on a morale inventory and their educational level.

### Definition of Terms

Several of the terms used in this study are given rather lengthy definitions in this section. This is due to the necessity for relating the theoretical model to the stated problem of the study. In doing this, a rationale was developed to justify each relationship.

### Primary and Secondary Independent Variables

For the sake of clarity the independent variables in this study have been referred to as primary and secondary variables. The primary independent variables include Goal Specificity, (high and low), and religious emphasis, (Church Dominated, Christian Independent, and Public Non-religious). The secondary independent variables include Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income and Educational Level.<sup>2</sup> The secondary independent variables were considered important variables which might influence the dependent variables significantly.

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<sup>2</sup>Ralph Ernest Plant, Jr., "An Investigation of Some Correlates of Teacher Job Satisfaction," Dissertation Abstracts, Vol. 26 (May, 1966), p. 6481.

## Belongingness

Maslow stated that once man's needs for survival and safety are satisfied and he is no longer primarily concerned with body homeostasis or physical danger, he will hunger for belongingness, i.e., affection from others or a place in the group.<sup>3</sup> Abbott related belongingness to the Getzels-Guba Model and asserted that it may be viewed as directly related to the motive a person has for joining himself to an organization.<sup>4</sup> Thus it seems appropriate to conceptualize belongingness as partially influenced by an individual's need dispositions.

The influence of role expectations on belongingness may not be quite as obvious but is evident in the light of Abbott's approach to the "cognitive orientation to roles" concept.<sup>5</sup> Abbott started with Merton's concept of role-set<sup>6</sup> and suggested that from the role-set, the functionally specific and universalistic expectations are abstracted and formed into a codified behavior system for the institution. When an individual comes into an organization with his own

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<sup>3</sup>A. H. Maslow, Motivation and Personality, (New York: Harper and Row Publishers, 1954), pp. 80, 87.

<sup>4</sup>Max G. Abbott, "Intervening Variables in Organizational Behavior," Educational Administration Quarterly, Vol. 1 (Winter, 1965), pp. 1-13.

<sup>5</sup>Ibid., pp. 5-7.

<sup>6</sup>Robert K. Merton, Social Theory and Social Structure, (Glencoe: Free Press, 1957), p. 206. ". . . role set is characterized by various expectations which are held for a single role or position within the organization."

unique need disposition, he begins to learn about the codified behavior system through intentional instruction and incidental learning. Influenced by his needs and values, the individual interprets the codified behavior system according to the way he perceives it. Thus, there exists a cognitive orientation to roles based upon the institution's codified behavior system and the individual's idealized concept of what those roles are.

To the extent that an individual's cognitive orientation to roles is in harmony with his idealized concept of the roles, his affective response will be positive, his experience satisfying, and his behavior potentially goal directed. Returning to the discussion of need-disposition, including a desire for belongingness, it is reasonable to assume that the need to belong will influence the individual's perception of his role and thus become part of his idealized role concept. Then as his ideal concept interacts with the codified behavior system, his cognitive orientation to roles and thus his affective responses will involve the belongingness factor. It is in this manner that belongingness is conceptualized in terms of an individual's perceptions of his needs and role expectations.

### Rationality

The term goal-achievement does not appear in the graphic representation of the Getzels-Guba Social System Model (Supra p. 41). This is due to the demand of theory for a description of the real and the factual rather than the



ideal or desirable. The ideal is, however, much in the mind of the administrator if he is guided by norms of rationality.<sup>7</sup> Administration is defined by Getzels as the "locus for allocating and integrating roles, personnel, and facilities to achieve the goals of the system."<sup>8</sup>

It is the expected task of administrators to facilitate observed behavior that is goal directed and central to this is the development of role expectations that will be congruent with institutional goals. This congruency has been labeled rationality and is a significant part of the morale concept. Getzels and Guba suggested that individual morale will be low if an employee cannot identify a relationship between that which he is expected to do and that which the institution is presumed to be doing.<sup>9</sup>

Turning again to Maslow, it is noted that as the needs for survival and safety are met, belongingness, self-esteem, and self-actualization are the significant and inclusive needs of man. The esteem need involves a desire for achievement, confidence, and usefulness. Though the universality of this need has not been determined, it is assumed to be significant, at least in American culture. Maslow emphasized the importance of self esteem based on deserved respect.<sup>10</sup>

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<sup>7</sup>James D. Thompson, Organizations in Action, (New York: McGraw-Hill Book Company, 1967), p. 14.

<sup>8</sup>Getzels and Guba, "Social Behavior and the Administrative Process," p. 424.

<sup>9</sup>Ibid., p. 439.

<sup>10</sup>Maslow, p. 90, 91.

This concept of esteem as a basic human need would undergird the significance of rationality. A job well done would not suffice to bring an individual satisfaction and high morale unless he were genuinely convinced that his job was necessary to the fulfillment of real goals.

Though the aspect of morale and thus rationality is considered applicable to all social systems, it should not be surprising if the degree of appropriateness were to vary from organization to organization. Assembly line workers may be influenced by their perception of the relationship of their tasks to the organizational goals but it is assumed that professionals, meeting the criteria of expertise, intensive training and commitment would by definition be more influenced by this perception.

In a liberal arts college where the production technology is located in professionals, perceived rationality would be a highly significant variable in the individual-institutional relationship. It should be noted that rationality as used here is not an institutional given, i.e., the fact of congruence or incongruence between role expectations and goals. Rationality as descriptive of the moral dimension is a result of the perception of a role incumbent. Perceived congruence between role-expectation and goals would contribute to increased morale whether or not such congruence actually existed.

### Identification

Even though an individual might perceive of institutional role-expectations as contributing directly to the stated goals of an organization, the expectations, goals, or both might conflict with his own need dispositions. Maslow attested to the need for self-actualization.

A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man can be, he must be.<sup>11</sup>

Thus, the third and last need of man as perceived by Maslow finds gratification within the framework of the morale trichotomy. Again it should be noted that the congruence between the individual's need disposition and the organizational goals of the institution is not necessarily a congruence based upon the identity of two separate facts. The institutional goals are perceived by the individual and the congruence involves this perception.

The degree to which such congruence is perceived to exist will manifest itself within the individual through identification. Only when this identification takes place can the individual really convince himself that he is doing and being what he ought to do and be.

### Employment Rewards

The Getzels-Guba model does not include any unique dimension which would clearly reflect the impact of employment

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<sup>11</sup>Maslow, p. 91.

rewards upon the morale of a role incumbent. However, since this is generally considered a significant factor by others who have devoted time to the study of morale it was added to the dimensions of Rationality, Belongingness and Identification.

That this dimension is not included in the model may reflect a weakness in the model or perhaps a weakness in the writer's ability to interpret the model. A similar problem may not exist with regard to the use of Maslow's typology. As Maslow's belongingness, self-esteem, and self-actualization concepts were related to the belongingness, rationality, and identification dimensions of the model, his safety and survival concepts might be related to employment rewards.

This relationship, however, may not be a completely acceptable one. Safety and survival are extremely basic needs, according to Maslow, while in America, today, the college teacher may not look upon a salary with fringe benefits as mere survival and safety. Salary may tend to go hand-in-hand with status, personal worth, and self esteem.

### Goal Specificity

In a bureaucratic hierarchy, the ends or goals of one hierarchical level might contribute to the means of another level. This means-ends sequence would ultimately result in the final ends or goals of that bureaucracy. In the present study, consideration of goals will be limited to such terminal or institutional goals. Goal specificity refers to

the degree to which a college has translated its goals into clearly defined behavioristic expectations and provided avenues through which students share goal-directed experiences.

### Religious Emphasis

First considered one form of goal specificity, this variable seemed sufficiently unique to be used and controlled as an intervening variable. Since different colleges have different degrees of religious affiliation and emphasis it was decided that this variable would be assigned three categories:

Church Dominated religious colleges would be those colleges very closely affiliated with one particular religious group. Such colleges would correspond closely to what Pattillo calls defender of the faith colleges which tend to propagate the doctrine of a particular church.<sup>12</sup>

Christian Independent religious colleges are colleges with little or no affiliation with specific church groups. Pattillo's free Christian colleges might fit into this category.<sup>13</sup> Such colleges might have religious departments or attached seminaries but would be no more religiously oriented than some conservative public colleges.

Public Non-religious colleges are state colleges with no more religious orientation than would be expected in

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<sup>12</sup> Manning M. Pattillo, Jr., and Donald M. Mackenzie, Church Sponsored Higher Education in the United States, (Washington, D.C.: American Council on Education, 1966), p. 192.

<sup>13</sup> Ibid.

publicly supported institutions. These are included in the study due to the difficulty of located private non-religious colleges in the region under consideration.

#### Collection of Data

Each college was visited and a personal interview conducted separately with three top administrative personnel from each college (for interview questions, see Appendix A). The selection of the administrators to be interviewed was based primarily on availability; however, the interviewer indicated a desire to meet with at least one administrator closely associated with institutional management and at least one administrator closely associated with the academic realm. The administrators interviewed from each college were as follows:

1. College A--vice-president, academic dean, graduate school dean.
2. College B--vice-president, dean of student affairs, dean of women.
3. College C--president, registrar, academic dean.
4. College D--assistant to the president, academic dean, dean of students
5. College E--president, vice-president, academic dean.
6. College F--president, dean of instruction, dean of students.

A tape recording or written record of each interview was made and this, combined with the administrator's responses to a written questionnaire, was used to make a second tentative decision concerning the categorization of each

college with regards to the independent and intervening variables.

When the interviews were completed, a list of current students was requested from each college and a questionnaire (see Appendix A) then sent to forty students selected at random using a table of random numbers. When the returns from these students were analyzed with regard to their perception of the factors used as indicants of goal specificity and religious emphasis, a final decision was made with regard to the categorization of each college. At this point, two colleges were rejected leaving six colleges for inclusion in the final analysis.

Following the interview with each administration, a list of full-time faculty members was requested. Although each college had its own method of determining full-time status, there were no faculty members included who taught less than six hours. Teaching administrators were included, i.e., department chairmen, department deans, etc., but top administrators and non-teaching personnel were not included, i.e., presidents, vice-presidents, registrars, deans of students, etc.

From each faculty, twenty-five names were selected at random using a table of random numbers. To each of the selected twenty-five faculty members was sent, by first class mail, an envelope containing: (1) a letter of explanation (see Appendix B), (2) a morale inventory (see Appendix

A), (3) a background information form (see Appendix A), and a stamped, self-addressed return envelope.

When the questionnaires and personal background forms were returned, the results were coded and transferred to computer cards. The four factors comprising the total morale measure were isolated, resulting in a total of five variables, i.e., the four factors plus the total measure.

Since the Faculty Attitude Survey: Form Z was originally designed for use in the junior college, the results of the survey which were collected in this study were subjected to factor analysis. This was done to determine the degree to which the present responses confirmed the categories previously determined through subjective judgment and factor analysis.

Factorial Analysis of Variance and Chi-square were used to test the hypotheses. The former provided for the most comprehensive use of the data collected and the latter was necessary in those instances when disproportionate cell values rendered the Analysis of Variance impractical. The Scheffe' test was used to locate the points of significant mean difference when such differences were found to be significant at the .05 level of probability by the Analysis of Variance test. Discussions follow with regard to the interpretation of such differences.



## Study Instruments

This study involved two primary independent variables and a multidimensional dependent variable, i.e., morale and its four factors or dimensions. The measurement of these several variables involved using various instruments as described here.

### Morale

Faculty morale was determined through the use of the FAS-Z (Appendix A). Refined over a period of six years, this instrument was first developed by Richard C. Richardson, Jr., in 1963. Called the Differential Morale Attitude Inventory,<sup>14</sup> it was compiled from previous inventories following a careful scrutiny of industrial and educational morale research.<sup>15</sup>

Sixty-six responses from a ninety-three faculty member junior college provided the sample used in Richardson's study. The internal consistency of reliability coefficients for the individual categories as well as for the total inventory were computed using the Kuder-Richardson formula.<sup>16</sup>

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<sup>14</sup>Richard Colby Richardson, Jr., "Staff Morale: An Investigation Involving the Development and Testing of a Differential Morale Attitude Inventory," (unpub. Ph.D. dissertation, University of Texas, 1963).

<sup>15</sup>Clyde E. Blocker and Richard C. Richardson, Jr., "Twenty-Five Years of Morale Research," Journal of Educational Sociology, Vol. 36 (January, 1963), pp. 200-210. This article contains a critical survey of morale research and a comprehensive bibliography.

<sup>16</sup>J. P. Guilford, Fundamental Statistics in Psychology and Education, (New York: McGraw-Hill, Inc., 1956), pp. 380-385.

Reliability coefficients for the twelve categories ranged from .51 to .80. Richardson and Blocker subjected these twelve categories to factor analysis which yielded four group factors which were tentatively identified as supervision, self-integration, institutional environment, and employment rewards.<sup>17</sup> Since the categories factored were formed of items assigned by judges the subjective element was not to be denied. A later study by Hansen attempted to refine the inventory by item factorization.<sup>18</sup> The result of this study was a major realignment of items and a significant change in three of the original twelve categories.

In 1966 Richardson and Blocker reported a study which involved the use of the Faculty Attitude Survey with 321 faculty members in six public community colleges.<sup>19</sup> Statements were reassigned to categories on the basis of factor loadings and these refined categories related to the four group factors determined in the original study. Thirteen categories were identified through factor analysis and rotation and 17 of the original 74 items were eliminated.

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<sup>17</sup>Richard C. Richardson, Jr., and Clyde E. Blocker, "Note on the Application of Factor Analysis to the Study of Faculty Morale," Journal of Educational Psychology, Vol. 54 (1963), pp. 208-212.

<sup>18</sup>Duane M. Hansen, "A Study of the Relationship Between Faculty Morale and Influence Structure in Five Selected Junior Colleges," Dissertation Abstracts, Vol. 25 (March, 1965), p. 5054.

<sup>19</sup>Richard C. Richardson, Jr., and Clyde E. Blocker, "An Item Factorization of the Faculty Attitude Survey," The Journal of Experimental Education, Vol. 34 (Summer, 1966), pp. 89-93.

The result of these refinements is the FAS-Z which was made available to the writer by Richard C. Richardson, Jr. With slight modification the fifty-seven item Form Z was used to measure faculty morale in this study.<sup>20</sup> The four group factors with their subcategories are listed in Table II. A discussion of the relationship of the group factors in FAS-Z to Belongingness, Rationality, Identification and Employment Rewards is found in Appendix A.

### Goal Specificity

Goal Specificity has been defined as the degree to which a college has translated its goals into clearly defined behavioristic expectations and provided avenues through which students share goal-directed experiences. This definition must be broad and flexible to allow for the variation in institutional goals that is expected to exist. The following measures were used to dichotomize high and low Goal Specificity.

Accreditation by a regional accrediting association was considered necessary because of the concern such associations have for institutional goals that are consistent with an institution's material and human resources. Accreditation also provided a limited control in that all institutions included in the study were accredited.

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<sup>20</sup>Certain items were shortened by slight modifications of the wording, (see Appendix A) and one item was omitted, i.e., 57. Filling in this inventory can be a worthwhile way of letting the administration know what faculty members think.

Synthesizing experiences including comprehensive examinations, senior seminars, research papers or projects, the Graduate Record Examination, the National Teachers' Examination, or similar experiences were considered basic indicants of Goal Specificity.<sup>21</sup> To initially determine the extent of the use of such experiences, college catalogues were examined. It was felt that unless such experiences were considered important enough to have a prominent place in the catalogues they would not have much impact upon goal achievement. At this point colleges were tentatively rated as having high or low Goal Specificity on a comparative basis.

Once this tentative measure was completed, a personal interview with three top-level administrators was arranged. Through the use of this structured interview (see Appendix A) the presence or absence of synthesizing experiences was further confirmed. If such experiences were used by the college the interview was used to determine the relative significance of those experiences as far as goal achievement was concerned.

Finally, a random sample of forty students were sent questionnaires to determine their knowledge of such

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<sup>21</sup>Booth, Wayne C. Quoted by Steinberg, Erwin R., "The Undergraduate Curriculum in English," Current Issues in Higher Education, (Washington, D.C.: NEA, Association of Higher Education, 1963), p. 210. (It was found that English Departments producing a significant number of Rhodes Scholars, Woodrow Wilson Scholarship recipients, etc., made extensive use of common course experiences, comprehensive examinations, etc.)

experiences and their perception of the impact of such experiences on themselves and their advisors (see Appendix A).

### Religious Emphasis

The religious emphasis of each college was determined by a study of each catalogue, an interview with three top level administrators of each college, and a questionnaire which was sent to forty students selected at random from each student body. The following factors were taken into consideration to determine the extent of the religious emphasis in each college:

(1) The percentage of board of trustee members who were members of the affiliated church. In cases where the majority of the trustees of a college are appointed by the affiliated church or where a majority of the trustees are appointed because of their membership in the affiliated church, a strong religious emphasis was assumed. In cases where few trustees are so selected or appointed, a weak religious emphasis was assumed. In a study of Protestant colleges by Louis Meeth, a high correlation was found between the rigidity and emphasis of religious concerns in colleges and the number of trustees chosen by supporting church groups.<sup>22</sup>

(2) During the interview with top-level administrators, the administrators were given an opportunity to express their

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<sup>22</sup>L. R. Meeth, "Religion in Faculty Selection and Retention in Protestant Colleges," Dissertation Abstracts, Vol. 25, (1965), p. 5065.

view of an ideal graduate or senior student of their college. Mention of religious attitudes were carefully considered as indicants of a religious emphasis. These administrators were also asked whether or not they were interested in the church affiliation of their students. Dominated religious college administrators were expected to be quite concerned that students be members of the affiliated church.

(3) Administrators were also asked about faculty selection and retention as related to church membership. Again it was expected that dominated religious college administrators would give strong consideration to church membership in faculty selection and retention. These administrators were also expected to indicate that the faculty would be well aware of this factor.

(4) The student questionnaire was also designed to elicit responses concerning the religious emphasis of specific colleges. Since one questionnaire was used for all students in all the selected colleges, it was not expected that the answers could all be compared according to the same criteria. Although students in colleges with relatively strong religious purposes might be expected to distinguish between a stronger and a weaker emphasis, students in state colleges or independent religious colleges might not use the same criteria for measuring religious emphasis. Since students in church dominated colleges would not be expected to rate religious emphasis on the same basis as students in state colleges, each set of returns had to be interpreted independently.

The FAS-Z was used as a measure of faculty morale with the assumption that it would measure the four stated dimensions of morale, i.e., Belongingness, Identification, Rationality, and Employment Rewards. Since no published report of the use of the FAS-Z with senior college faculty members was found, it was deemed advisable to subject the data, collected in the present study, to factor analysis. This would tend to verify or fail to verify the assumptions critical to the use of the instrument.

Factorial AOV was selected as the statistical approach capable of making the greatest use of the data to be collected. Not only would the main effect variables be tested for significant differences in variance but also the interaction of those variables would be tested, i.e., Goal Specificity, Religious Emphasis, and the interaction of Goal Specificity and Religious Emphasis.

Since only twenty-five faculty members were selected from each of the six colleges studied, it seemed probable that the number of subjects in the cells would be extremely disproportional if the secondary independent variables (Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level) were included in the Factorial AOV. For this reason, the impact of the secondary independent variables on the dependent variables (Total Morale, Belongingness, Identification, Rationality, Employment Rewards) was determined by use of medians, percentiles, and chi-square tests.

## Summary

The Getzels-Guba Social Systems Model was selected as a basis from which testable hypotheses could be generated relative to the stated problem of the study. Of particular interest was the morale dimension of the model which was used to formulate the general null hypothesis which guided the design of the study.

One group of null hypotheses was stated which involved possible relationships between Goal Specificity, Religious Emphasis, and faculty morale. A second group of null hypotheses was stated which involved possible relationships between faculty morale and seven secondary independent variables: Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level. As a rationale to support the hypotheses as well as to clarify meanings, several terms were then carefully defined.

The method of collecting data from administrators and students, with regard to Religious Emphasis and Goal Specificity, and from faculty members, with regard to morale, was discussed. The study instruments, i.e., interviews and questionnaires, were described and a brief statement concerning the relationship of the instruments to the various elements of the model were explained.

The chapter concluded with a brief discussion of the factor analysis used to verify certain assumptions connected



with the use of the FAS-Z and the Factorial AOV used to test the hypothesis.

## CHAPTER IV

### THE FINDINGS OF THE STUDY AND THE TESTS OF THE HYPOTHESES

The stated purposes of this study included the providing of information concerning (1) the suitability of a morale inventory for use with a senior college faculty, (2) the impact of Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level on Faculty Morale, and (3) relationships between Goal Specificity and Religious Emphasis and five dependent variables (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards).

To measure the morale of the faculty members of the six colleges which were selected for this study, the FAS-Z was used. Twenty-five full-time faculty members were selected at random from each of the six colleges and to these faculty members the FAS-Z, a background information form, and a letter of explanation were sent.

A total of 140 (93%) usable questionnaires were returned: (1) twenty-four from College A, (2) twenty-five from College B, (3) twenty-two from College C, (4) twenty-four from College D, (5) twenty-two from College E, and (6) twenty-three from College F. For the purpose of

equalizing the cell values when Factorial AOV was used, questionnaires from Colleges A, B, D, and F were deleted, by random selection, until each college faculty was represented by twenty-two questionnaires.<sup>1</sup> When Chi-square tests were made the full 140 questionnaires were used.

This chapter includes the findings of the study and the results of the testing of the hypotheses. The results of a factor analysis of the FAS-Z is covered first, followed with Chi-square tests involving the secondary variables and the Factorial AOV involving the primary variables.

#### Verification of the Faculty Attitude Survey: Form Z

The Faculty Attitude Survey: Form Z (FAS-Z), which was used as the morale measuring instrument for this study, was developed in junior college settings between 1963 and 1966.<sup>2</sup> Since the present study involved senior college faculty members rather than junior college faculty members and since regional and institutional differences were present, it was considered expedient to subject the survey responses of the

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<sup>1</sup>This method was accepted upon the recommendation of statisticians associated with the computer center at Oklahoma State University. However, Wert, et. al., to avoid any loss of data have suggested a correction for disproportionality which might be used in future studies of this type. James E. Wert, et. al., Statistical Methods in Educational Psychological Research, (New York: Appleton-Century-Crofts, Inc., 1954), pp. 211-225.

<sup>2</sup>Richard C. Richardson, Jr., and Clyde E. Blocker, "An Item Factorization of the Faculty Attitude Survey," The Journal of Experimental Education, Vol. 34 (Summer, 1966), pp. 89-93.

senior college faculty members to factor analysis to determine whether or not these responses revealed the same basic factors or dimensions as those previously tested.

On the basis of the information available in the literature, this writer assumed that previously performed factor analyses were similar to the one used in this study. A second assumption was that the limited three-point response for each item represents a continuum which can be subjected to a Pearson Product Moment Correlation. Such an assumption is frequently made with regard to a Likert scale due to its potential for revealing a normal distribution. However, the fact that the scale used in the present study has only three positions may limit this potential and suggest the exercise of proper caution in interpretation.

A principal component solution and a varimax rotation of the factor matrix was performed. Using principal component analysis it was determined that sixteen independent factors were needed to account for the majority of the variance in the 56 variables.<sup>3</sup> In order to keep the number of factors as small as possible, only those eigenvalues equal to or greater than 1.0 were retained. Eigenvalues were determined by correlation coefficients<sup>4</sup> and communality estimates were based upon squared multiple correlation.

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<sup>3</sup>Each item was considered an independent test and correlated with every other item (see Appendix C).

<sup>4</sup>For eigenvalues and cumulative percentages of eigenvalues, see Appendix C.

The FAS-Z is composed of four group factors and these factors are further subdivided into thirteen sub-categories (see Appendix A). Using these sub-categories as a guide, comparisons were made between the thirteen FAS-Z sub-categories and the sixteen factors revealed in the present factor analysis.

Although the sub-categories were used as a guide to determine which of the present sixteen factors belonged in each of the four group factors, it was not considered necessary for the newly factored items to be grouped in the same sub-category arrangements. Items appearing in a single group factor, though relocated within the sub-categories of that factor, would still contribute to the measurement of that particular group factor.

#### Group Factor I: Belongingness<sup>5</sup>

In the FAS-Z the group factor of Belongingness was composed of two sub-categories, one with twelve items and the other with seven items. Seventeen of these nineteen items reappeared in this same factor in the present study when their highest loadings were considered. The other two of the original nineteen items had their second highest loadings in this factor. Thus, all nineteen items had significantly high loadings in one of the two sub-categories forming group factor I, Belongingness.

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<sup>5</sup>Originally "Supervision" in the FAS-Z.

In the present study, two other items, i.e., Item 14<sup>6</sup> and Item 44<sup>7</sup>, were relocated from other group factors to this one. However, both of these items can be readily associated with Belongingness and Item 14 even uses the word "belong".

On the basis of this information, it was inferred that Group Factor I, Belongingness, in the present study varied only slightly from the first group factor of the original FAS-Z. Thus, the FAS-Z did seem to measure the dimension of Belongingness when used with either junior or senior college faculty members.

#### Group Factor II: Identification<sup>8</sup>

The nine items comprising the group factor of identification underwent considerable realignment in the present factor analysis. Identification was originally composed of three sub-categories (with two, three, and four items respectively). In the present study the three item sub-category disappeared. Two of these items were realigned within Group Factor II, Identification, and one was relocated in Group Factor IV, Employment Rewards.<sup>9</sup> Two items from the four item sub-category were also relocated, one (Item 44)<sup>10</sup> loading

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<sup>6</sup>Item 14. "The longer you work for this college, the more you feel you belong."

<sup>7</sup>Item 44. "I feel that I know how I fit in with the total program in this college."

<sup>8</sup>Originally "Self-Integration" in the FAS-Z.

<sup>9</sup>Item 50. "Local pressure groups have too much influence on administrative decisions."

<sup>10</sup>See footnote #7, above.

high on Group Factor I, Belongingness, and the other becoming a residual factor unrelated to any of the four group factors (Item 26).<sup>11</sup>

Although the Group Factor of Identification underwent the greatest alteration, two-thirds, or six, of the original nine items reappeared in the group factor to support the assumption that Identification is, in fact, a dimension of morale when the morale inventory (FAS-Z) is administered to senior college faculty members.

Group Factor III: Rationality<sup>12</sup>

Rationality was originally composed of seventeen items forming five sub-categories. The items in these sub-categories underwent considerable realignment but, in general, the factor itself was unchanged. Fourteen of the original seventeen items had high loadings on this factor in the present study. One other had a higher loading on factor I: Belongingness, but did have a third highest loading of .25 on this factor.

Two items, 11<sup>13</sup> and 29<sup>14</sup> formed residual factors with no high loadings on any of the four group factors. Several

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<sup>11</sup>Item 26. "Sometimes I feel that my work counts for very little in the college program."

<sup>12</sup>Originally "Institutional Environment" in the FAS-Z.

<sup>13</sup>Item 11. "The size of the classes I work with is satisfactory for effective teaching."

<sup>14</sup>Item 29. "The staff development program helps me to do a better job of teaching."

of the faculty members indicated that they had trouble answering Item 29 because their schools had no staff development program. Further use of the FAS-Z might warrant a re-examination of this item to determine its relevance to the senior college setting.

#### Group Factor IV: Employment Rewards

The Employment Rewards factor revealed very little alteration in the present study. Not only did the original items tend to have high loadings in this group factor but there was only one item that realigned itself with regard to the sub-categories.

Item 24<sup>15</sup> did not load high on any of the four group factors and thus became the fourth item to form a residual category. Items 50<sup>16</sup> and 13<sup>17</sup> had high loadings on this factor. Originally Item 50 was a part of Group Factor II, Identification. Item 13 loaded high on both the present factor of Employment Rewards and Group Factor I, Belongingness (where it was located in the original findings).

#### Summary

In summary, the factor analysis of the responses of senior college faculty members in the present study revealed

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<sup>15</sup>Item 24. "Tenure policy in this institution is satisfactory in nearly all respects."

<sup>16</sup>Item 50. "Local pressure groups have too much influence on administrative decisions."

<sup>17</sup>Item 13. "The administration often fails to give clear cut instructions."



the presence of four group factors which were virtually identical with the four group factors revealed by earlier responses of junior college faculty members. Fifty of the fifty-six items (89%) had high loadings in the group factors to which they were originally assigned. Two items (44 and 50) changed groups and four items (11, 24, 26, and 29) did not load high on any of the four group factors.

From this analysis it may be inferred that the FAS-Z, when used with senior college faculty members, does measure the four dimensions it purports to measure, i.e., Belongingness, Rationality, Identification, and Employment Rewards. It should be remembered, however, that these findings are based upon two critical assumptions mentioned on page 67. Due caution should be observed with regard to interpretation of these results until further work with factor analysis using other tests as benchmarks can be performed.<sup>18</sup>

#### Secondary Independent Variables

The secondary independent variables of this study include Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Income, and Educational Level (see Appendix A for Background Information Form). This background information was supplied by each of the 140 subjects and

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<sup>18</sup>In a past study by Hansen (Ibid), the factor scores of the earlier FAS-Z were related to data collected from faculty members by a sociometric device designed by McCabe. In general, the relationships observed were small and the direction inconsistent.

subjected to statistical analysis using the Chi-square test of significant difference. As there were five dependent variables Total Morale and its four dimensions: Belongingness, Identification, Rationality, and Employment Rewards), a total of 35 hypotheses were tested.

Two Chi-square tests were employed with each of the four dimensions and the total morale measure as they related to each of the seven independent variables. The combined raw scores of the six colleges were ranked for each dependent variable and a division was made at the median. Grouped according to each of the seven secondary variables, a statistical comparison was made between the number of subjects scoring at or above the median and the number scoring below the median (the number of females scoring above or below the median and the number of males scoring above or below the median, the number of subjects affiliated with the Humanities scoring above or below the median, etc.). For a second Chi-square test, the ranked scores were divided approximately into thirds<sup>19</sup> and the number of subjects, grouped according to the secondary independent variables, scoring in the upper third compared with the number scoring in the lower third.

#### Departmental Affiliation

Three broad departmental divisions were used in this study, i.e., Humanities, Natural Sciences, and Social

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<sup>19</sup>When the division into thirds could not be made without dividing identical scores those scores falling below the one-third mark were included with the scores in the upper group.

Sciences. In the past<sup>20</sup> the results of the FAS-Z (or its earlier forms) have been used to make profiles according to departmental affiliation on each of the twelve sub-categories. In the present study, the profile concept was superseded by an attempt to determine if any differences in morale scores were statistically significant in the area of departmental affiliation.

Although 60 per cent of the 53 faculty members in the Humanities scored below the median on total morale and just under 60 per cent of the 59 faculty members in the Social Sciences scored at or above the median, these differences were not statistically significant at the .05 level using the Chi-square test of significance. Thus, the null hypotheses,  $H_{16-20}$ , were not rejected.<sup>21</sup>

Profiles, especially if determined in single institutions, might be of interest to an administration for their comparative potential. However, as used in this study, the measured differences were not great enough to be statistically significant. That such differences were not observed should call for caution in placing too much confidence in profiles which might be determined by chance. It also might be an indication that a response (presently limited to three possible answers, i.e., agree, undecided, and disagree) is

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<sup>20</sup>Richardson, unpublished dissertation.

<sup>21</sup>In the Natural Sciences exactly 50 per cent of 28 faculty members scored below and above the median.

needed which would have the potential for greater variance<sup>22</sup>  
(see page 67).

### Sex

Of the 140 respondents to the morale inventory, 110 (79%) were males and 30 (21%) were females. Seventeen of the female faculty members scored on or above the median on total morale and twelve scored below. Of the male faculty members, fifty-four scored on or above the median and fifty-seven scored below. Using the upper and lower thirds for purposes of comparison, thirty-six males and nine females scored in the upper third and thirty-six males and nine females scored in the lower third.

According to the Chi-square tests, there were no significant differences in the number of males and females scoring in the various divisions of the ranked raw score data. This was true not only when total morale scores were used but also when each of the four dimensions were used.

The null hypotheses,  $H_{21-25}$ , concerning the secondary independent variable, sex, and the five dependent variables (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards) were not rejected at the .05 level of significance and it was inferred that the sex of the faculty members in any of the six institutions studied could not be

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<sup>22</sup>Donald Denum, "Differential Psychology," Psychology, Fall, 1968. A test must have enough variance to offer sufficient opportunity for a spread which is not easily offset by chance error.

used to account for any of the significant differences observed with regard to the primary independent variables.

### Age

Fifty-nine per cent of the 140 faculty members of the six colleges studied were between 31 and 50 years of age. Eighteen per cent were below 31 and twenty-three per cent were above 50 years of age. This proportion held quite constant throughout the six schools studied (see Table II).

TABLE II  
NUMBER OF FACULTY MEMBERS BY AGE  
IN EACH OF SIX COLLEGES

College	A G E			Totals
	Below 30	Between 31 and 50	Above 50	
A	3	14	7	24
B	7	16	2	25
C	1	14	7	22
D	5	14	5	24
E	5	13	4	22
F	5	12	6	23
Totals	26	83	31	140

The youngest age group (below 30), composed of 26 faculty members, placed 15 scores below the median on total morale scores while the other two age groups had a majority of scores at or above the median. However, this could not be accepted as more than chance variation when Chi-square tests were calculated. Likewise, when the scores of each of

the four dimensions of morale were used, the differences were non-significant at the .05 level. The null hypotheses, H<sub>26-30</sub>, involving the relationship between age and the five dependent variables were not rejected.

Since each of the six schools had approximately the same proportion of faculty members in each of these age categories and since there were no significant differences when Chi-square tests were used with these age groups and the five morale measures, it was assumed that the age factor did not significantly influence the morale scores which were compared on the basis of the primary independent variables.

### Teaching Experience

The combined data received from 140 faculty members of the six selected colleges revealed that 34 faculty members had taught less than six years, 34 had taught between 6 and 10 years, 27 had taught between 11 and 15 years, and 45 had taught more than 15 years.<sup>23</sup> When a Chi-square test was calculated using the total morale scores with the median as a dividing point, the first three categories were approximately equally divided (0-5 year group: 17 above and 16 below; 6 to 10 year group: 16 above and 18 below; and the 11 to 15 year group: 13 above and 14 below). The group with more

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<sup>23</sup>Due to an oversight, the number 15 was included in both the last two categories (see Background Information form in Appendix). It has been assumed in this study that any person with exactly 15 years of teaching experience would have marked the "11 to 15" response and that all who marked the "15 or more" response had over 15 years experience.

than 15 years of teaching experience had 25 scores at or above the median and 20 scored below the median. However, this difference was not statistically significant at the .05 level.

All other Chi-square median tests, using the scores on the four dimensions of morale, were non-significant. When the upper and lower thirds of the ranked scores on each of the dependent variables were used, the results were also non-significant in all cases. Thus, the null hypotheses, H<sub>31-35</sub>, involving teaching experience and the five dependent variables were not rejected.

The three colleges with high goal specificity (A, B, and C) had 61 per cent of the 44 faculty members with more than 15 years of teaching experience and the three colleges with low goal specificity had 65 per cent of the faculty members with less than six years of experience. However, due to the lack of any statistically significant findings with regard to the morale of faculty members categorized according to teaching experience, it cannot be inferred that a higher or lower percentage of any one category will significantly influence the morale scores used to compare the primary independent variables (Goal Specificity and Religious Emphasis).

#### Marital Status

The background information form which was returned by 140 faculty members revealed that 80 per cent of these faculty members were married. Of the remaining four categories (single, divorced, widowed, and divorced-remarried), the

single group accounted for 14 per cent of the total group and the other three categories accounted for the remaining 6 per cent. Due to the size of the sample and the few subjects in three of the categories, the two subjects from the divorced category and the four subjects from the widowed category were combined with the single category to form a not-married category ( $N = 25$ ). The two divorced-remarried subjects were then combined with the married category ( $N = 115$ ).

Using these two combined categories, there were no significant differences in the number of subjects scoring in the upper and lower thirds of the ranked raw scores on Total Morale, Belongingness, Rationality, Identification, or Employment Rewards. However, when scores were divided at the median, the married group had a significantly lower proportion of subjects scoring at or above the median than the not-married group (see Table III) on Group Factor III: Rationality. Thus,  $H_{39}$  involving marital status and the dependent variable, Rationality, was rejected.

TABLE III

FACTOR III: RATIONALITY WITH SCORES GROUPED  
ACCORDING TO MARITAL STATUS

Relationship to Median	Marital Status				Marginal Totals
	0	E	0	E	
Median or Above	53	(58.29)	18	(12.71)	71
Below the Median	62	(56.71)	7	(12.29)	69
Marginal Totals	115		25		140

$$\chi^2 = 5.02 \quad \text{d.f.} = 1 \quad P < .05$$



To determine the effect that this tendency could have on the morale measures as related to Goal Specificity and Religious Emphasis, the number of married and not-married faculty members in each category was calculated. High Goal Specificity colleges had 59 married and 12 not-married faculty members and low Goal Specificity colleges had 56 married and 13 not-married faculty members. These similar proportions within the two groups of colleges would rule out the possibility of the marital factor significantly influencing or confounding the findings with regard to the relationship between Goal Specificity and Rationality.

When Religious Emphasis was used to categorize the subjects, the Church Dominated colleges had proportionately more married faculty members than the Christian Independent or the Public Non-Religious colleges (see Table IV). The Public colleges had the largest proportion of not-married faculty members with 40 per cent of the total number.

TABLE IV

RELATIONSHIP BETWEEN THE NUMBER OF MARRIED  
AND NOT-MARRIED FACULTY MEMBERS  
CATEGORIZED ACCORDING TO  
RELIGIOUS EMPHASIS

Type of College	Married	Not Married	Totals
Church Dominated	41	7	48
Christian Independent	39	8	47
Public Non-Religious	35	10	45
Totals	115	25	140

On the basis of these findings the Church Dominated colleges might be expected to have slightly lower morale scores on the Rationality dimension due to the greater proportion of married faculty members. Combined with the possibility that the Public Colleges might have higher scores on this dimension, the difference could be great enough to influence the statistical significance of the scores. However, since the Rationality scores of the Church Dominated colleges were, in fact, slightly lower than the Rationality scores of the Public colleges,<sup>24</sup> a small positive change in the Church Dominated colleges' scores and a small negative change in the Public colleges' scores would probably not result in any statistically significant differences.

### Income

Faculty members responding to the background information form had a choice of income categories, i.e., \$6,999 or less; \$7,000 to \$9,999; \$10,000 to \$12,999; and \$13,000 or more. Of the 140 returns used in this study, ten subjects had incomes of \$6,999 or less, 56 had incomes ranging from \$7,000 to \$9,999, 47 had incomes ranging from \$10,000 to \$12,999, and 27 had incomes in excess of \$12,999 (see Appendix D).

Categorized according to yearly income, the ranked scores of four of the dependent variables (Total Morale,

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<sup>24</sup> $\bar{X} = 38.45$  and  $\bar{X} = 40.98$ , non-significant according to Factorial AOV.

Belongingness, Identification, and Rationality) did not reveal any statistically significant results. However, when the scores on the Employment Rewards dimension were ranked and divided into thirds, there was a significant positive relationship between high yearly income and high proportional scoring in the upper third of the ranked raw scores (see Table V). The null hypotheses,  $H_{45}$ , involving income and Employment Rewards was rejected at the .01 level.

TABLE V  
INCOME AND EMPLOYMENT REWARDS

Extreme Scores (Upper & Lower Thirds)	Yearly Income								Marginal Totals
	\$6,999 or less		\$7,000 - \$9,999		\$10,000 - \$12,999		\$13,000 or more		
	O	E	O	E	O	E	O	E	
Upper Third	1	(3.95)	10	(14.33)	18	(15.32)	14	(9.40)	43
Lower Third	7	(4.05)	19	(14.67)	13	(15.68)	5	(9.60)	44
Marginal Totals	8		29		31		19		87

$$\chi^2 = 12.32 \quad \text{d.f.} = 3 \quad P < .01$$

The relationship between the position of scores with respect to the upper and lower thirds of the ranked raw scores and yearly income is positive and constant (see Table VI).

Since some of the colleges do have different proportions of faculty members receiving the lowest and highest yearly incomes, the income variable could have a significant impact on the morale scores of the colleges when they are categorized according to Goal Specificity and Religious Emphasis. For a further discussion of this phenomenon see page 97.

TABLE VI  
THE RELATIONSHIP BETWEEN EMPLOYMENT REWARDS  
SCORES AND YEARLY INCOME

Yearly Income	Faculty Member Scores by Thirds				Totals
	Upper Third	%	Lower Third	%	
\$ 6,999 or less	1	12	7	88	N = 8
\$ 7,000-\$ 9,999	10	23	19	77	N = 29
\$10,000-\$13,999	18	58	13	42	N = 31
\$13,000 or more	<u>14</u>	74	<u>5</u>	26	N = 19
Totals	43		44		

#### Educational Level

The educational level of the subjects in this study was determined by asking each one to select one of three degrees as his or her highest degree, i.e., (1) Bachelor's (2) Master's or (3) Doctor's.<sup>25</sup> Of the 140 subjects included in this study, there was a total of 10 with bachelor's degrees, 69 with master's degrees, and 61 with the doctorate.

The colleges with high Goal Specificity had the fewest faculty members with the bachelor's or master's as their highest degrees and the most faculty members with the doctorate (see Table VII). Arranged according to Religious

<sup>25</sup>There was also a fourth response, i.e., Other, followed by space for an explanation. The number of subjects using this response was so slight that it was disregarded in the analysis. One subject, for example, had a bachelor's degree and was working toward a doctorate without first getting a master's. The subject was classified as a bachelor's degree holder.

Emphasis, the Christian Independent colleges had a majority of doctorate holders while the Church Dominated and Public colleges had a majority of master's degree holders (see Table VIII).

TABLE VII

PROPORTION OF FACULTY MEMBERS HOLDING  
VARIOUS DEGREES IN COLLEGES GROUPED  
ACCORDING TO GOAL SPECIFICITY

Type of Goal Specificity	Colleges	Bachelor's	Master's	Doctor's	Total N
High	A, B, C,	3	29	39	71
Low	D, E, F	7	40	22	69
Totals		10	69	61	140

TABLE VIII

PROPORTION OF FACULTY MEMBERS HOLDING VARIOUS  
DEGREES IN COLLEGES GROUPED ACCORDING TO  
RELIGIOUS EMPHASIS

Type of Religious Emphasis	Colleges	Bachelor's	Master's	Doctor's	Total N
Church Dominated	A, D	4	28	16	48
Christian Independent	B, E	3	14	30	47
Public Non-Religious	C, F	3	27	15	45
Totals		10	69	61	140

The proportional distribution of degrees among the six colleges is definitely unequal. However, when Chi-square tests were calculated with regard to this variable and the five dependent variables (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards), the differences were not statistically significant at the .05 level although the majority of the holders of the doctorate scored at or above the median and in the upper third while the majority of the holders of the master's degree scored below the median and in the lower third. The null hypotheses involving Educational Level, H<sub>46-50</sub>, were not rejected at the .05 level of significance.

### Summary

In summary, only two of thirty-five null hypotheses were rejected. One of these involved Group Factor III: Rationality where married faculty members were found to have significantly more scores below the median than not-married faculty members.

The impact of this relationship, between Marital Status and Rationality on colleges with high or low Goal Specificity is limited by the fact that both groups have relatively equal numbers of both married and not-married faculty members. With regard to Religious Emphasis, the Church Dominated colleges had a greater proportion of married faculty members but not sufficiently great to cause the mean scores of these colleges to be significantly altered.

The second null hypothesis which was rejected involved Group Factor IV: Employment Rewards and Yearly Income. The positive relationship between higher incomes and a higher proportion of scores in the upper third of the ranked raw scores was statistically significant at the .01 level. It was concluded that yearly income could have a significant impact on the morale scores of faculty members categorized according to Goal Specificity or Religious Emphasis.

#### Primary Independent Variables

The Faculty Attitude Survey, Form Z (FAS-Z) was scored by giving a three-point score for each high morale response, a two-point score for each undecided response, and a one point score for each low morale response. With 56 items, the lowest possible score for the total instrument was 56 and the highest possible score was 168.

Since the FAS-Z is composed of four group factors, i.e., Belongingness, Identification, Rationality, and Employment Rewards, each of these factors was scored individually. Thus, there were five scores representing the five dependent variables of the study. The significance of the differences in these mean scores, with faculty members grouped according to the primary independent variables, was subjected to a Factorial AOV. Following are the results of this statistical analysis.

### Total Morale

When the 132<sup>26</sup> returns were scored, the means of the raw scores for each of the six colleges were computed and a Factorial AOV test run by the computer center of Oklahoma State University (see Table IX). There were no significant differences in these means using the .05 level of significance as a criterion. Thus, the null hypotheses ( $H_{1,2,3}$ ) could not be rejected with respect to total morale.

TABLE IX  
TOTAL MORALE

Source of Variance	d. f.	ss	ss*
Goal Specificity	1	98.46	98.46
Religious Emphasis	2	820.74	410.37
Goal Specificity X Religious Emphasis	2	634.00	317.00
Within	116	40141.49	318.58
Total	131	41694.68	

\*All non-significant at .05

As revealed in Table X, the private church related colleges with high Goal Specificity had higher mean scores on total morale than the private church related colleges with low Goal Specificity. It was the Public college with low Goal Specificity that may have accounted for the lack of

<sup>26</sup>See page 66, footnote 1.



significant difference between these two groups when all six colleges were considered.

TABLE X

MEAN SCORES ON TOTAL MORALE BY FACULTY MEMBERS OF  
SIX COLLEGES CATEGORIZED BY GOAL SPECIFICITY  
AND RELIGIOUS EMPHASIS

Goal Specificity	R e l i g i o u s   E m p h a s i s		
	Church Dominated	Christian Independent	Public Non-religious
High	(College A) $\bar{X} = 135.14$	(College B) $\bar{X} = 139.77$	(College C) $\bar{X} = 137.14$
Low	(College D) $\bar{X} = 131.36$	(College E) $\bar{X} = 134.00$	(College F) $\bar{X} = 141.50$

That the public colleges represent a type of liberal arts college that is somehow different from those represented by the private colleges seems evident. However, to disregard the public colleges for the sake of avoiding their contribution to the study would be of questionable value for several reasons:

1. The fact that the low Goal Specificity college had a relatively high Total Morale score was not necessarily significant statistically. According to the Factorial AOV, the differences in the means as recorded in Table X are likely due to chance variation. Thus, it is assuming more than the data reveals to infer that College F is actually responsible for the lack of significant differences.

2. Assuming that College F had an unusually high mean score on the Total Morale measure poses the critical question, "why?" A factor powerful enough to distort an otherwise predictable phenomenon would be extremely critical to any study of morale.

3. If the model and the rationale undergirding the study have any real value they should be adequate to account for any differences between public and private colleges.

4. The fact that one of the three colleges low on Goal Specificity did not seem to follow the predicted pattern might be an indication that other colleges might also vary and thus focus attention on the categorization of colleges, Goal Specificity and Morale, measuring instruments, etc.

It should also be remembered that Total Morale is a combination of four tests that purport to measure four different factors. The very fact that these four dimensions are different aspects of the mind of man could account for a lack of significant difference in the Total Morale measure. Even though there might be significant differences in certain of the four dimensions, unless the direction of the differences should be the same for each faculty on each dimension, the Total Morale score would not necessarily reveal the difference.

Finally, it may be significant that only three responses (agree, undecided, disagree) are possible in answering the items of the FAS-Z. Several faculty members who took part in this study suggested that they would have selected the

"undecided" response less often if they had been offered a response choice between "undecided" and either "agree" or "disagree".

A five or even, perhaps, a seven choice responses would have the potential for greater variance and, therefore, greater power to spread the subjects and differentiate them. This could be the answer to the assumption of an item continuum as discussed in connection with the Factor Analysis (see pages 67, 68). This could also be useful in providing enough variance to reveal significant differences when AOV is used.

### Belongingness

The first group factor, Belongingness, involved 19 of the 56 items of the FAS-Z (see Appendix A). The raw scores on this dimension ranged from 19 to 57 and the grand mean was 47.79. There were no significant differences in the faculty members' mean scores with their colleges grouped according to Goal Specificity or Religious Emphasis. Thus, the hypotheses regarding Goal Specificity and Religious Emphasis as measured by Belongingness scores ( $H_{4,5}$ ) were not rejected at the .05 level of significance.

The hypothesis regarding Belongingness scores and the interaction of Goal Specificity and Religious Emphasis ( $H_6$ ) was rejected. Using Factorial AOV, the interaction effect was significant, i.e.,  $F_{126,2} = P < .05$  (see Table XI). The Scheffé test was used to locate the pairs accounting for the significant difference, with the .05 level of significance

used as a criterion for rejection. It was determined that the faculty members of Colleges C and E had significantly lower mean scores than those of Colleges E and F. Thus the Public college with low Goal Specificity and the Christian Independent college with high Goal Specificity had higher scores on Belongingness than either the Public college with high Goal Specificity or the Christian Independent college with low Goal Specificity. The two Church Dominated colleges with almost identical means fell in between the means of the other four colleges and were not significantly higher or lower than any of those four (see Table XII).

TABLE XI  
GROUP FACTOR I: BELONGINGNESS

Source of Variance	d. f.	ss	ss*
Goal Specificity	1	7.28	7.28
Religious Emphasis	2	15.14	7.57
Goal Specificity X Religious Emphasis	2	468.89	234.44*
Within	<u>126</u>	<u>8806.02</u>	69.89
Total	131	9297.32	

\* $F_{126,2} = 3.35, P < .05$

TABLE XII

MEAN SCORES ON BELONGINGNESS BY FACULTY MEMBERS  
OF SIX COLLEGES CATEGORIZED BY GOAL SPECIFICITY  
AND RELIGIOUS EMPHASIS

Goal Specificity	R e l i g i o u s E m p h a s i s		
	Church Dominated	Christian Independent	Public Non-religious
High	(College A) $\bar{X} = 47.45$	(College B) $\bar{X} = 49.54$	(College C) $\bar{X} = 45.68$
Low	(College D) $\bar{X} = 47.73$	(College E) $\bar{X} = 45.50$	(College F) $\bar{X} = 50.86$

In the discussion of Total Morale it was suggested that College F, a Public college with low Goal Specificity, may have accounted for the lack of significant differences in the mean scores of the six colleges categorized according to Goal Specificity. On the Belongingness factor it is again College F that does not follow the predicted pattern and this time the difference is significant.

College F has significantly higher scores on the dimension of Belongingness than the other Public college and the Independent Christian college with low Goal Specificity. When certain of the secondary independent variables are considered the results are not particularly enlightening.

1. College F has a greater proportion of women faculty members than the other colleges but an analysis of the data revealed no significant relationships between Belongingness and the sex of the respondents. It is also interesting to

note that, though it is not statistically significant, a greater proportion of women did tend to score above the median of the ranked raw scores (see page 75).

2. Colleges F and D had the lowest ratio of faculty members with the doctorate but again the faculty members holding the doctorate, though scoring in the upper third of the ranked scores more frequently than holders of the master's degrees, did not place enough scores in the upper third level to be statistically significant.

College F faculty members' strong feeling of Belongingness cannot be easily explained on the basis of the theoretical model or the influence of secondary independent variables. Since the other Public college was not high on the dimension of Belongingness it cannot be inferred that merely being a public college will necessarily produce a high measure of Belongingness.

### Identification

Group Factor II, Identification, was composed of a total of nine items. The scores ranged from the minimum of 9 to the maximum possible score of 27. The grand mean for all six colleges was 22.30.

The null hypotheses involving a relationship between Identification scores and Goal Specificity or an interaction between Goal Specificity and Religious Emphasis ( $H_{7,9}$ ) were not rejected. However, the null hypothesis involving Identification scores and Religious Emphasis ( $H_8$ ) was rejected at the .05 level of significance (see Table XIII).

TABLE XIII  
GROUP FACTOR II: IDENTIFICATION

Source of Variance	d. f.	ss	ss
Goal Specificity	1	6.82	6.82
Religious Emphasis	2	78.20	39.10*
Goal Specificity X Religious Emphasis	2	26.23	13.11
Within	<u>126</u>	<u>1466.62</u>	11.64
Total	131	1577.86	

\* $F_{126,2} = 3.36, P < .05$

The Scheffé Test was used to determine which pairs of colleges had significantly different mean scores on the Identification dimension. From this test it was determined that the Church Dominated and Christian Independent colleges did not have significantly different mean scores but that the mean scores of the Public colleges were significantly higher than both of the other two groups ( $P = .05$ ).

As can be noted in Table XIV, the college which seems to have contributed the most difference in mean scores is College F. College C is only 0.22 points higher than College A and 1.04 points higher than College B. Although the church-related colleges with low Goal Specificity are lower than the church-related colleges with high Goal Specificity the differences would probably not be significant if the public colleges were omitted.

TABLE XIV

MEAN SCORES ON IDENTIFICATION BY FACULTY MEMBERS OF SIX COLLEGES CATEGORIZED BY GOAL SPECIFICITY AND RELIGIOUS EMPHASIS

Goal Specificity	R e l i g i o u s E m p h a s i s		
	Church Dominated	Christian Independent	Public Non-Religious
High	(College A) $\bar{X} = 22.73$	(College B) $\bar{X} = 21.91$	(College C) $\bar{X} = 22.95$
Low	(College D) $\bar{X} = 21.41$	(College E) $\bar{X} = 21.09$	(College F) $\bar{X} = 27.73$

It is the Public college with low Goal Specificity that varies significantly from the prediction that colleges with low Goal Specificity will have lower morale. A search of the secondary independent variables did not reveal any information that seemed able to account for this finding.

### Rationality

Rationality, the third group factor, was composed of 17 of the 56 items in the FAS-Z. The grand mean score on this factor was 39.82 with possible scores ranging from 17 to 51. The means of the six schools in this study ranged from 38.05 to 41.09. The means were so closely grouped that the Factorial AOV revealed no significant differences. The three null hypotheses concerning possible relationships between Rationality and Goal Specificity, Religious Emphasis, or the interaction of Goal Specificity and Religious Emphasis



( $H_{10,11,12}$ ) were not rejected at the .05 level of significance (see Table XV).

TABLE XV  
GROUP FACTOR III: RATIONALITY

Source of Variance	d. f.	ss	--* ss
Goal Specificity	1	0.33	0.33
Religious Emphasis	2	142.77	71.39
Goal Specificity X Religious Emphasis	2	17.90	8.95
Within	<u>126</u>	<u>4238.88</u>	33.64
Total	131	4399.59	

\*All non-significant at .05

Although a Chi-square median test revealed that not-married faculty members scored at or above the median of the ranked raw scores a statistically significant number of times (see page 79), this factor does not seem to have influenced the faculty scores as might have been expected. College F with the largest percentage of not-married faculty members did not have a particularly high mean score on this factor.

It might be argued that without the presence of not-married faculty members, the score on this factor would have been lower and thus might have contributed to a statistically significant low mean score. The present score of College F was 40.86 or 1.04 points above the mean of all the colleges combined and it would have had to fall by several points to become significantly lower than the others. It is extremely

doubtful that even a 30 per cent not-married faculty ratio would be sufficient to lower the rationality score significantly.

### Employment Rewards

Group Factor IV, Employment Rewards, was composed of 11 items and the Factorial AOV test revealed that significant mean differences did exist when the colleges were grouped according to either Religious Emphasis or Goal Specificity (see Table XVI). Thus the hypotheses dealing with possible relationships between Employment Rewards and Religious Emphasis or Goal Specificity ( $H_{13,14}$ ) were rejected at the .05 level of significance. The null hypothesis ( $H_{15}$ ) involving Employment Rewards and the interaction of Goal Specificity and Religious Emphasis was not rejected.

TABLE XVI

GROUP FACTOR IV: EMPLOYMENT REWARDS

Source of Variance	d. f.	ss	$\bar{ss}$
Goal Specificity	1	96.74	96.74*
Religious Emphasis	2	162.59	81.30*
Goal Specificity X Religious Emphasis	2	2.01	1.01
Within	<u>126</u>	<u>2805.03</u>	22.26
Total	131	3066.37	

\* $F_{1,126} = 4.35$  and  $F_{2,126} = 3.65$   $P < .05$

Using the Scheffe test to determine the pairs of groups having significant mean differences, it was determined that the Christian Independent colleges had mean scores on this factor that were significantly higher than the mean scores of the Church Dominated schools and an examination of the means will reveal that the colleges with high Goal Specificity have higher mean scores on this dimension than do colleges with low Goal Specificity.

In light of the fact that those faculty members with higher salaries tend to score higher on this dimension (see page 82), it may be of importance to note that although the high and low Goal Specificity groups had almost identical numbers of faculty members with high and low yearly incomes, the high Goal Specificity faculty members made significantly higher scores on this factor than did the low Goal Specificity group (see Table XVII).

TABLE XVII

COMPARISON OF YEARLY INCOME AND MEAN SCORES  
ON THE EMPLOYMENT REWARDS FACTOR

Goal Specificity	Mean Scores	Salaries Below \$ 10,000	%	Salaries Above \$9,999	%	Total N
High	27.43	34	48	37	52	71
Low	25.71	32	46	37	54	69

If faculty members with higher yearly incomes tend to score significantly higher on the Employment Rewards dimension then there should be a positive relationship between mean scores on this factor and the percentage of faculty members receiving the higher salaries. However, this does not prove to be the case as noted in Table XVIII.

TABLE XVIII  
COLLEGE FACULTY MEMBERS' MEAN SCORES COMPARED  
WITH THE PERCENTAGE OF HIGHER SALARIED  
FACULTY MEMBERS

Goal Specificity	Religious Emphasis * **	College	Mean Score	Percentage of Faculty with Incomes above \$ 9,999
High	R <sub>2</sub>	B	28.77	72.0%
High	R <sub>3</sub>	C	27.41	73.0%
Low	R <sub>2</sub>	E	26.91	77.0%
High	R <sub>1</sub>	A	26.09	12.5%
Low	R <sub>3</sub>	F	26.04	57.0%
Low	R <sub>1</sub>	D	24.18	29.0%

\*R<sub>1</sub> = Church Dominated; R<sub>2</sub> = Christian Independent; R<sub>3</sub> = Public  
\*\*R<sub>2</sub> have significantly higher means than R<sub>1</sub>.

Two of the schools with the highest and lowest percentage of highly paid faculty members (Colleges E and A) are grouped in the middle of the range of means rather than at the extremes. Religious Emphasis does not account for this arrangement because the combined scores of Colleges B and E are significantly higher than those of the Church Dominated

schools, A and D. Thus, Goal Specificity may be related to attitudes concerning employment rewards in such a manner as to result in or at least indicate the reversal of a definite trend, i.e., a positive relationship between higher salaries and higher scores on the Employment Rewards factor.

### Summary

Neither the Total Morale measure nor the Rationality factor revealed any significant mean differences when tested by Factorial AOV. On the factors of Belongingness, Identification, and Employment Rewards, there were significant differences in mean scores. However, there was little consistency in the direction of these differences.

Public College F (low Goal Specificity) and Public College C were high on the Identification factor and College F was high on Belongingness.

College B (high Goal Specificity) was involved in three significantly high mean groups: (1) on the Belongingness factor it was high along with College F, (2) on the Employment Rewards factor it was part of the high Goal Specificity group which had significantly high means, and (3) on the Employment Rewards factor, College B was in the Christian Independent College group which had significantly high means.

Public College C (high Goal Specificity), along with College F, was high on the Identification factor and was also a part of the high Goal Specificity group which was high on the Employment Rewards factor.

Thus, Colleges B and C (both with high Goal Specificity) had significantly high mean scores on several different measures. It is not demonstrable that Goal Specificity was related to those significantly higher mean scores in every case but it cannot be ruled out as having a possible relationship.

College F (Public college with low Goal Specificity) presents the greatest challenge to the relationship of Goal Specificity and faculty morale. The present study did not reveal any factors which seem capable of explaining high scores on Identification and Belongingness for this particular college.

Finally, high Goal Specificity colleges were significantly high on Group Factor IV, Employment Rewards. This relationship between Goal Specificity and Employment Rewards became especially apparent when it was noted that a definite trend (for higher income faculty members to have higher scores on the Employment Rewards factor) was reversed with regard to the colleges with the highest and lowest percentages of faculty members receiving incomes above \$9,999 per year.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The doom of the four year liberal arts college has been prophesied for the past sixty-six years. As the percentage of college students attending these colleges continues to dwindle and as the cost of operation continues to rise, the search for answers becomes increasingly critical.

One ray of hope has come from those who have challenged the liberal arts colleges to clearly specify their goals and then recruit faculties compatible with those goals. In this study, hypotheses are tested to discover whether or not significant relationships exist between college Goal Specificity and one important aspect of a college faculty--faculty morale.

#### The Literature in the Field

A study of the literature which is related to the liberal arts college reveals many statements by a variety of educators concerning the four-year college and its goals and faculty. Goals are discussed from the traditional stance of a liberal arts education as well as from the position that the liberal arts college has become a professional school. Whatever the viewpoint, the fact is clear that there is a wide range of possible goals for the liberal arts college.

Recognizing that the typical small liberal arts college cannot hope to do everything, the critics advise the careful defining of realistic and limited goals and then the selection of faculty members interested in those goals. Although research studies are relatively few in this area, they do tend to support the suggestions that goals and faculty involvement are important. However, they do not give empirical evidence to support the suggestions that Goal Specificity has any significant relationship to positive faculty attitudes.

The area of administration offered the greatest hope of locating a basis necessary for the scientific study of faculties and institutional goals. Research in the area of administration, leaning heavily on the sociologists and social-psychologists, has explored the relationships between man and his institutional roles.

Role theory and the emphasis upon the self-role conflict has resulted in studies of administration and its impact upon job satisfaction and morale. Industrial researchers have been especially interested in defining and measuring employee morale.

Often following in the footsteps of the industrial researchers, the educational researchers have also studied administration and specifically the morale question. Past studies have resulted in tentative agreement as to the dimensions of morale and some degree of agreement as to how these dimensions might be measured.



Not necessarily previous to, but rather, parallel with studies which attempt to define and measure morale, have been attempts to develop theories and models capable of guiding sound organizational research. One such model of great heuristic value is the Getzels-Guba Social Systems Model which offers a description of the basis for morale.

In the present study, four elements are brought together in an attempt to gain a better understanding of the relationship between Goal Specificity and faculty morale in the liberal arts college:

1. The suggestion that reasonable and clearly defined college goals, faculty selection, and positive faculty attitudes might be related to the continued existence of the liberal arts college.

2. The concept, articulated by various persons, that employees must be compatible with organizational goals.

3. An instrument which is said to be capable of measuring certain elements critical to morale.

4. A model which relates the dimensions of morale to institutional goals and presents the potential for the development of testable hypotheses.

#### Design

This study was designed to elicit information relative to the impact of institutional Goal Specificity on faculty morale. Because of the varying attitudes toward religion found on the campuses of many liberal arts colleges,

Religious Emphasis was also considered as an important independent variable.

### The Sample

On the basis of Goal Specificity and Religious Emphasis, six colleges were selected as representatives of different combinations of these two variables. Three colleges had high Goal Specificity and three had low Goal Specificity. Representing each of the Goal Specificity measures were two Church Dominated colleges, two Christian Independent colleges, and two Public Non-religious colleges.

To a selection of faculty members, chosen at random from each of these colleges, a morale inventory and a background information form was sent. The background information form provided information on the secondary independent variables: Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Yearly Income, and Educational Level.

On the basis of the information returned by 140 of 150 faculty members contacted (93%), the study hypotheses were tested. The results and implications of the study were then analyzed and discussed.

### Hypotheses

The hypotheses totaled 50 in number and were divided into two groups. The first group involved the primary independent variables (Goal Specificity and Religious Emphasis) as they were related to five dependent variables (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards).

This group of hypotheses was sub-divided into five groups of three hypotheses each. The first sub-group involved Total Morale and its relationship to Goal Specificity, Religious Emphasis, and the interaction of Goal Specificity and Religious Emphasis. In the other four sub-groups, Goal Specificity, Religious Emphasis, and their interaction were related to the other four dependent variables, i.e., Belongingness, Identification, Rationality, and Employment Rewards.

The second group of hypotheses, 35 in number, involved the seven secondary independent variables (Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Yearly Income, and Educational Level) and their relationship to the five dependent variables. These hypotheses were likewise sub-divided into groups of five with one independent variable being related to each of the five dependent variables.

### Study Instrument

For the purpose of measuring Goal Specificity and Religious Emphasis, two questionnaires were designed. The first one was used with college administrators during a personal interview and was comprised of an 8½ by 11 inch form containing one open-ended question and five questions to be answered on a Likert type scale. A second questionnaire was sent to students of each college and consisted of two 8½ by 11 inch pages with one open-ended question and six questions to be answered on a Likert type scale.

The first interview and questionnaire involved three top level administrators from each of the eight colleges selected for possible inclusion in the study. The second questionnaire was sent to forty students selected at random from each of the eight colleges. The 131 returns (40%) were sufficient to verify the categorization of the colleges on the basis of Goal Specificity and Religious Emphasis and no follow-up letters were sent. Following an analysis of data from both administrators and students, six of the eight colleges were selected for inclusion in the study.

To measure faculty morale (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards), the Faculty Attitude Survey: Form Z, developed by Richardson and Blocker, was used. Printed on a single sheet of gray medium weight paper (12" by 8 3/4") this morale measure consisted of 56 items, each with three possible responses, i.e., Agree, Undecided, and Disagree. This instrument was sent to 150 faculty members--twenty-five from each of the six selected colleges--140 of which returned usable questionnaires (93%).

### Analysis

Administrators' interview responses and answers to the questionnaires were analyzed on the basis of specific objective criteria to determine the Goal Specificity and Religious Emphasis of each college. The responses of the students were tabulated and Chi-square tests used to determine student perceptions of Goal Specificity and Religious

Emphasis. On the basis of this combined information, six of eight colleges were selected to receive the morale inventory.

The responses to the morale inventory were first coded and then transferred to computer cards. A factor analysis was then performed to aid in determining the acceptability of using the inventory with senior college faculty members. The morale data was then subjected to Factorial Analysis of Variance to test the hypotheses regarding relationships between morale (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards) and Goal Specificity, Religious Emphasis, and the interaction of these two variables.

The background information form was coded and tabulated by hand. This information was then analyzed in relation to the ranked raw scores (provided by a computer program) and various Chi-square tests performed using medians and extreme upper and lower thirds. In this manner, the hypotheses concerning morale and the secondary independent variables (Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Yearly Income, and Educational Level) were tested.

### Results of the Study

The purpose of this study included the providing of information concerning (1) the suitability of the morale inventory for use with senior college faculty members, (2) the impact of seven secondary independent variables on faculty

morale, and (3) relationships between two primary independent variables, i.e., Goal Specificity and Religious Emphasis, and faculty morale. These three purposes, in this order, were considered in the light of the findings.

#### The Faculty Attitude Survey: Form Z

Attempting to replicate past item factor analyses, the responses of 140 faculty members to this instrument were subjected to factor analysis. Fifty of the fifty-six items (89%) had significantly high loadings on the factors to which they had been previously assigned following the use of the instrument with junior college faculty members.

From this analysis, it was inferred that the survey, when used with senior college faculty members, did measure Belongingness, Identification, Rationality, and Employment Rewards. Caution was suggested in interpreting these results because of two assumptions which had to be made by the researcher, i.e., (1) the present method of factor analysis did constitute a replication of past uses of factor analysis with respect to the FAS-Z and (2) the three point item response does form a continuum necessary for a Pearson Product Moment Correlation.

#### Secondary Independent Variables

The secondary independent variables of this study were Departmental Affiliation, Sex, Age, Teaching Experience, Marital Status, Yearly Income, and Educational Level. Using Chi-square tests, each of these independent variables was

tested for possible relationships with each of the five dependent variables, i.e., Total Morale, Belongingness, Identification, Rationality, and Employment Rewards.

Only two of the thirty-five null hypotheses (seven independent variables times five dependent variables) were rejected at the .05 level of significance. One involved Rationality and Marital Status and the other involved Employment Rewards and Yearly Income.

Marital Status involved two categories, i.e., married and not-married. The married faculty members which formed a majority in this study had significantly more scores in the lower half of the total ranked raw scores on Rationality. However, the possible impact of this factor on scores categorized according to Goal Specificity was considered very slight due to the relatively equal proportion of married to not-married faculty members in the two Goal Specificity groups.

There was a greater proportion of married faculty members in the Church Dominated colleges and the Church Dominated colleges did not have significantly high scores on Rationality. But, it does not appear that the difference in proportion of married to not-married faculty members could have been great enough to be seriously considered as a cause for the Church Dominated colleges' low Rationality score.

Yearly Income was measured in terms of four income categories. When the scores on the Employment Rewards factor were ranked and the upper third scores compared with the

lower third, it was found that as faculty members' yearly income increased, they tended to score more frequently in the upper third range of scores.

Since the proportion of faculty members receiving higher yearly incomes was not the same in all the colleges, it was inferred that this factor could effect the scores on the Employment Rewards factor when the colleges were grouped according to Goal Specificity and Employment Rewards.

### Primary Independent Variables

The primary independent variables, Goal Specificity and Religious Emphasis and their relationship to each of the five dependent variables (Total Morale, Belongingness, Identification, Rationality, and Employment Rewards) were subjected to Factorial Analysis of Variance tests. The results were discussed in terms of each of the dependent variables.

Total Morale was measured by computing a faculty member's mean score on the total 56 items of the inventory. These scores, grouped according to Goal Specificity and Religious Emphasis did not have significantly different means nor was there any significant interaction of the two. Thus, three null hypotheses ( $H_{1,2,3}$ ) were not rejected.

Belongingness was composed of 19 of the 56 items of the Faculty Attitude Survey: Form Z. There were no significant differences in the means of the colleges grouped according to Goal Specificity or Religious Emphasis, thus two null hypotheses ( $H_{4,5}$ ) failed to be rejected. There was a



significant interaction effect and the interaction null hypothesis ( $H_6$ ) was rejected.

College B (Christian Independent with high Goal Specificity) and College F (Public college with low Goal Specificity) had significantly higher means than the Christian Independent college with low Goal Specificity and the Public college with high Goal Specificity.

Identification involved only 9 items of the morale inventory. Factorial Analysis of Variance revealed that the mean Identification scores of faculty members, grouped according to Goal Specificity, were not significantly different. There was also a lack of significant differences when the interaction effect of Goal Specificity and Religious Emphasis was calculated. Thus, two null hypotheses ( $H_{7,9}$ ) failed to be rejected.

A third hypothesis ( $H_8$ ), involving faculty members grouped according to Religious Emphasis, was rejected. The Public college faculty members made significantly higher mean scores on this factor than either the Church Dominated or the Christian Independent colleges.

The one college contributing the greatest variances to this difference was the low Goal Specificity Public college, F. High morale in this college is contrary to the rationale involving Goal Specificity and morale and an analysis of the secondary independent variables failed to shed light on a possible cause for this finding.

Rationality, which involves the perceived congruence between institutional goals and role expectations, was measured by 17 of the 56 survey items. None of the three hypotheses ( $H_{10,11,12}$ ) associated with this factor were rejected at the .05 level.

This was the only dimension of morale that failed to reveal a significant difference, yet it was one of two factors that revealed significant differences when related to secondary independent variables, i.e., married faculty members made significantly lower scores on this factor than faculty members who were not married.

Employment Rewards is a factor not clearly indicated by the theoretical model and is measured by 11 of the items in the survey. Both main effect variables (Goal Specificity and Religious Emphasis) revealed significant mean differences on this factor and the two main effect null hypotheses ( $H_{13,14}$ ) were rejected at the .05 level. The interaction hypothesis ( $H_{15}$ ) was not rejected as no significant interaction effect was noted.

The Independent Christian Colleges had significantly higher mean scores than the Church Dominated colleges and the high Goal Specificity colleges had higher mean scores than the low Goal Specificity colleges. The latter finding was especially interesting in view of the fact that the trend for faculty members with higher salaries to score higher on the Employment Rewards factor (see page 81) did not hold in this case. College E (Christian Independent college with low

Goal Specificity) with the largest percentage of high income faculty members and College A (Church Dominated college with high Goal Specificity) with the lowest percentage of high income faculty members are grouped in the middle of the range of means rather than at the extremes.

### Conclusions

1. The Faculty Attitude Survey: Form Z is an appropriate instrument for use with senior college faculty members.

Designed for use in the junior college setting, this instrument purported to measure four dimensions of morale. Used with senior college faculty members, the responses were subjected to factor analysis and the same four dimensions were discernable.

2. High Goal Specificity seems to be related to positive attitudes toward Employment Rewards.

The three faculties from colleges with high Goal Specificity had significantly higher mean scores on the Employment Rewards factor than the three faculties from colleges with low Goal Specificity. Also, a statistically significant positive relationship between yearly income and scores on this factor was reversed in two of the colleges when they were grouped according to Goal Specificity.

3. A Christian Independent college with high Goal Specificity seems to be related to high scores on both the Belongingness and the Employment Rewards factors.

While the Church Dominated colleges were not

significantly high on any of the morale dimensions, the Christian Independent colleges were high on Employment Rewards and the Christian Independent college with high Goal Specificity was high on the Belongingness factor.

4. A Church Dominated college with low Goal Specificity seems least likely to have high scores on any dimension of morale.

Only one college failed to score significantly high on any dimension of morale. This was the Church Dominated college with low Goal Specificity.

5. Low Goal Specificity colleges, as a group, do not tend to have high scores on any of the dimensions of morale.

Although the low Goal Specificity Public college was significantly high on Identification and Belongingness and had relatively high mean scores on every dimension, the low Goal Specificity colleges, as a group, were not high on any dimension.

6. The Public college with low Goal Specificity had scores which were unexplainably high on Identification and Belongingness.

Contrary to the predictions which were drawn from the model and the underlying rationale, this low Goal Specificity college evidenced high Identification and Belongingness. This was the only one of the six colleges that varied significantly from the predictions with regard to Goal Specificity and morale.

7. The method of measuring Goal Specificity may need critical re-examination.

That a low Goal Specificity college scored high on morale might call for a re-examination of the method used to determine the specificity of a college's goals. This is not to suggest that post facto evidence of high Goal Specificity be determined for the purpose of re-categorizing this college, but there may be a type of Goal Specificity present in this college that has not been previously considered.

8. Church domination does not seem to contribute significantly to high morale.

Although the Church Dominated college with high Goal Specificity was high on the Employment Rewards factor, the Dominated colleges, as a group, were never significantly high on any measure of morale. Though at first considered a type of high Goal Specificity, Church Domination may not have a positive effect on faculty morale.

#### Recommendations and Suggestions for Further Study

The following recommendations and suggestions for further study are provided as possible guides to studies similar to this one as well as indications of new and different approaches to the study of faculty morale, Goal Specificity, and Religious Emphasis.

### Recommendations

1. College goals need careful and critical study in the light of the unique nature of individual colleges and the difficulty in evaluating the college product. In the present study, the comprehensive examination was used as one indicant of Goal Specificity due to its evaluative function. Other approaches, independently used or combined with the present approach, might contribute to a more objective and valid measure of Goal Specificity.

2. The Faculty Attitude Survey: Form Z may need modification if it is to be used to compare colleges on a morale measure. An increased selection of answers to each item might improve the instrument for this use.

3. Since there were no acceptable private colleges in the region selected for this study, another region might provide a larger and more comprehensive sample base.

4. Richardson and Blocker are now gathering data from the many researchers who have used the Faculty Attitude Survey: Form Z. This is being done to establish normal scores for the various factors and sub-categories. Any further use of the Survey could possibly take advantage of this present effort.

### Areas for Further Study

1. The study of morale still needs to be more closely tied to theory. The theoretical model used in this study may need critical examination to determine its relationship

to an instrument like the Faculty Attitude Survey: Form Z. Also, the Employment Rewards factor which has such a prominent place in the morale inventory still needs to be related more carefully to the model. A study to refine either the model or the dimensions of the inventory would be enlightening.

2. Liberal arts college goals need careful and critical study. While this study was limited to institutional goals, it would be profitable to study the relationship of individual, departmental, inter-departmental and the terminal goals of the institution as well as the impact of these many goals on morale.

3. Due to the large number of religious groups involved with liberal arts colleges, there is a need for a more careful study of the relationship between Religious Emphasis and faculty morale. In the present study, the limitations imposed by the need for colleges with high and low Goal Specificity resulted in the removal from the study of the "non-affirming" Christian colleges. These are colleges with a strong Religious Emphasis but which do not try to foster any one church's viewpoint. These colleges represent a middle ground between the Church Dominated and Christian Independent colleges which could be important to faculty morale.

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A P P E N D I X    A

STUDY INSTRUMENTS



## Instructions

This short questionnaire can be answered in less than TEN MINUTES.

No attempt will be made to use individual findings on an individual basis. Individual results will be grouped to give profiles of larger units.

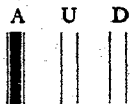
Complete anonymity is guaranteed to all who participate. Even in the accompanying information form the age variable has been carefully designed to make identification virtually impossible.

Following each item are three sets of vertical lines similar to those commonly found on exam answer sheets. Please fill in the appropriate lines with a pencil or ink mark as illustrated. To correct a wrong response either erase or, in the case of an ink mark, cross with an X.

A—Agree

U—Undecided

D—Disagree



(if you agree with a given statement fill in the lines in this manner.)

The order of the responses is always the same, i.e. A U D, Agree, Undecided, and Disagree.

Please answer every item but mark only one answer for each item. Feel free to record any criticisms or suggestions in the blank space on the back.

# FACULTY MORALE RESEARCH PROJECT

*A research study conducted under the auspices of the Center for the Study of Higher Education in the Southwest.*

Sixty-seven years ago the presidents of both Stanford and Columbia Universities prophesied the doom of the four-year college in America. Now after more than half a century of survival the liberal arts colleges appear to be more threatened than ever before.

Some who have watched this struggle over the past few years have offered recommendations designed to help these colleges overcome the obstacles. This research project was stimulated by certain of these critical suggestions.

Current theoretical constructs were carefully weighed to determine the possibility of subjecting these expert opinions to scientific analysis. Testable hypotheses were then formulated and appropriate instruments designed or selected to measure important variables.

Recognizing the absolute necessity of obtaining complete returns from a genuine random sample of faculty members, every effort has been made to simplify and limit this questionnaire. *Answers can be marked right in the booklet and the time required should be about 10 minutes.*

RESEARCH STUDY OFFICE

424 South Ramsey St.

Stillwater, Oklahoma 74074

A-Agree	U-Undecided	D-Disagree	A	U	D
1. The administration keeps us informed about college plans and developments.					
2. I have a great deal of interest in this college and its future.					
3. In general, I have enough modern equipment to teach effectively.					
4. My immediate supervisor does not organize well our part of the educational program.					
5. There is good opportunity for advancement in this college.					
6. Compared with other colleges, our retirement program is satisfactory.					
7. The administration tends to ignore our suggestions and complaints.					
8. A few of my colleagues seem to believe they are running the institution.					
9. Faculty meetings, committee meetings, etc. take up too much of my time.					
10. My immediate supervisor has usually been as fair as possible in his dealings with me.					
11. The size of the classes I work with is satisfactory for effective teaching.					
12. It is difficult for me to live comfortably on the salary I receive.					
13. The administration often fails to give clear cut instructions.					
14. The longer you work for this college, the more you feel you belong.					
15. I am often bothered by unexpected extra assignments.					
16. My immediate supervisor really tries to get our ideas about improvements.					
17. Some of the physical conditions here actually interfere with my work.					
18. I think that the salary schedule is administered fairly and objectively.					
19. The administration keeps us in the dark about things we ought to know.					

A-Agree	U-Undecided	D-Disagree	A	U	D
20. I am proud to be a part of the educational program of this community.					
21. My professional advancement is not encouraged in this institution.					
22. I believe that the present grievances or adjustment procedure gives a person a fair opportunity to get a problem settled.					
23. The meetings we have are justified and worthwhile with rare exceptions.					
24. Tenure policy in this institution is satisfactory in nearly all respects.					
25. The administration has a tendency to play favorites.					
26. Sometimes I feel that my work counts for very little in the college program.					
27. I believe that I would do a better job if I had more unassigned time.					
28. My immediate supervisor is usually willing to listen to my point of view.					
29. The staff development program helps me to do a better job of teaching.					
30. In my opinion, salaries in our college are lower than salaries in most other colleges.					
31. I have to depend upon the grapevine as my source of information.					
32. Compared with most colleges, our sick leave and other benefits are good.					
33. Record keeping & clerical detail connected with my work tend to be very burdensome.					
34. When I do good work, credit is given in most instances.					
35. There is good opportunity for professional growth in this college.					
36. I am satisfied with the way salary matters are handled.					
37. The administration does a poor job of handling complaints and suggestions.					
38. I am doing the kind of work in this college that I can do best.					

A-Agree	U-Undecided	D-Disagree	A	U	D
39. The condition of the buildings & grounds makes this a pleasant place to work.					
40. My immediate supervisor is not very friendly toward us.					
41. If I were some place other than this college, I would have more opportunity for advancement.					
42. I'm satisfied with the way our retirement program is handled.					
43. If I have a complaint to make, I feel free to talk to someone in the administrative offices.					
44. I feel that I know how I fit in with the total program in this college.					
45. I think my teaching load is about right.					
46. The administration does everything possible to see that we are fairly treated.					
47. Some of my colleagues try to avoid their fair share of extra curricular activities.					
48. I would not want to take extended sick leave for fear I might not be reinstated.					
49. With few exceptions, I understand the policies & regulations under which I work.					
50. Local pressure groups have too much influence on administrative decisions.					
51. The method for determining salary increases is satisfactory.					
52. My immediate supervisor lets us know exactly what is expected of us.					
53. The students in this college are interested in learning.					
54. Some of my colleagues place personal advancement above welfare of the institution.					
55. I'm satisfied with the way our sick leave and benefit program is handled.					
56. The administration generally encourages coordination between departments.					

## STUDENT QUESTIONNAIRE

A study is being conducted under the auspices of the Center for the Study of Higher Education in the Southwest. This study involves several factors including faculty morale, college goals, etc. Your name was selected at random from the student body of your college and you are being asked to take a few moments to fill out this questionnaire. When it is completed please return it in the self-addressed envelope that has been provided.

The questionnaire includes questions concerning religion, examinations, and other things that may or may not seem to apply to your college. Please understand that your college will not be evaluated as good or bad on the basis of these questions. In fact this questionnaire is not going to be used for purposes of evaluation but merely to confirm previously suggested assumptions concerning the proper categorization of your college.

Circle the response that seems to you to best answer each question. Please circle only one response for each item. If, at any time, you would like to make a comment concerning any question feel free to do so on the questionnaire, front or back.

1. The religious emphasis at this college is very strong.
  - a. Strongly Agree, b. Agree, c. Undecided, d. Somewhat Disagree, e. Disagree
2. The administration and faculty of this college would be especially pleased if I were a member of a particular church or had certain clearly defined religious beliefs.
  - a. Strongly Agree, b. Agree, c. Uncediced, d. Somewhat Disagree, e. Disagree
3. To graduate from this college I must do one or more of the following: write a special report, take a required seminar, or engage in some similar experience in addition to my regular course work.
  - a. Strongly Agree, b. Agree, c. Do Not Know, d. Somewhat Disagree, e. Disagree

## STUDENT QUESTIONNAIRE (PAGE TWO)

To answer the remaining questions, do not consult your college bulletin, faculty, or friends but simply answer according to your own present understanding. The five responses have been designed to give you a chance to express some doubt as well as give a definite answer.

4. To graduate from this college I have to achieve a certain standing on either some part of the Graduate Record Examination, National Teachers Examination, or similar standardized examination.
- a. Strongly Agree, b. Agree, c. Do Not Know, d. Somewhat Disagree, e. Disagree
5. To graduate from this college I must take either the Graduate Record Examination, National Teachers Examination, or some similar standardized examination though no particular score or standing is required.
- a. Strongly Agree, b. Agree, c. Do Not Know, d. Somewhat Disagree, e. Disagree
6. If your college has special projects, examinations, or papers that do not seem to fit into any of the questions asked but which seem to you to be an important part of your educational experience, please describe them here very briefly.

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If your college does have special examinations, projects, or papers as mentioned in the various questions from 3 through 6 then answer this last question. If your college does not have these things then just circle the response, "does not apply".

Does Not Apply

7. I feel that the examinations, seminars, or other special projects that have been indicated above have influenced my advisor as he/she has helped me to organize my plan of study.
- a. Strongly Agree, b. Agree, c. Do Not Know, d. Somewhat Disagree, e. Disagree

(PLEASE RETURN IN THE SELF-ADDRESSED ENVELOPE) (YOU NEED NOT SIGN YOUR NAME)

## Interview Questions for College Administrators

1. Describe briefly an ideal graduate or senior student of this institution. Try to do so as you would to a parent who has an intimate personal interest in the student or to a prospective faculty member who is being oriented to the goals of your institution.
2. To what extent do you feel that the ideal behavior you have described is necessary to justify the continued existence of this college?
  1.  Absolutely Necessary
  2.  Very Necessary
  3.  Necessary
  4.  Somewhat Necessary
  5.  Unnecessary
3. The ideal is often necessary as a high standard beyond the reach of the majority. Success may then be measured in terms of one's proximity to the ideal rather than in terms of any absolute attainment of it. Considering the majority of the students as they graduate or approach graduation from this college, what would be their necessary degree of proximity to the ideal to justify the continued existence of this college?
  1.  Their attainment of the ideal should be virtually complete.
  2.  They should be well on the way to attainment.
  3.  They should have accepted the ideal as a goal.
  4.  They should have begun to recognize the ideal.
  5.  They need not relate to the ideal at all.

If the college has a religious emphasis, the following questions will also be asked.

4. If a graduate of this college were a church member, how much importance would you attach to his being a member of the affiliated church?
  1.  Very much.
  2.  Much.
  3.  Average.
  4.  Little.
  5.  None.
5. To what extent do you feel that affiliated church affiliation is a factor in the selection and retention of faculty members?
  1.  An extremely important factor.
  2.  A strong factor.
  3.  A significant factor.
  4.  A mild factor.
  5.  No factor at all.

If the answer to #5 is 1, 2, or 3, the following question will be asked.

6. To what extent do you feel that faculty members are aware of this factor?
1.  Very strongly aware.
  2.  Well aware.
  3.  Aware.
  4.  Mildly aware.
  5.  Not aware at all.

## INTERVIEW MASTER

COLLEGE \_\_\_\_\_

BOARD OF TRUSTEES

How many are members of the affiliated church? \_\_\_\_\_.

What % \_\_\_\_\_.

If exact number not known, approximately what %? #1 \_\_\_\_\_

#2 \_\_\_\_\_ #3 \_\_\_\_\_

Is church membership (affiliated) necessary to serve on the board?

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

NON-RELIGIOUS FACTORS

Does this college give: #1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_

Comprehensive examinations \_\_\_\_\_

Senior seminars \_\_\_\_\_

Senior papers (research, etc.) \_\_\_\_\_

Graduate Record Examination \_\_\_\_\_

Other \_\_\_\_\_

If so, what % of students are involved?

What degree of impact do they have on the student's selection of courses and on his education in general?

COMMENTS

The following background information is necessary for the proper control of critical variables. Please circle the proper response and if you wish to qualify a response please do so in the space provided or on the back. When completed return with the questionnaire.

1. Most of my teaching is in the: HUMANITIES, NATURAL SCIENCES, SOCIAL SCIENCES (If difficult to determine give specific department or course \_\_\_\_\_.)
2. Sex: MALE, FEMALE
3. Age: 30 or below, 31 to 50, 51 or above
4. Years of teaching experience: 0 to 5, 6 to 10,  
11 to 15, 15 or more
5. Marital status: SINGLE, MARRIED, DIVORCED, WIDOWED,  
DIVORCED-REMARRIED
6. Approximate yearly income: \$6,999 or less,  
\$7,000 to \$9,999, \$10,000 to \$12,999, \$13,000 or more
7. Most advanced degree: BACHELORS, MASTERS, DOCTORS,  
OTHER (Explain: \_\_\_\_\_)

(PLEASE RETURN WITH THE QUESTIONNAIRE)



TABLE XIX  
 SCORING KEY FOR GROUP FACTOR I:  
 BELONGINGNESS (SUPERVISION)

Sub-Category A	Statements	High Morale Response*
	1	A
	7	D
Communication	13	D
	19	D
with	22	A
	25	D
Administration	31	D
	37	D
	43	A
	46	A
	49	A
	56	A
Sub-Category B	Statements	High Morale Response
Relations	4	D
	10	A
with	16	A
	28	A
Immediate	34	A
	40	D
Supervisor	52	A

\*A--agrees D--disagrees

TABLE XX  
 SCORING KEY FOR GROUP FACTOR II:  
 IDENTIFICATION (SELF INTEGRATION)

Sub-Category C	Statements	High Morale Response*
Identification with the Institution	2 20	A A
Sub-Category D	Statements	High Morale Response
Interpersonal Relation	8 26 44 54	D D A D
Sub-Category E	Statements	High Morale Response
Personal Security	14 38 50	A A D

\*A--agrees D--disagrees

TABLE XXI

SCORING KEY FOR GROUP FACTOR III - RATIONALITY  
(INSTITUTIONAL ENVIRONMENT)

Sub-Category F	Statements	High Morale Response*
Physical	3	A
Working	17	D
Conditions	39	A
Sub-Category G	Statements	High Morale Response
Professional	5	A
Growth	21	D
and	29	A
Advancement	35	A
	41	D
	53	A
Sub-Category H	Statements	High Morale Response
Faculty	9	D
Meetings	23	A
Sub-Category I	Statements	High Morale Response
Teaching	11	A
Load	27	D
	45	A
Sub-Category J	Statements	High Morale Response
Non-Instructional	15	D
Work	33	D
Load	47	D

\*A--agrees    D--disagrees

TABLE XXII  
 SCORING KEY FOR GROUP FACTOR IV:  
 EMPLOYMENT REWARDS

Sub-Category K	Statements	High Morale Response*
Adequacy of	6	A
	24	A
Fringe	32	A
	42	A
Benefits	48	D
	55	A
Sub-Category L	Statements	High Morale Response
Adequacy of	12	D
Salary	30	D
Sub-Category M	Statements	High Morale Response
Advancement	18	A
of	36	A
Salary Schedule	51	A

\*A--agrees    D--disagrees

TABLE XXIII

GROUP FACTORS AND SUB-CATEGORIES OF THE  
FACULTY ATTITUDE SURVEY: FORM Z

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Group Factors and Sub-Categories	
GROUP FACTOR I	SUPERVISION
Sub-Category A	Communication with Administration
Sub-Category B	Relations with Immediate Supervisor
GROUP FACTOR II	SELF INTEGRATION
Sub-Category C	Identification with the Institution
Sub-Category D	Interperson Relations
Sub-Category E	Personal Security
GROUP FACTOR III	INSTITUTIONAL ENVIRONMENT
Sub-Category F	Physical Working Conditions
Sub-Category G	Professional Growth and Advancement
Sub-Category H	Faculty Meetings
Sub-Catetory I	Teaching Load
Sub-Category J	Non-Instructional Work Load
GROUP FACTOR IV	EMPLOYMENT REWARDS
Sub-Category K	Adequacy of Fringe Benefits
Sub-Category L	Adequacy of Salary
Sub-Category M	Advancement of Salary Schedule

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The following discussion explains the rationale underlying the re-naming of the FAS-Z group factors in accordance with the dimensions of morale found in the Getzels-Guba Social Systems Model. Since the model contained only three dimensions and the FAS-Z contained four group factors, the fourth group factor, Employment Rewards, was retained as a fourth dimension.

### Belongingness

Belongingness was defined as the perception of congruence between a role incumbent's role expectations and his need dispositions. Abbott has indicated that the influence of two intervening variables might have a significant influence upon this perception, i.e., reward systems and reference group norms.<sup>1</sup> Although reference group norms are only indirectly involved in Group Factor I of the Faculty Attitude Survey, the reward system concept coincides closely. The reward system as presented by Abbott does not involve mere monetary rewards but the feed back, in terms of consideration, acceptance, criticism, etc., on the part of administrators that influence one's cognitive orientation to the institutional roles. Communication and other relations with supervisors and the administration in general would greatly influence one's sense of belonging.

### Identification

The dimension of identification involved the degree of perceived congruence between an individual's need disposition and organizational goals. To measure this dimension the second group factor of the Faculty Attitude Survey was used. Called "Self Integration" by Blocker and Richardson, this factor corresponded closely to Maslow's concept of Self-Actualization. Sub-Category C: 'Identification with the Institution' involved personal pride and interest in the

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<sup>1</sup>Abbott, pp. 1-13.

college and Sub-Category D: 'Interpersonal Relations' concerned one's orientation to his role as it related to the college. The third sub-factor had to do with a faculty member's self-satisfaction and security within the institution.

### Rationality

Rationality has been defined as that perceived congruence between institutional goals and role expectations. To measure this dimension it was necessary to find a measure of one's attitude toward the role he was being asked to assume. Group Factor III of the Faculty Attitude Survey was a measure of attitude toward work conditions of faculty members. Called "Institutional Environment" this factor dealt with teaching, general professional growth, physical factors, faculty meetings, and non-instructional activities as they effect the attitudes of faculty members. If such activities and facilities were perceived as conducive to goal attainment, it was assumed that positive attitudes would be developed.

### Employment Rewards

An addition to the Getzels-Guba model, the "Employment Rewards" dimension was measured by Group Factor IV of the Faculty Attitude Survey. Sub-categories of the factor included salary, fringe benefits, and the administration of these items.

A P P E N D I X B

APPROVAL LETTER AND LETTERS USED  
IN DATA COLLECTION



424 South Ramsey  
Stillwater, Oklahoma  
74074  
November 14, 1968

Dr. Richard Colby Richardson, Jr.  
RFD Number 1, Post Road  
Wells, Maine

Dear Dr. Richardson:

I am now developing a doctoral research project designed to measure the possible effect of institutional goal specificity on faculty morale. The study will be limited to four year liberal arts colleges and may confirm the opinions of many educators that the liberal arts college must recognize its unique and limited role, have realistic and specific goals, and concentrate on the fulfillment of those goals.

Your Differential Morale Attitude Inventory seems to be the most promising instrument I have been able to find. In line with your recommendation that it be further tested, I wish to use it first in a pilot study involving two liberal arts colleges and later, with possible revisions, in a study of four to eight liberal arts colleges.

I am especially interested in the four-factor factor analysis and in the possibility of removing or replacing statements which continue to perform poorly. The pilot study should aid in this refinement.

If you will permit me to use this inventory, I will, of course, indicate on the questionnaire that it was developed by you. I will be happy to furnish you with the results of all studies involving this instrument.

Yours sincerely,

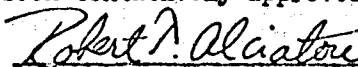


Daniel C. Hardin

DCH

Endorsement of Supervising Professor

Mr. Hardin is a graduate student majoring in higher education with an emphasis in administration at Oklahoma State University. A doctoral proposal as suggested in his letter has been tentatively approved.



Robert T. Alciatore  
Associate Professor



*Northampton County Area Community College*

3835 GREEN POND ROAD • BETHLEHEM, PENNSYLVANIA 18017

Area Code 215 - 865-5351

Richard C. Richardson, Jr.  
PRESIDENT

November 29, 1968

Mr. Daniel C. Hardin  
424 South Ramsey  
Stillwater, Oklahoma 74074

Dear Mr. Hardin:

Your letter of November 14 reached me after following a rather circuitous route. I was pleased to learn of your interest in the inventory which I developed as part of my dissertation. Subsequent to the completion of the dissertation, additional work was completed on the survey. This research resulted in a revision to the differential morale attitude inventory now called Faculty Attitude Survey, Form Z. The nature of this research is detailed in a number of professional journals.

Because of the number of inquiries received concerning this instrument similar to yours, I took the trouble to prepare a manual detailing the development of the survey, explaining its use and providing a bibliography of articles related to the instrument.

I am enclosing a copy of this manual along with Form Z of the Faculty Attitude Survey. You are welcome to use Form Z or the differential morale attitude inventory as presented in my dissertation for your doctoral research study. I would be most interested in receiving a copy of the results which you receive.

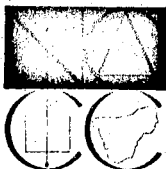
You might be interested to know that at the present time, in addition to doctoral research in the United States, this instrument is being used in the study of tertiary education in Australia.

Best wishes to you in your study.

*Richard C. Richardson, Jr.*  
Richard C. Richardson, Jr.

RCR:rb

Dictated, but signed in the absence of Dr. Richardson.  
Enclosure sent under separate cover.



*Northampton County Area Community College*

3835 GREEN POND ROAD - BETHLEHEM, PENNSYLVANIA 18017

AREA CODE 215 - 865-5351

Richard C. Richardson, Jr.  
PRESIDENT

December 26, 1968

Mr. Daniel C. Hardin  
424 South Ramsey  
Stillwater, Oklahoma 74074

Dear Mr. Hardin:

In answer to your two questions, the following is offered. First of all, the 0-100 scale is a straight percentage conversion from the 3 point Likert scale that is used with the Faculty Attitude Inventory. A score of 2 is at the 50th percentile and a score of 3 is at the 100th percentile. With those bench marks, I am certain that you can work out the remainder of the scale for yourself.

With respect to your second question, you should note that one of the original purposes of the Faculty Attitude Survey was to establish a reliable instrument. In order to have a reliable instrument, single item categories had to be eliminated since they are notoriously unreliable. The 17 items that were eliminated in the construction of Form Z were eliminated as a result of an item factorization which revealed that they did not form a part of any of the categories that had been defined as contributing to the measurement of morale. You will find a complete report of this particular study in the Journal of Experimental Education as referenced in the booklet that I sent you.

Good luck to you in your study.

Very truly yours,

  
Richard C. Richardson, Jr.

RCR:rb

**OKLAHOMA STATE UNIVERSITY • STILLWATER****CENTER FOR THE STUDY OF HIGHER EDUCATION IN THE SOUTHWEST**

Faculty Morale Project Office

424 S. Ramsey, 74074

As outlined briefly on the front fold of the enclosed questionnaire, a research study involving faculty morale is being undertaken under the auspices of the Center for the Study of Higher Education in the Southwest. Every effort has been made to conduct this study under rigid research procedures in the hopes that the results will add a small portion of significant information to the developing theories of educational administration.

Your name has been selected at random from among the faculty members of your college. As no substitutions can be made it is extremely important to us that you complete and return the enclosed questionnaire. To save you time, the answers can be recorded by simply filling in one of the three spaces to the right of each item. This can be accomplished in about TEN MINUTES.

The information form can be completed in a few moments and has been designed to give enough information for analysis purposes but not enough to cost you your anonymity. Only one person involved in this study will have access to the randomly selected names of faculty members...identified by the number penciled on the upper left hand corner of the return envelope...and that person will destroy those names as the questionnaires are returned. The only reason for keeping a temporary list of names is to insure a proportional representation of various sub groups.

A summary of the findings of this study will be shared with all who contribute to it. However, absolutely no raw data on any individual will be made available to any one. You might be interested in knowing that your college has been visited and contacts made with administrators and students. This multiple data collecting method should prove more accurate than any one method by itself.

Yours sincerely,

Daniel C. Hardin  
Project Chairman

DCH:sc

Enclosure

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

CENTER FOR THE STUDY OF HIGHER EDUCATION IN THE SOUTHWEST

Faculty Morale Project Office  
424 S. Ramsey, 74074

On March , 1969, I sent a questionnaire to twenty-five faculty members of your college and can now report that of these have already been returned. The validity of this study would be increased significantly if your questionnaire could be included along with the others. As a college teacher, I certainly realize how difficult it is to work everything into a busy schedule, but I do hope that you will be able to take a few minutes of your time to fill out and return the questionnaire. It would be deeply appreciated.

Yours sincerely,

Daniel C. Hardin  
Project Chairman

DCH/ms

**OKLAHOMA STATE UNIVERSITY • STILLWATER****CENTER FOR THE STUDY OF HIGHER EDUCATION IN THE SOUTHWEST**

Faculty Morale Project Office

424 S. Ramsey, 74074

As of today, \_\_\_\_\_ of twenty five (college name) faculty members have returned the questionnaires which were sent to them during March. As with all researchers, I am eagerly hoping for a 100 per cent return. For your convenience, and knowing that questionnaires can be misplaced or lost, I am enclosing another one with this letter. Please find 10 minutes to fill it out and help me reach the 100 per cent mark on returns from (college name).

Yours sincerely,

Daniel C. Hardin  
Project Chairman

DCH:jfh

Enclosure

A P P E N D I X C

CORRELATION MATRIX, ROTATED FACTOR  
MATRIX, AND EIGENVALUES

TABLE XXIV  
ROTATED FACTOR MATRIX

	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
1	.64	.17	-.16	.08	.15	-.31	-.05	-.05	-.22	.00	.05	-.17	-.29	-.06	-.06	.00
2	.29	-.12	-.13	.10	.06	.08	.16	.65	.15	-.08	-.07	-.14	.23	-.01	.08	-.08
3	.09	.11	-.04	.01	.05	.14	-.69	-.02	-.19	.02	-.16	.03	-.18	.16	.09	-.09
4	.19	-.08	.01	.53	.05	.21	.08	.12	-.21	.01	-.14	-.33	-.01	.08	-.03	-.11
5	.34	.14	-.13	.15	.31	.05	-.16	.06	-.08	.06	-.05	-.02	-.17	.17	.59	-.01
6	.09	.78	.06	-.06	.19	.15	.17	-.15	-.15	.05	-.04	.01	-.04	.08	-.04	-.16
7	.86	.04	.11	.12	.06	.02	-.07	.08	.05	.04	.01	.01	.22	-.07	.03	.05
8	.14	-.08	.03	.08	.08	.04	.09	.00	.07	-.05	-.83	-.07	-.02	-.03	.01	.02
9	-.02	-.09	.78	-.07	.08	-.06	.10	-.08	-.07	-.14	-.07	-.01	-.06	-.01	-.07	.03
10	.16	-.13	-.10	.81	.10	.06	.00	.08	.01	-.04	-.05	.09	-.07	.02	-.01	.00
11	-.04	.08	-.01	-.05	.02	-.02	.01	-.09	-.04	-.05	.03	.03	.04	.86	.02	.09
12	.11	.33	.02	-.03	.13	.68	-.23	-.03	-.03	-.08	.12	-.15	-.03	.08	-.17	-.06
13	.32	.15	.19	-.07	.48	.07	.13	.21	-.10	-.03	-.17	-.10	.00	-.04	-.31	.12
14	.64	.03	.11	.12	.03	.04	-.04	.27	.01	-.06	.01	.11	.10	.13	.20	-.15
15	.08	-.10	.55	.00	-.11	.30	-.22	-.05	-.33	-.04	.11	.02	-.03	.03	-.03	-.04
16	.20	-.05	-.04	.71	.08	.03	.02	.00	-.21	-.05	-.09	-.25	.02	.00	.00	.02
17	.17	.07	.06	-.02	.05	-.06	-.76	-.07	.02	-.17	.11	-.09	.04	-.21	.07	.12
18	.27	.16	-.08	.12	.75	.14	-.09	-.09	-.10	-.02	-.09	.08	.03	.08	.17	.00
19	.76	.06	-.09	.05	.29	-.06	-.17	.05	-.11	.03	-.07	.01	-.20	-.02	-.10	.01
20	.44	.09	.00	.12	-.07	.02	.10	.46	.20	-.21	-.14	.22	.17	-.16	.22	-.10
21	.44	.09	-.08	-.03	.19	-.04	.06	.15	-.11	-.01	.06	-.09	.16	-.20	.58	-.10
22	.66	.12	-.02	.27	.06	.06	-.14	.07	.16	.15	-.05	-.08	-.11	.02	.16	-.02
23	.21	.22	.50	.12	-.13	-.09	-.15	.00	.13	.07	-.40	-.15	.16	-.22	.10	.16
24	.31	.12	-.14	.01	.11	-.02	-.08	-.06	-.13	.11	-.02	.01	.73	.05	.02	-.02
25	.66	-.03	.05	.05	.14	.15	.06	-.12	-.15	-.06	-.17	-.15	.24	.03	.21	.06
26	.31	.00	.35	.11	.29	.04	-.17	.17	-.10	.02	-.13	-.14	-.13	.05	.34	-.40
27	-.05	.06	.23	-.05	.01	.08	-.06	.05	-.71	-.21	.06	-.03	-.09	-.04	.14	.04
28	.13	.05	.06	.80	-.11	-.06	-.05	-.08	.06	.13	.09	-.02	.13	-.14	.04	-.09
29	.08	.09	-.05	.02	-.05	-.10	-.01	.09	-.06	.01	.07	-.01	.06	-.08	.07	-.77
30	.02	.18	-.09	.03	.17	.74	-.13	-.05	-.10	-.15	-.09	.01	-.03	-.10	.22	.16
31	.67	.25	-.08	.19	.27	.04	.00	.01	-.07	-.05	-.02	-.09	-.11	-.01	.04	-.09
32	.03	.74	.01	-.04	.05	.12	-.01	.11	.03	-.15	.14	-.06	.06	-.03	.13	.13
33	.18	.04	.45	.08	-.14	-.12	-.30	.36	-.22	-.08	.17	.03	-.19	.14	-.09	.03
34	.47	-.03	.17	.08	.12	.13	.13	-.19	.03	-.08	-.02	-.34	-.10	.05	.09	-.27
35	.43	.13	.11	-.12	.13	.19	-.03	.10	-.04	-.15	.10	-.21	.12	.14	.50	-.24
36	.23	.17	.02	.02	.80	.05	-.16	.00	-.04	-.14	-.04	-.02	.10	-.01	.12	.04
37	.81	.01	.15	.08	.02	.18	-.07	-.01	.00	-.05	-.09	.00	.11	-.16	.03	.05
38	.05	.03	.00	-.10	.12	-.04	-.18	.72	-.14	.05	.05	-.09	-.19	-.10	.04	-.07
39	.03	-.10	.07	-.07	.08	.16	-.71	.13	-.01	.04	.08	.00	.18	.03	-.06	-.06
40	.05	.04	.04	.83	.09	-.08	.06	-.05	.07	.03	-.01	-.03	-.02	.01	.04	.07
41	.19	.18	-.08	.03	.13	.05	-.11	.22	-.31	.03	-.08	-.53	.08	-.17	.25	.07
42	.10	.78	-.09	.02	.16	-.04	-.04	-.14	-.07	.07	-.02	-.01	.02	.05	.07	-.18
43	.57	-.05	-.09	-.05	.18	.07	-.05	.12	.19	-.02	-.13	-.17	.27	.08	.05	-.22
44	.48	.11	-.05	-.02	.40	-.19	-.01	.28	.00	-.21	-.08	-.11	-.03	.04	.09	-.08
45	.07	.14	.02	.13	.09	.04	-.06	-.06	-.83	.05	-.01	-.07	.14	.09	-.02	-.12
46	.70	-.01	.03	.19	.28	.05	-.03	.08	-.12	-.06	.01	-.06	.21	-.05	.05	-.06
47	-.02	.01	.26	-.03	.17	.13	-.06	.01	-.11	-.79	.00	-.08	-.09	.07	.07	.07
48	.02	.18	.08	.14	.54	-.04	.08	.23	.22	.08	.05	-.09	.38	-.07	-.03	-.04
49	.42	.24	.05	.27	.02	-.03	.12	.18	.16	-.27	-.12	.17	.02	.03	.19	-.25
50	.42	.06	.22	.10	.09	.51	.11	.28	-.10	.30	-.18	.06	.14	.00	-.01	.05
51	.31	.14	-.05	.04	.77	.15	-.03	.05	-.06	-.08	.02	-.08	-.07	.02	.10	-.03
52	.13	-.06	.06	.47	.00	.02	.01	.05	.02	-.13	-.04	-.72	.01	-.04	-.02	-.06
53	.24	.14	-.18	-.05	.00	.07	-.03	.07	-.01	-.47	-.28	-.11	-.15	-.12	-.10	-.37
54	.13	-.06	.05	-.01	.21	-.07	-.12	.07	-.29	-.45	-.46	.04	.15	.12	-.15	-.03
55	.12	.80	-.05	-.07	.16	.12	-.16	.17	-.03	-.01	-.02	.03	.07	.00	-.01	.03
56	.56	.09	.10	.04	.05	-.10	-.19	.24	.01	-.02	-.12	-.43	-.05	.24	.10	-.06





TABLE XXVI  
FACTOR ANALYSIS EIGENVALUES

Eigenvalues	Cumulative Percentages of Eigenvalues
11.71	.21
3.95	.28
2.98	.33
2.75	.38
2.14	.42
1.91	.45
1.90	.49
1.73	.52
1.58	.55
1.48	.57
1.35	.60
1.27	.62
1.22	.64
1.14	.66
1.04	.68
1.02	.70

A P P E N D I X     D

SECONDARY INDEPENDENT VARIABLE TABLES

TABLE XXVII  
DEPARTMENTAL AFFILIATION OF FACULTY MEMBERS  
OF SIX LIBERAL ARTS COLLEGES

College	D e p a r t m e n t			Total N
	Humanities	Natural Sciences	Social Sciences	
A	12	4	8	24
B	8	10	7	25
C	6	5	11	22
D	12	1	11	24
E	7	5	10	22
F	9	3	11	23
Total	54	28	58	140

TABLE XXVIII  
AGE OF FACULTY MEMBERS OF SIX  
LIBERAL ARTS COLLEGES

College	A g e			Total N
	30 or Below	31 to 50	51 or Above	
A	3	14	7	24
B	7	16	2	25
C	1	14	7	22
D	5	14	5	24
E	5	13	4	22
F	5	12	6	23
Total	26	83	31	140

TABLE XXIX  
SEX OF FACULTY MEMBERS OF SIX  
LIBERAL ARTS COLLEGES

Colleges	Male	Female	Total N
A	21	3	24
B	24	1	25
C	17	5	22
D	16	8	24
E	19	3	22
F	13	10	23
Total	110	30	140

TABLE XXX  
TEACHING EXPERIENCE OF FACULTY MEMBERS  
OF SIX LIBERAL ARTS COLLEGES

Colleges	Y e a r s				Total N
	0-5	6-10	11-15	16 or more	
A	3	7	6	8	24
B	6	6	4	9	25
C	3	5	4	10	22
D	7	9	3	5	24
E	9	3	5	5	22
F	6	5	5	7	23
Total	34	35	27	44	140

TABLE XXXI  
 MARITAL STATUS OF FACULTY MEMBERS OF  
 SIX LIBERAL ARTS COLLEGES\*

College	M a r r i e d			N o t S i n - g l e	M a r r i e d			Total N
	Mar- ried	Divorced- Remarried	Sub Total		Di- vorced	Wid- owed	Sub Total	
A	(20)	(0)	20	(4)	(0)	(0)	4	24
B	(20)	(0)	20	(3)	(1)	(1)	5	25
C	(19)	(0)	19	(2)	(0)	(1)	3	22
D	(20)	(1)	21	(3)	(0)	(0)	3	24
E	(18)	(1)	19	(2)	(1)	(0)	3	22
F	(16)	(0)	16	(5)	(0)	(2)	7	23
Total	(113)	(2)	115	(19)	(2)	(4)	25	140

\*When Chi-square tests were calculated all non-married categories were collapsed into single categories.

TABLE XXXII  
 INCOME OF FACULTY MEMBERS OF  
 SIX LIBERAL ARTS COLLEGES

College	\$6,999 or less	\$7,000- \$9,999	\$10,000- \$12,999	\$13,000 or more	Total N
A	3	18	3	0	24
B	0	7	10	8	25
C	0	6	9	7	22
D	6	11	6	1	24
E	0	5	11	6	22
F	1	9	8	5	23
Total	10	56	47	27	140

TABLE XXXIII  
 EDUCATIONAL LEVEL OF FACULTY MEMBERS  
 OF SIX LIBERAL ARTS COLLEGES

College	Bachelor's	Master's	Doctor's	Total N
A	0	13	11	24
B	1	5	19	25
C	2	11	9	22
D	4	15	5	24
E	2	9	11	22
F	1	16	6	23
Total	10	69	61	140

VITA

3

Daniel C. Hardin

Candidate for the Degree of  
Doctor of Education

Thesis: AN ANALYSIS OF THE RELATIONSHIP OF INSTITUTIONAL  
GOAL SPECIFICITY AND FACULTY MORALE IN LIBERAL ARTS  
COLLEGES

Major Field: Higher Education

Biographical:

Personal Data: Born in Armijo, New Mexico, December 28,  
1932, the son of Thomas E. Hardin and Mable Justine  
Hardin; married Joyce F. Smith, August 4, 1957;  
father of three daughters, Mara, Danna, and Terra.

Education: Attended grade school in Pajarito, New  
Mexico and Raton, New Mexico; graduated from  
Raton High School in June of 1950; received a  
Bachelor of Arts Degree from the University of New  
Mexico with a major in Art Education in June of  
1955; received a Master of Arts Degree with a  
major in Bible from Eastern New Mexico University,  
July of 1964; received a Master of Arts Degree with  
a major in Korean Language from Chung-ang Univer-  
sity, Seoul, Korea, in February of 1967; completed  
requirements for the Doctor of Education Degree in  
May of 1970.

Professional Experience: Instructor of art, David  
Lipscomb College, September, 1955, to June, 1957;  
preacher for the Ball Road Church of Christ in  
Anaheim, California, from September, 1957, to  
July, 1958; began mission work in Seoul, Korea on  
August 1, 1958, and served as dean of Korea Chris-  
tian College from 1960-1967.

Professional Organizations: Charter life member, Ameri-  
can Association of Higher Education; National  
Education Association, Phi Delta Kappa.