

CAREER COMMITMENT IN AN ORGANIZATIONAL SETTING

by

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Chapter I

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Increasing interest in the concept of commitment in the social sciences testifies to its importance for society. Certainly its contribution to the persistence of organizations is self evident. In spite of this, formal analysis has occurred relatively infrequently. It is the purpose of this study to propose and test a predictive model of career commitment in an organizational setting. Although this study draws its sample from the population of Salvation Army officers in the United States it is hoped that the analytic strategies employed could be easily modified for use in the analysis of career commitment in other organizational settings. The lower bound of commitment can involve career or job termination. The defection and resignation of persons in ecclesiastical positions, indicative of low commitment, is a matter of concern to many religious organizations. Among some churches and denominations, the concern has motivated the commissioning of studies conducted by social scientists (Jud, et al., 1970; Hall and Schneider, 1973; Greeley, 1972). It was a similar concern that prompted the initial cooperation and interest in this study on the part of Salvation Army leaders.

Brewer (1970) suggests, "it is difficult to determine the level or the trends in the rates of persons leaving ecclesiastical employment," but Schoenherr and Greeley (1974) indicate that among diocesan priests, the rate of voluntary resignation rose from a low of .1 percent prior to 1962 to between 3 and 4 per cent annually by 1972. One high ranking Salvation Army officer indicated that in some instances the Army had experienced a loss of nearly 50 per cent of a graduating class by the fifth year after commissioning (graduation from the Salvation Army School for Officers' Training). This seems to indicate that the problem for this organization is, at least as severe as that affecting other churches and denominations.

The purpose of this study is to analyze the determinants of commitment and develop a predictive model of career commitment among clergy serving as officers in the Salvation Army. In addition to the development of a predictive model this study provides:

1. refinement of the commitment concept in its empirical and theoretical manifestations;
2. examination of the Salvation Army, a virtually unstudied organization, and its principal agent, the Salvation Army officer;

3. a potential basis for management use by the Salvation Army and similar organizations in policy formation affecting levels of commitment, and thereby attrition.

1.2 THE SALVATION ARMY

1.2.1 Background and History

The salvation Army was founded in London, England, by William Booth who left the Methodist New Connexion in 1865 due to a dispute over evangelical practices. Originally called the Christian Mission, the name Salvation Army was officially adopted in 1878 along with the organization and accoutrements to fully carry out the military analogy. As Robertson (1967:75) states:

Formally, the organisation of the Salvation Army is modelled on the structure of the British military of the 1870s, although it has been suggested that William Booth was in fact mainly inspired by Papal autocracy in his decision to transfer the neo-democratic Christian Mission into a rigidly hierarchical body The Deed of 1878 . . . gave Booth as General Superintendent supreme authority, including the appointment of his successor

Although one might suspect the above description to be only an historical characterization, relevant only to the organization's early stages of development Robertson (1967:85) further states:

The Salvation Army is essentially an authoritarian and hierarchical religious organisation
 . . The fact that the basic commitment demanded of Salvationists is a total one embracing all mental and social activity does not accord with Weber's thesis that in general, bureaucracy segregates official activity as something distinct from the sphere of private life. Because membership of the Army . . . is voluntary, one should not conclude that the power exercised has been only normative -- for voluntary submission to any kind of less than temporary, totalism automatically involves subordination to personnel in superior positions in a power structure.

Much of this description relates to the Salvation Army during the late 19th and early 20th centuries, nevertheless:

In essentials the Army remains the same as in the early years of the present century -- an authoritarian organisation demanding extensive commitment and obedience to its rules and regulations, which extend to matters of private thought, conversation, socialisation of children, work and leisure, financial expenditure, dress and physical health (Robertson, 1967:89).

Drawing on Smelser (1962), Robertson (1967) suggests that there were identifiable phases in the organization's development. These included, first, the incipient phase from the founding of the Christian Mission in 1865 to the renaming of the organization in 1878. There followed a second phase, enthusiastic mobilization, from 1878 to 1890. This was the only phase during which any sustained growth was experienced. The next phase, the period of organization, from 1890 to 1930, was the phase during which routinization occurred. The fourth and final stage represents a

process of terminal institutionalization. It is during this period that the Army became a stabilized and established sect (Robertson, 1967:51).

During the early part of the phase of enthusiastic mobilization the Salvation Army was established in the United States. Although meeting with initial ridicule and persecution, it eventually gained a degree of acceptance and respectability perhaps due in part to its welfare activities.

1.2.2 Present Status of the Salvation Army

Presently, "the Salvation Army is a religious and charitable corporation designed to operate as such in all the states and territories of the United States" (Salvation Army Yearbook, 1974). The Salvation Army in the United States, according to the most recent data available (Disposition of Forces, 1975), has a membership of approximately 344,000, with active officers numbered at 3,747 and Cadets (officers in training) in the Salvation Army's four schools at 360. Nationally, there are 1,168 corps and outposts (local church units) and 458 institutions (including general hospitals, homes and hospitals, crisis centers, hotels, etc.).

1.2.3 Organizational Structure of the Salvation Army

Worldwide, the operation of the Salvation Army is directed by a chief executive officer with the rank of General, from International Headquarters in London, England. For administrative purposes, the world is divided into geographic territories or regions, each directed by a Territorial Commander (TC), usually holding the rank of Commissioner, and reporting to the General. Territories are further broken down into divisions, each of which is supervised by a Divisional Commander (DC), with a rank of from Major to Colonel, responsible for corps centers and outposts. Similar to the divisions is a parallel structure of departments through which department heads administer hospitals and social service institutions. Under divisions and departments are the corps centers, service units and institutions from which the religious and charitable work emanates.

In the United States the Salvation Army is administratively divided into four territories (or regions) designated as the Southern, Eastern, Central and Western Territories. Each is administered by a Territorial Commander with the rank of Commissioner, the highest rank under that of General. A National Commander serves as administrative liaison between the four territories. As is the case worldwide,

each of the territories is further divided into divisions. In the United States, each division is roughly the size of one or two states.

The basic unit is the local corps which is the center of operations in a particular city or area. Larger cities will often have more than one corps. Each corps is under the command of a Corps Officer, with rank ranging from Lieutenant to Brigadier, who is directly responsible for its operation to his Divisional Headquarters (DHQ) and ultimately to the Divisional Commander (DC). The corps is equivalent to the church or parish in other denominations. The corps officer is the minister, as is his wife, if married, for both are ordained clergy. In fact officers may only marry other officers.

1.3 IMPLICATIONS

The implications of the study of commitment as pursued in this research are several. There is a broader potential application than is implicit in the analysis of one organization. The military academies and the retention of professional officer staff comes readily to mind. Both enlisted and officer participation in the volunteer army, apart from the academies is also a likely area of broader application. Turnover in government agencies, research firms and some

business organizations may also call for an assessment of commitment. In understanding the processes of commitment it may become possible to alter the context, be it structural or dynamic, to increase the probability of commitment and reduce the probability of attrition.

1.4 SUMMARY

This chapter has stated the problem in general terms, introduced the research situs, and suggested broader implications for the study of commitment.

Chapter II

REVIEW OF THE LITERATURE

2.1 INTRODUCTION

This chapter presents a thorough review of the literature relevant to this study¹. The chapter addresses the manner in which the major dependent variable has been treated, and presents material on the determinants of commitment and the suspected interactions. It proceeds as follows:

1. A review of the commitment literature.
2. The identification of recurrent themes in the commitment literature.
3. A preliminary suggestion for reformulating the concept as a multidimensional composite;
4. A presentation of the determinants to be examined;
5. A suggestion of the expected direction of the relationships between commitment and its determinants.

2.1.1 Commitment: An Overview

The appearance of articles by Becker and Carper (1956) and Becker (1960) sparked an increase of interest among sociologists in the commitment concept. These early and relatively sketchy pieces were followed by a number of articles attempting to revise, refine, redefine and operationalize the concept. Buchanan (1974:533,ff) outlined the meanings attributed to the concept of organizational commitment in sociological and related literature. These included:

1. willingness to exert high level of effort on behalf of the organization;
2. strong desire to stay with the organization;
3. degree of belongingness or loyalty;
4. acceptance of major goals and values;
5. positive evaluation of the organization.

Although there is not complete uniformity in the definitions or treatment of the concept, there exists a consistency which underlies most of the work. It is out of this consistency that a modified and reformulated commitment concept is developed for this study. The reformulation recognizes the multidimensional nature of commitment. It sug-

gests three dimensions: the economic, the interactive, and the normative. The basis for this breakdown appears later in this chapter. The operationalization and subsequent measurement strategies appear in Chapter IV.

2.1.2 The Determinants of Commitment

The determinants of commitment suggested in the literature are numerous. They range through the levels of analysis from the cultural and social (group) through the interactive and psychological (individual). It is with the variables falling within the interactive level that this research is concerned; these variables may accurately be termed social psychological since they reside at the intersection of the individual and group levels. Of concern in this study are the following social psychological variables, presented in the order of their appearance in the model:

1. Anticipatory Socialization. This variable deals with family background, early peer group involvement and participation in organizational activities. The underlying rationale is that interactive commitment may be influenced by behaviors that predate adult decisions (Etzioni, 1975).

2. Family Tension. Family Tension involves the perception of tension between the officer and the family he grew up in. It has proven a useful predictor of the future plans of priests (Greeley, 1972).
3. Education. Education is a part of the secondary socialization process and is a factor in later commitment often suggested by prior research (cf. Alluto, et al., 1973; Ritzer and Trice, 1969).
4. Authoritarianism. This variable is seen as a probable indirect as well as direct influence on commitment. It is assumed that authoritarian persons will be more likely to find satisfaction in an authoritarian environment than nonauthoritarian persons (Adorno, et al, 1950) and thus should demonstrate greater commitment.
5. Professionalism. Given the authoritarian nature of the organization professionalism which involves a sense of autonomy, should affect commitment both directly and indirectly through work satisfaction.
6. Work Satisfaction. This final determinant should demonstrate a positive effect on commitment and be

influenced by the prior variables (Smith, et al, 1969).

Each of these variables is discussed in greater detail later in this chapter.

2.1.3 Commitment Review

This review presents the literature in a manner designed to provide a view of the conceptual development and varied treatment of the concept².

In an early article, Becker and Carper (1956) interviewed fifty-one graduate students in physiology, philosophy and mechanical engineering. Their principal aim was to gain insight into the process by which identification with an occupation occurred. The commitment concept emerged out of a comparison of the three groups which suggested that work identification might be multidimensional. Among four dimensions suggested were commitment to task and commitment to particular organizations. The allusion to an economic dimension of commitment is veiled, at best, but seems implicit in the context of considering the occupation and its relative status in the larger society.

Expanding on the lead uncovered in the earlier research, Becker published "Notes on the Concept of Commit-

ment" (1960). Here he first indicated the inconsistency and imprecision in the use of the term indicating that the varied treatment and usage has resulted in a lack of consistency and clarity. He concludes:

There has been little formal analysis of the concept of commitment and little attempt to integrate it explicitly with current sociological theory. Instead, it has been treated as a primitive concept, introduced where the need is felt without explanation or examination of its character or credentials. As is often the case with unanalyzed concepts used in an ad hoc fashion, the term has been made to cover a wide range of common sense meanings with predictable ambiguities.

In this article Becker (1960) introduced the side bet notion of commitment. The notion viewed the actor as placing his interests in a position such that inconsistent (uncommitted) lines of behavior place those interests in jeopardy. Although the original side bet formulation involves the actor himself placing the bet, Becker suggests that the actor, "Finds that his involvement in social organization has, in effect, made side bets for him and thus constrained his future activity" (Becker, 1960:36).

Side bets may result from participation in such systems as subcultures based on region, ethnicity and social class, complex or voluntary organizations and small groups. Central to the reformulation of the commitment variable undertaken in this study is the implicit assumption that the con-

cept may be apprehended at a general theoretical level. Further, the operationalization of the concept must be addressed at the specific system level at which the actor is involved. As Becker (1960:39) states:

In short, to understand commitments fully we must discover the systems of value within which the mechanisms and processes . . . operate. By so doing, we understand not only how side bets are made but the kind of counters with which they can be made; in fact, it is likely that we cannot fully penetrate the former without understanding the latter.

Subsequent to the Becker and Carper (1956) article a brief theoretical statement on social power and commitment appeared (Abramson, Cutler and Mendelson, 1958). Regardless of Becker's awareness of it, his side bet conceptualization (Becker, 1960) represented a decided expansion of the 1958 publication. This is demonstrated by the following paragraph excerpted from Abramson, et al. (1958:16):

Particular, legitimate, singled out lines of action are transformed into lines of high probability of performance. A commitment may be described in terms of the line or lines of action, not objectives or goals, that will probably be followed. Commitment in general may be variously understood as (1) the heightening of the probability that an action will be undertaken; (2) an ordering of the likelihood of actions or (3) a condition of heightened predictability of action. (Abramson, et al., 1958:16).

The first sentence of their next paragraph gives a flavor of the side bet, "the adoption of a particular line of action may serve to close off other lines of action to the

actors" (Abramson, et al., 1958:16). This is clearly similar to the notion suggested by Becker that the investment of an actor's resources resulting from a prior action may restrict future alternatives. Additionally, Abramson, et al. (1958) suggest the concept "fabric of social control" (FSC) which appears similar to Becker's concept of "systems of values" (Becker, 1960). FSC is the "source of consensus of expectations and commitments, the sanctions, folkways, mores, law: the institutional structure. FSC is based on a common system of symbols, on the commonalities in socialization, on the similarities of acquired motivations and values" (Abramson, et al., 1958:18).

Kelman (1958) published an article involving commitment to attitudes. The importance of the article lies in the introduction of three dimensions of the commitment concept. These are: compliance, identification and internalization. For Kelman, compliance is much more of an interactive or social variable. "It occurs when an individual accepts influence because he hopes to achieve a favorable reaction from another person or group" (1958:53). When engaging in compliance the individual is viewed as a reward seeker. The identification concept is related and similar. Kelman states that it occurs, "when an individual accepts influence because he wants to establish or maintain a satisfying self-

defining relationship to another person or group" (1958:53). Internalization, on the other hand, "occurs when an individual adopts the induced behavior because it is congruent with his value system" (1958:53).

In 1960, the year Becker's side bet formulation appeared, Helen Gouldner reported on a factor analytic study which identified different dimensions of organizational commitment. The respondents were members of the League of Women Voters in Los Angeles, California. In a footnote she states, "As the term commitment is used here, it refers to those kinds of constraints which are generated by the actor's own motivations, orientations and behaviors" (Gouldner, 1960:47). Obviously her conception of commitment did not differ radically from that of Becker.

Gouldner (1960) hypothesized the existence of two major dimensions: (1) commitment to the total organization; and (2) commitment to specific organizational values. Within the former she posited the notion of: "(1) integration, the degree to which the individual feels a part of the organization, (2) introjection, an indication of the degree to which the individual's ideal self image includes a variety of League approved qualities and values" (Gouldner, 1960:471). In the context of the latter dimension, introjection, three

values were presented to respondents and their attitudes sought. The values included:

cross-sectional memberships -- the desirability of getting members from different income brackets, different political philosophies, different levels of education and so forth; (2) political party responsibility -- the desirability of including individuals consistently supporting one political party; (3) soliciting funds from the community -- the desirability of going to the community for financial aid to supplement dues and member contributions (Gouldner, 1960:472-473).

Subsequent to the articles thus far indicated, the first edition of Etzioni's (1961) volume, *A Comparative Analysis of Complex Organizations*, appeared. For Etzioni, commitment was the positive side of involvement. Involvement was the, "cathectic-evaluative orientation of an actor to an object, characterized in terms of intensity and direction" (Etzioni, 1975:9). The negative side of involvement was alienation.

Twelve years after Becker and Carper attempted to deal with the concept, Kanter (1968) published her research on *Commitment and Social Organization in Utopian Communities* (Kanter, 1968). In it she links the individual actor to the social system:

Commitment may be defined as the process through which individual interest becomes attached to the carrying out of socially organized patterns of behavior which are seen as fulfilling those interests, as expressing the nature and need of the person. (Kanter, 1968:500).

In broadening the treatment of the concept she suggests three types of commitment (Kanter, 1968:500-501).

1. continuance commitment -- commitment of actors to participating in the system remaining members;
2. cohesion commitment -- commitment of actors to group solidarity, to a set of social relationships. . . .;
3. control commitment -- commitment of actors to uphold norms and obey the authority of the group

Brager (1969) and Hine (1969) address the problem of commitment in what Etzioni (1961) referred to as normative organizations. Normative organizations are generally characterized by a strong ideological orientation. Brager specifically examined commitment to values in an activist oriented "delinquency-prevention and antipoverty project . . ." (1969:482). His treatment of the commitment variable was consistent with Etzioni's concept of moral involvement. Hine's research was set in the context of a pentecostal religious group. She defined commitment as:

a psycho-social state which results from an identity-altering experience and a bridge burning act and which manifests itself in:

1. primacy of concern with conceptual clarity of the belief system of the movement;
2. participation in the social organization of the movement;
3. risk of social, economic or political sanctions by persons or institutions opposed to the movement; and
4. behavioral change. (Hine, 1969:65-66)

The first explicit attempt to operationalize Becker's (1960) side bet formulation appeared in an article by Ritzer and Trice (1969). In investigating commitment among personnel managers, Ritzer and Trice distinguished between commitment to the organization and commitment to the profession. The instrument was designed to discover why individuals would leave their organization or occupation and to test Becker's side bet hypotheses.

Related to the Ritzer and Trice article were publications by Alluto, Hrebiniak, and Alonso (1973) and Shoemaker, Snizek and Bryant (1977). The Alluto, et al. work partially replicated the Ritzer and Trice (1969) work by investigating commitment to profession and organization among 318 school teachers and 395 nurses employed in hospitals. Where the former research failed to confirm the Becker (1960) formulation, the latter, with minor modification of the instruments, supported it.

Shoemaker, Snizek and Bryant (1977) attempted to clarify the dilemma posed by the conflicting findings of Ritzer and Trice (1969) and Alluto, et al. (1973) by examining 120 forest and park rangers in Virginia. The side bets examined were conceived as including structural and social psychological variables. The findings indicated the necessity of understanding the setting and content of the role under examination.

Thornton (1970) examined the commitment to organization and profession of junior college teachers. He concluded that the two are not necessarily incompatible and that the key to reconciling them may rest in the nature of the professional's involvement in the organization. If the professional is allowed to remain an agent of his profession with corresponding high professional commitment, commitment to the organization will also be high.

Also concerned with involvement as a mechanism in organizational commitment, Sheldon (1971) added the notion of investments to her study of Ph.D. scientists in a private laboratory. For Sheldon, commitment is seen as, "an attitude or an orientation toward the organization" (Sheldon, 1971:144). The concept of investments is much like the side bet formulation previously discussed but is used as a

predictor of commitment, measured in other ways. A variation in this study is the suggestion that social involvements are linked to commitment.

Zahn discusses "The Commitment Dimension" as one aspect of religious activity or belongingness (1970:204). Subsumed in the commitment dimension he suggests an information component, that is, "an important part of commitment is knowledge" (1970:206). In addition there is a value component, "whatever bearing religion has upon patterned social behavior relates to the actors internal values . . ." (1970:207).

Hall and Schneider examined the commitment of priests to the organization (in this case the Catholic Church in America) "by measuring his work satisfactions, the way he sees himself, and his general feeling of being actualized in his work role as a priest" (1973:87). Schoenherr and Greeley, also investigating a sample of American Catholic priests, developed a model explaining "role commitment as a process in which continuing in the role depends on the net balance of its rewards and costs" (1974:407). A similar study concentrating on former, rather than active priests, explores the process of leaving a high commitment status (Della Cava, 1975:41).

Marsh and Mannari distinguish between: "(1) turnover, the overt role behavior of staying in an organization or leaving it; and (2) those norms and values that affirm the desirability and correctness of staying in one organization or changing organizations" in their study of Japanese factory workers (Marsh and Mannari, 1977:60). Also studying manual workers, Flude (1977) investigated commitment among printing apprentices. Commitment in his study incorporated to some degree, the notion of investment (or side bet). Weiner and Gechman, on the other hand, view involvement and commitment as interchangeable labels for the same job behavior (1977:47).

The most recent work in the area of commitment is that of Morris and Koch (1979) who viewed organizational commitment in terms of psychological investments in work roles. The focus of the study, however, is an examination of role perception impacts on psychosomatic illness with job involvement and commitment as intervening variables.

2.1.4 Recurrent Themes and a Reformulation

Of the twenty-two articles and books examined in this review of the literature the majority (12) conceptualized commitment as a unidimensional concept, while ten suggested the existence of two or more dimensions. The review of the literature reveals that though different terms are applied,

the dimensions of the concept are, by and large, limited to three. Several authors suggested that commitment seems to operate at three different levels (cf. Etzioni, 1961, 1975; Kelman, 1958; Kanter, 1968).

This study assumes, on the basis of the literature reviewed, that commitment is not a unidimensional phenomenon. That is, that there are multiple facets operating and that an individual's response to a situation is a result of tradeoffs among the components. It is further assumed that these components are not only apprehensible, but measurable, and that the total commitment of an individual to organization and profession is an additive combination of its components or dimensions². The manner in which the study sought to measure commitment is addressed in greater detail in Chapter IV.

Given that there appear to be consistent references to three or fewer dimensions of commitment, how should they be labeled. In some instances labels have been applied which, like Etzioni's pure moral involvement (Etzioni, 1960), add a connotative note that may cloud the issue³.

The labels chosen to represent the dimensions of commitment in this study strive to meet the criteria delineated in note 3, and are discussed below. Commitment is defined

in terms of its component dimensions. In general terms we may consider commitment as the propensity of an actor to continue in an attachment to a belief, attitude, role, organization, or similar interactive system. Commitment, continuance and attachment, and other similar concepts, are often viewed as discrete (i.e., committed vs uncommitted) variables. In reality, however, they may be continuous (i.e., more committed to less committed). The treatment of the concept in this study takes into consideration the multidimensional and variable nature of the commitment phenomenon. Table 1 summarizes the appearance of various dimensions in the cited literature, listed by date of publication and presenting the author(s) and the posited dimensions. A description of the dimensions follows.

The Economic. This dimension suggests a view of the individual as homo-economicus, economic or rational man, making decisions on the basis of relative costs and rewards. This treatment of the component is consistent with an exchange perspective of behavior usually associated with Homans (1950, 1961, 1974) and Blau (1964), meeting the criterion that it be relevant to the social science literature in general. It is a term that denotes a rational mechanism, is less connotative than terms such as side bet and more general than terms like investment. It is consistent with the

TABLE 1
 DIMENSIONS UTILIZED IN THE COMMITMENT LITERATURE

DATE OF PUBLICATION	AUTHOR(S)	ECONOMIC	INTERACTIVE	NORMATIVE
1956	BECKER & CARPER	X		
1958	ABRAMSON, et al.	X		
1958	KELMAN	X	X	X
1960	BECKER	X	X	X
1960	GOULDNER, H.		X	X
1961	ETZIONI (rev. 1975)	X	X	X
1968	KANTER	X	X	X
1969	BRAGER			X
1969	HINE		X	X
1969	RITZER & TRICE	X		
1970	THORNTON	X	X	X
1970	ZAHN		X	X
1971	SHELDON	X	X	
1973	ALLUTO, et al.	X		
1973	HALL & SCHNEIDER	X	X	X
1974	SCHOENHERR & GREELEY	X		
1975	DELLA CAVA			
1977	SHOEMAKER, et al.	X		
1977	WEINER & GECHMAN		X	
1977	FLUDE	X		
1977	MARSH & MANNARI			X
1979	MORRIS & KOCH		X	

literature on commitment since it, or a related concept is indicated in 14 of the 22 citations.

In addition to the side bet treatment (Becker, 1960; Ritzer and Trice, 1969; Alluto, et al., 1973; Shoemaker, et al., 1977) the economic dimension is consistent with the calculative dimension in Etzioni (1961, 1975) and Kanter's continuance commitment where:

Commitment to continued participation involves securing a persons' positive cognitive orientations, inducing the individual to cognize participation in the organization as profitable when considered in terms of rewards and costs. (Kanter, 1968:500)

The Interactive. The second dimension deals in various ways with some aspect of the social. It variously involves compliance with group influence (Kelman, 1958), social integration (Gouldner, 1960), and role relationships (Della Cava, 1975). Kanter (1968) refers to cohesion commitment which she defines as the, commitment of actors to group solidarity, to a set of social relationships . . . (1968:500).

In terms of the criteria for utilizing concepts, the interactive is a concept widely accepted in the social psychological literature. It is clearly less prone to the criticism of being connotative than terms such as integration and is consistent with the commitment literature. It is

clearer than such concepts as social relationships, role, solidarity and cohesion. These are in fact, concepts which may be subsumed under the more general concept of interactive commitment

The Normative. This dimension involves, to some degree, what Parsons (1968) refers to as value commitments. It involves subscription to the values of the group (organization, profession, etc.) in question. Along these lines Gouldner referred to organizational introjection -- The degree to which the individual's ideal self-image includes a number of organizationally approved qualities and values (Gouldner, 1960:468). Similarly, Marsh and Mannari indicate the importance of norms and values of commitment in their study of Japanese factory workers.

Norm and normative are terms widely understood in the social sciences, offer greater clarity and are less connotative than terms such as introjection, cathectic-evaluative commitment, and pure moral involvement. Normative commitment is relevant to the commitment literature. Eleven of the articles cited alluded to it by various labels. That it is more widely used is an indication that it is more general than the concepts it subsumes.

It must be noted that there is no claim that the proposed dimensions are mutually exclusive. Indeed the assumption of the additivity of the components is in contradistinction to such exclusivity. The distinction between the dimensions becomes clearer in their operationalization and empirically testable in the analysis. The operationalization of each of the dimensions discussed in this section is presented in Chapter IV. The discussion and analysis is presented in Chapter V.

2.1.5 Major Determinants of Commitment

2.1.5.1 Anticipatory Socialization

Sometimes referred to as preparatory socialization, this variable incorporates information about the preprofessional exposure to and involvement of the individual in the organization. Socialization is the process or mechanism by which individuals acquire the behavioral and normative repertoire necessary to function in a role. The exposure may come very early in life, especially if parents or other family members are officers or soldiers (church members in the Salvation Army). Peer group involvement, especially in adolescence, may be particularly salient (cf. O'Kane, et al., 1977; Goodman and Barenblatt, 1978) and many of the youth activities of the organization are aimed at socializing toward future recruitment to officership.

Adherence to norms of the officer role are usually rewarded and public recognition of the successful preprofessional are frequent. This is especially true once the individual has "testified" to receiving a "call" to officership and a willingness to accept it.

The kind of socialization resulting from increasing involvement in the organization tends also to limit the time available for participation in alternate activities, a practice not uncommon in normative (especially religious) organizations (cf. Hine, 1969). Socialization to the officer role begins before acceptance to a School for Officers' Training and serves to increase the probability of competence (instrumental socialization) (Etzioni, 1975:354) in successful candidates. The expected relationships between anticipatory socialization and commitment is positive.

2.1.5.2 Family Tension

This variable was used by Greeley (1972) and Schoenherr and Greeley (1974) in an examination of the Catholic priest in America. Priests were asked to recall the quality of family relations in the family they grew up in. The rationale for inclusion of the variable was that the more tense families were generally less religious and thus less likely to foster

strong acceptance of religious norms and values related to the successful adoption of the priestly role.

2.1.5.3 Education

Education is potentially influential as a mechanism of secondary socialization. It is similar to anticipatory socialization in that it too can prepare the actor to function in a particular role. It is however, more closely linked to the concept of instrumental rather than expressive socialization (Etzioni, 1975). Education has been found to have significance for determining status in the larger society; and as such it can contribute to the identification of the salient system of values (Becker and Carper, 1958; Becker, 1960).

Within the context of the side bet formulation the education variable often has particular meaning as an investment in a particular line of action. An alternate view is possible in that the greater the level of education the greater number of alternatives available to an actor, ceteris paribus.

The relationship between education and commitment is not clear from the review of the literature. Shoemaker, et al. (1977), for example, discovered that education was significantly related to organizational commitment for state ran-

gers, but not for federal rangers. It was not, however, significantly related to occupational commitment for either group, but was negatively related for federal rangers and positively for state rangers. Given the ambiguity in the theoretical relationship, the bivariate relationship is expected to be negative, but low.

2.1.5.4 Authoritarianism

The Salvation Army has historically been an authoritarian, if not autocratic, organization. As a result it has valued attitudes of obedience to hierarchical authority and has been somewhat intolerant of dissent (Robertson, 1967; Wilson, 1959, 1961, 1967). The authoritarian nature of the organization leads one to believe that authoritarian persons will be more comfortable and thus more committed. The expected relationship between authoritarianism and commitment is positive and strong.

2.1.5.5 Professionalism

Examination of The Officer magazine, a monthly publication for distribution to officers throughout the world, suggests the development of an increasing tendency toward the trappings of professionalism on the part of officers. Professionalism may be viewed in both structural and attitudi-

nal terms. This study is concerned only with the attitudinal aspects of professionalism. In general, "it includes the sense of calling of the person to the field and the extent to which he uses colleagues as his major work influences" (Hall, 1968).

More specifically, the study will focus on four of the dimensions analytically isolated by Snizek (1972). They are:

1. belief in service to the public;
2. belief in self regulation;
3. a sense of calling to the field; and
4. autonomy.

One of the characteristics of professionalism is autonomy, and because a sense of professionalism may, like education, result in perception of greater alternatives, the predicted direction of the relationship between professionalism and commitment is negative.

2.1.5.6 Work Satisfaction

There is an extensive literature on work satisfaction linked to various aspects of commitment such as turnover,

job involvement and identification with the organization (cf. Schneider, et al., 1970). Work satisfaction was an important variable in the multivariate model suggested by Greeley (1972) and Schoenherr and Greeley (1974), as well as Hall and Schneider (1973). As Greeley stated, "it makes intuitive sense to think of a man's basic satisfaction with his work as being . . . important" (1972:193). The predicted direction of the relationship between work satisfaction and commitment is low and positive.

2.2 SUMMARY

This chapter reviewed the literature on commitment and its determinants. It identified recurrent themes in the treatment of the commitment concept, suggested a means of clarifying the concept and presented a brief discussion of expected relationships.

Chapter III

PLAN OF ANALYSIS

Chapter III provides a discussion of the analysis techniques employed in this study. It begins with a brief introduction to path analysis and a strategy for model building. It then develops the model from a general temporal placement of the variables through a bivariate form to the full multivariate model which allows the examination of both direct and indirect effects.

3.1 PATH ANALYSIS

Path analysis is the major analytic technique used in this study. Hence, a number of causal assumptions will be incorporated into a set of multiple regression equations. An advantage of the path method as stated by Li (1975) is that it:

is not so much concerned with prediction as to the proposal of a plausible interpretation of the relationships between the variables. In other words, path analysis is concerned with creating a causal structure compatible with the observed data (Li, 1975:7).

The full model introduced later in this chapter is graphically presented as a path diagram. Numerical analysis can be accomplished without its use, but diagrams will aid the reader in following the discussion and visualizing the relationships and causal ordering. Figure 1 is a simple, three

variable path diagram which introduces the reader to some relevant concepts:

1. Curved arrows. In the case where there is insufficient reason to consider a particular temporal or causal ordering of variables the researcher may choose to leave the relationships unanalyzed in the system. The unanalyzed correlation is represented by a double headed curved arrow.
2. Straight arrows. Single headed, straight lines represent a causal flow. In Figure 1 the independent, or exogenous variables X1 and X2 are seen as causes of the dependent or endogenous variable, X3.
3. Residuals. The variable U with an arrow leading to variable X3 is referred to as a residual or disturbance term. Disturbance terms are included in path models to represent the effect of variables not in the model, i.e. the variance of variable X3 unaccounted for by variables X1 and X2. As a means of uncluttering path diagrams, disturbance terms are often omitted from the diagram though not ignored in the analysis.

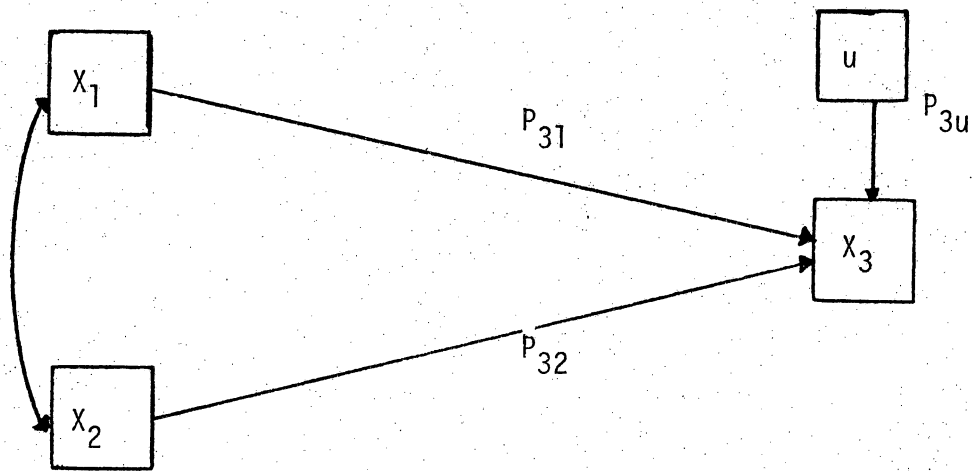


FIGURE 1

ILLUSTRATIVE THREE VARIABLE PATH MODEL

4. Path coefficients. The path coefficients are represented by the letter P with two numbers subscripted indicating first the dependent variable (effect) and the independent variable (cause).

A number of assumptions are made in using path analysis in this study. They have been expressed by Kerlinger and Pedhazur (1973:309):

1. The relations among the variables in the model are linear, additive and causal;
2. The residuals are not correlated among themselves nor are they correlated with the variables in the system. The implication of this assumption is that all relevant variables are included in the system. Endogenous variables are conceived as linear combinations of exogenous or other endogenous variables in the system and a residual. Exogenous variables are treated as givens. Moreover, when exogenous variables are correlated among themselves, these correlations are treated as givens and remain unanalyzed.
3. There is a one-way causal flow in the system. That is, reciprocal causation between variables is ruled out.
4. The variables are measured on an interval scale.

Mathematically the path coefficient is a standardized partial regression coefficient. To accomplish the standardization each variable in the system is converted to a normalized variable (x_i) with a mean of zero and variance of

one. Each of the dependent variables is established as a causal function represented by an ordinary least squares equation which can then be written in the form:

$$x_i = \pi_{i1}X_1 + \pi_{i2}X_2 + \dots + \pi_{i(i-1)}X_{(i-1)} + \pi_{iu}U_i$$

where the residual term is also expressed in normalized form. The π_{ij} are then the sample path coefficients; Namboodiri, et al. (1975:461) continue the explanation:

Since each variable has been expressed in standard form with unit variance, the path coefficient can be given a very simple interpretation. Instead of thinking in terms of unit changes in each variable that depends upon the units of measurement selected, e.g., pennies versus dollars, feet versus inches, we now think in terms of standard deviation units, which are of course functions of the sample (or population) under investigation. A π_{ij} is a partial coefficient in the sense that it gives changes in the dependent variable for given changes in the appropriate independent variable with all of the remaining variables controlled or held constant.

Since the standard deviation in the dependent variable x_i is unity, we may interpret π_{ij} as the proportion of the change (in standard deviation units) in x_i for which x_j is directly responsible.

A strength of path analysis, in addition to being amenable to causal interpretation, is that it facilitates the decomposition of effect. That is, "though forcing one to confine oneself to a single sample or population . . . certain simplifications . . . make it possible to write out a very simple formula for decomposing the total correlation between any two variables . . ." (Namboodiri, et al.,

1975:461). Thus, "within a given causal model it is possible to determine what part of a correlation between two variables is due to the direct effect of a cause and what part is due to indirect effects" (Kerlinger and Pedhazur, 1975:314).

In Figure 1, for example, there are direct effects between variable X1 and variable X3, and between variables X2 and X3. In addition there is an indirect effect of variable X2 on variable X3 operating through variable X1. The manner in which correlations are decomposed may be shown for the same three variable model:

$$r_{13} = P_{31} + P_{32}r_{12}$$

$$r_{23} = P_{32} + P_{31}r_{12}$$

It should be noted that if there were a direct (straight, uninterrupted line) path from variable X1 to variable X2 instead of an unanalyzed correlation then the first equation in the system would be $r_{12} = P_{21}$. This results because where a zero order correlation is involved path and correlation coefficients are equivalent.

The goal of the present research is explanation. The researcher is not merely interested in what is happening, but why it is happening (Greeley, 1972). Blalock, though admitting the difficulty in thinking causally and the

impossibility of empirically demonstrating causal laws, nevertheless suggests:

this does not mean that it is not helpful to think causally and to develop causal models that have implications that are directly testable. In working with these models it will be necessary to make use of a whole series of simplifying assumptions. . . . Unless we permit ourselves to make such simple types of assumptions, we shall never be able to generalize beyond the single and unique event. By using such abstract models the scientist can then make certain predictions about what should occur under given conditions. He then returns to the world of reality and attempts to assess how well his predictions work. If they work, the model is retained, if not, it is modified in favor of one that gives more accurate prediction. (Blalock, 1964:6,ff)

Blalock (1964) goes on to explain the necessity of choosing a model that is simple enough to aid one's thought, but realistic enough to allow for accurate prediction. A model, thus, is a tool for analyzing reality. It is a "statement of causal relationships based on a number of assumptions about the flow of causality among the variables" (Greeley, 1972:10). These assumptions about the causal flow are based on theoretical considerations. It must be recognized that a model is not an exact representation of reality and is subject to later change. But a "refusal to specify a causal model leaves both the researcher and his audience in a morass of correlations that cannot be arranged in any meaningful fashion" (Greeley, 1972:11).

3.2 THE TEMPORAL ORDER

Figure 2 is a model of the temporal relationships among variables thought to affect commitment.

It is the basic model on which the analysis is based and conforms to implications in the literature as reviewed in Chapter II. The chronological and causal order is from left to right. A variable thus may have a direct or an indirect relationship with each of the variables to its right. In the posited model, anticipatory socialization may affect education, authoritarianism, professionalism, work satisfaction and commitment. The effect may be direct from socialization to another variable or may operate indirectly through any variable between it and another later variable.

The problem of analysis is to discover the relationships and the strength of relationships between the variables of the model. The rationale for the placement of the variables follow the literature and is as follows:

1. No causality is implied between socialization and family tension because there is no reason to believe in the antecedence of one over the other. For this reason they appear at the same level in the model.

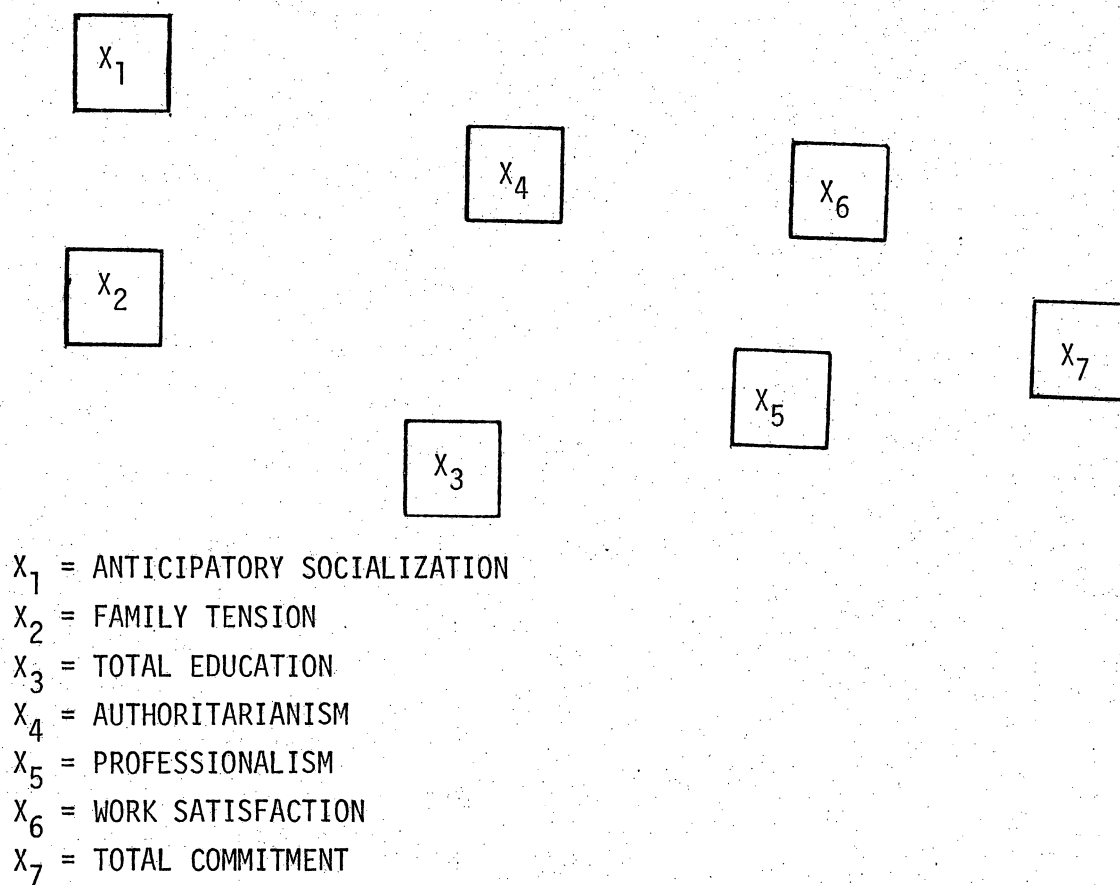
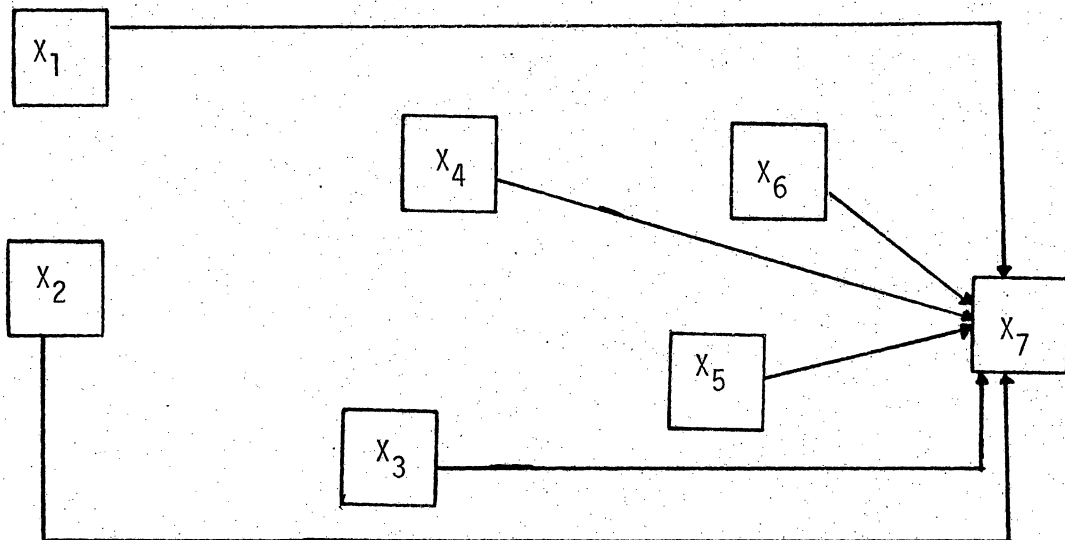


FIGURE 2
THE TEMPORAL ORDER

2. It is assumed that socialization and family tension, as is the case with other primary experiences, precede formal or secondary educational experiences.
3. Authoritarianism, used as a personality variable, is seen partially as a function of early primary group experience, but it is also recognized that education may have a direct or mediating effect.
4. It is assumed that professionalism is likely to be affected by education and authoritarian predispositions as well as early primary group experiences and that these will, in turn, influence work satisfaction.
5. Total commitment will be affected by each of the exogenous variables directly or indirectly.

3.3 THE BIVARIATE HYPOTHESES

Figure 3 represents the hypothesized relationships between commitment and the exogenous/endogenous variables that were indicated in the literature or suggested by the nature of the formal structure of the organization.



- X_1 = ANTICIPATORY SOCIALIZATION
 X_2 = FAMILY TENSION
 X_3 = TOTAL EDUCATION
 X_4 = AUTHORITARIANISM
 X_5 = PROFESSIONALISM
 X_6 = WORK SATISFACTION
 X_7 = TOTAL COMMITMENT

FIGURE 3.

THE BIVARIATE RELATIONSHIPS

To summarize, the expected relationships between the exogenous variables and total commitment, i.e., the direct relationships are as follows:

1. Anticipatory socialization. The number of officer relatives and the number of anticipatory (or preparatory) activities should combine to create a predisposition to greater commitment.

Hypothesis 1: The greater the number of officer relatives and the more anticipatory activities a respondent engaged in before becoming an officer the greater the level of total commitment.

2. Family Tension. This variable, shown by Greeley (1972) to aid in the prediction of future plans of priests, should also be useful in predicting the commitment of Salvation Army officers. It is assumed that family tension often arises as a result of differences of opinion concerning the family milieu and that this in turn may affect the attitudes toward religion, the Salvation Army, etc.

Hypothesis 2: The higher the level of perceived family tension, the lower the level of total commitment.

3. Education. As suggested in various of the side bet studies (Ritzer and Trice, 1969; Alluto, et al., 1973), education should increase the number of alternatives available to the actor and thus reduce the level of commitment.

Hypothesis 3: As education increases total commitment declines.

4. Authoritarianism. Because of the authoritarian nature of the organization, it is predicted that persons higher in authoritarianism will evidence a greater degree of total commitment.

Hypothesis 4: The higher the authoritarianism score the higher the level of total commitment.

5. Professionalism. Because one of the characteristics of professionalism, for example autonomy, may coincide with the individual perceiving the existence of a greater number of alternatives, the relationship between professionalism and commitment is expected to be negative.

Hypothesis 5: As professionalism increases the level of total commitment declines.

6. Work Satisfaction. The higher the level of work satisfaction the less alienative should be the involvement of participants and consequently the greater the level of commitment. The relationship of work satisfaction to commitment should be positive.

Hypothesis 6: The higher the level of work satisfaction the greater the level of total commitment.

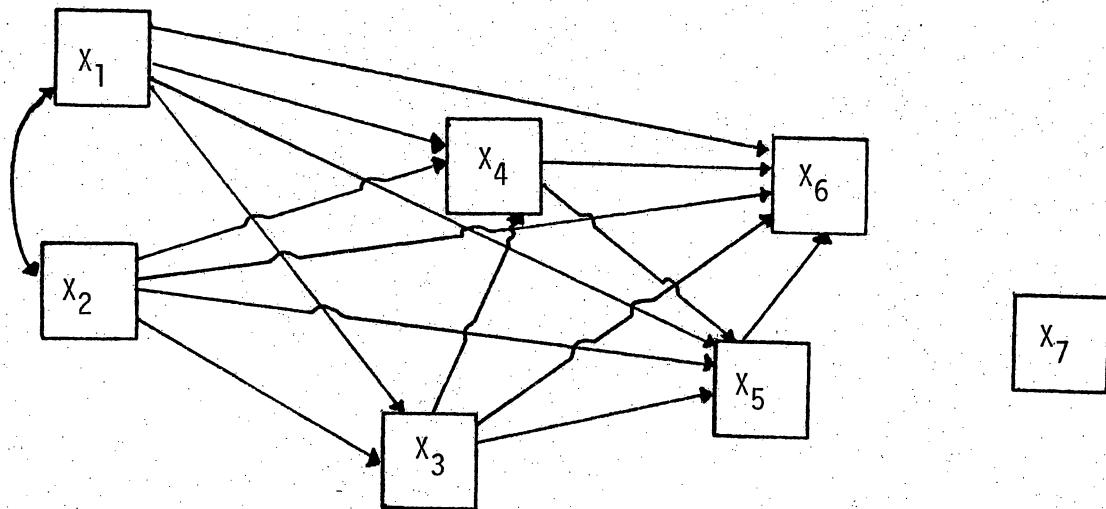
The accuracy of the predicted bivariate relationships will be determined by examining the Pearson product moment correlation coefficients (r) between the independent variables and total commitment. Bivariate correlation is a technique for summarizing the relationship between two variables. Not only does it indicate the strength and direction of a relationship but it also provides a means of comparing the relationship between pairs of variables (cf. Nie, et al., 1975).

Additional bivariate hypotheses will be tested for each of the relationships between endogenous and exogenous variables as well as among exogenous variables. The hypotheses are of the general form:

This is equivalent to the hypothesis $u_1 = u_2$, i.e., we can translate the hypothesis $b = 0$ into the statement that the mean for Y will be equal for each of the X categories (Blalock, 1972:398). The term values may be substituted for categories. The criterion level for rejection of the null hypothesis is $\alpha = .1$. The appropriate test of significance is student's t with $N - 2$ degrees of freedom.

The prediction of the bivariate (zero order) relationships between the other variables in the study, excluding the variable of commitment, is depicted in Figure 4. The predictions and rationale are as follow:

1. Socialization and Family Tension. The relationship between these variables is treated as an unanalyzed correlation. As such, there is no hypothesis associated with it.
2. Socialization and education. Positive. Because education is seen as a means of upward mobility and membership in the organization has also been a vehicle for mobility (Robertson, 1967) it is anticipated that the greater the number of officers in one's family of orientation and the greater the experience of anticipatory socialization the higher will be the level of formal education attained.



- X_1 = ANTICIPATORY SOCIALIZATION
 X_2 = FAMILY TENSION
 X_3 = TOTAL EDUCATION
 X_4 = AUTHORITARIANISM
 X_5 = PROFESSIONALISM
 X_6 = WORK SATISFACTION
 X_7 = TOTAL COMMITMENT

FIGURE 4

THE EXOGENOUS BIVARIATE RELATIONSHIPS

Hypothesis 7: The greater the number of officer relatives and anticipatory activities of respondents the greater the number of years of formal education attained.

3. Socialization and Authoritarianism. Positive. The authoritarian nature of the organization leads to the prediction that the greater the degree of one's exposure to its practitioners and milieu the greater the degree of authoritarianism, ceterus parabus.

Hypothesis 8: The greater the intensity of anticipatory socialization the higher the level of authoritarianism.

4. Socialization and Professionalism. Negative. The more intense is one's socialization into the organization the lower should one's professionalism score be, since professionalism appears to be antithetical to the particularistic value system of an authoritarian structured organization.

Hypothesis 9: The higher the level of anticipatory socialization the higher the authoritarianism.

5. Socialization and Work Satisfaction. Positive.

It is hypothesized that the longer and more intense one's socialization into the organization, the likelier it is that one will find work within that organization satisfying.

Hypothesis 10: As anticipatory socialization increases work satisfaction will also increase.

6. Family Tension and Total Education. Positive. In line with Greeley's (1972) findings it is expected that family tension serves as a spur to personal accomplishment and thus will be directly related to educational attainment.

Hypothesis 11: The higher the degree of family tension the higher the level of educational attainment.

7. Family Tension and Authoritarianism. Negative.

it is expected that family tension and authoritarianism will be inversely related.

Hypothesis 12: As family tension increases authoritarianism will decrease.

8. Family Tension and Professionalism. Because family tension may be seen as an indication of conflict between the particularistic values within the family and the more cosmopolitan values of society, the expected relationship is positive.

Hypothesis 13: As the perception of family tension increases the perception of professionalism will also increase.

9. Family tension and work satisfaction. Negative. It follows from 8 above, that a lack of family tension will generally result from acquiescence to the particularistic norms of the family and minimally, at least, carry over to work satisfaction in which ideal relationships are often perceived in a particularistic manner, thus resulting in greater work satisfaction.

Hypothesis 14: The higher the level of family tension the lower the level of work satisfaction.

10. Total education and authoritarianism. Negative. In line with much of the literature (cf., Adorno, et al., 1950) as education increases, authoritarianism will demonstrate a corresponding decline.

Hypothesis 15: As the level of educational attainment rises the degree of authoritarianism will decline.

11. Total education and professionalism. Positive.
This relationship is a corrolary of item 10.

Hypothesis 16: The higher the level of educational attainment the greater the perception of professionalism.

12. Total education and work satisfacation. Negative.
Due to the frusration of trying to implement change in a tradition oriented, authoritarian structured organization, the greater the amount of education the less satisfied should one be in the work situation.

Hypothesis 17: The higher the educational level achieved the lower the work satisfaction.

13. Authoritarianism and professionalism. Negative.
The prediction of a negative relationship between these variables follows the rationale from 10 and 11 above.

Hypothesis 18: The higher the level of authoritarianism, the lower the level of professionalism.

14. Authoritarianism and work satisfaction. Positive. It is expected that one will feel more comfortable, and thus more satisfied, in an authoritarian organization if one is personally authoritarian and thus the prediction of a positive relationship follows.

Hypothesis 19: The higher the level of authoritarianism, the higher the level of work satisfaction.

15. Professionalism and work satisfaction. Negative. This item follows from 11, 12 and 14 above.

Hypothesis 20: As professionalism increases work satisfaction declines.

3.4 THE FULL MODEL

The full model is shown in Figure 5. It includes both the direct and indirect relationships. As suggested earlier, the model is a symbolic representation of a series of structural equations relating the variables. The equations

for the full model are presented below and follow the general form shown above:

$$X_3 = P_{32}X_2 + P_{31}X_1 + P_{3v}R_v$$

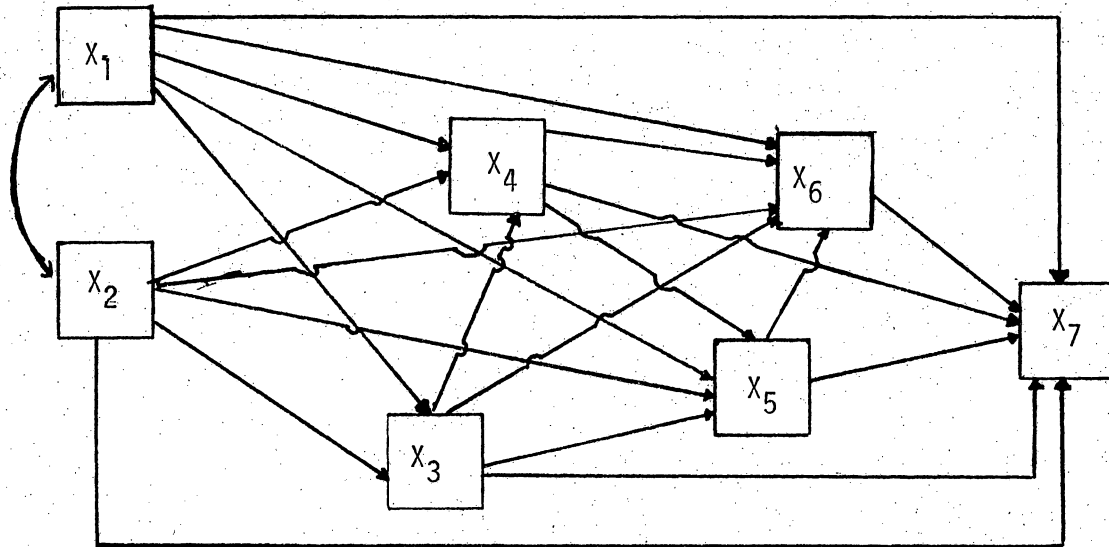
$$X_4 = P_{43}X_3 + P_{42}X_2 + P_{41}X_1 + P_{4w}R_w$$

$$X_5 = P_{54}X_4 + P_{53}X_3 + P_{52}X_2 + P_{51}X_1 + P_{5x}R_x$$

$$X_6 = P_{65}X_5 + P_{64}X_4 + P_{63}X_3 + P_{62}X_2 + P_{61}X_1 + P_{6y}R_y$$

$$X_7 = P_{76}X_6 + P_{75}X_5 + P_{74}X_4 + P_{73}X_3 + P_{72}X_2 + P_{71}X_1 + P_{7z}R_z$$

Chapter III has presented the plan of analysis used in this study. It began with a brief introduction to path analysis and a strategy for model building. From there it presented the development of the model in the general, bivariate, and full relationships. It discussed the use of correlation coefficients to test the bivariate hypotheses and multiple regression for testing the set of relationships. Chapter V presents the results of the analysis including an expansion of the path analytic strategy providing for the decomposition of effect.



X_1 = ANTICIPATORY SOCIALIZATION

X_2 = FAMILY TENSION

X_3 = TOTAL EDUCATION

X_4 = AUTHORITARIANISM

X_5 = PROFESSIONALISM

X_6 = WORK SATISFACTION

X_7 = TOTAL COMMITMENT

FIGURE 5

THE FULL MODEL

TOTAL COMMITMENT AND PRIOR VARIABLES

Chapter IV

METHODOLOGICAL PROCEDURES

4.1 INTRODUCTION

This chapter describes the sample and data collection procedures used in this study. It discusses the measurement strategy applied to both the dependent and independent variables.

4.2 DATA COLLECTION AND RESPONSE CURTAILMENT

Initial contact with the Salvation Army for the purpose of obtaining cooperation for this research was begun at modest levels of the organization during the late winter and early spring of 1975. In early conversations with several officers in several territories the initial ideas grew and began to take root. These officers were extremely cooperative, helpful and encouraging. They were all hopeful that the study would prove useful to the organization. Additionally I was in contact by telephone with higher level officers at National Headquarters (NHQ) and Territorial Headquarters (THQ) for the Eastern Territory, both located in New York City. These officers were also cooperative. In the spring of 1976 I travelled to New York to meet and speak with a number of these officers. They provided me with copies of the Handbook of Doctrine (Salvation Army, 1969),

Orders and Regulations for Officers (Salvation Army, 1974) and the names of several officers who had done internal studies of various segments of the organization. At this time cooperation was still excellent. Also in the spring of the same year I attended, through the offices of a Corps officer with whom I became friends, a Y.P. Councils (youth retreat) where I had the opportunity to speak with high ranking officers from a second territory. Attendance at the councils also provided the opportunity to speak with many other officers. This provided much additional insight into the problem, and allowed for greater input on the part of the rank and file officers this study later surveyed.

Throughout the following year the research proposal was drafted and revised and the construction of the instrument begun and completed. Also during this time, contact was made with the remaining two territories and cooperation obtained from one. The Territorial Commander (TC) of the Central Territory, with HQ in Chicago, Illinois, declined to participate. Even after being contacted by sympathetic intermediaries his cooperation could not be obtained.

Into the spring of 1976 work continued on obtaining funding for purposes of mailing the questionnaires and providing postage for returns. Also about that time a letter

was received from a high ranking officer that seemed to give the go ahead to conduct the study. It was during this period that, hindsight shows, communication problems began to develop. It is not clear whether these problems developed within the organization or between the researcher and the several components of the organization involved. It is likely that both occurred. About this time, however, each of the participating territories provided me with a copy of their Disposition of Forces (Salvation Army, 1975), a directory of officers, listing the names and addresses of all officers in each territory.

Each officer listed in each directory was assigned a number. The subsequent sample was drawn with the use of a random number table. The number of officers selected from each participating territory reflected the percentage of officers in that territory to the the total officer population. The Southern, Western and Eastern territories had 1145, 568, and 1060 active officers, respectively. In these territories 238, 116, and 212 officers were selected at random for a total sample of 566.

In August 1976 the questionnaire was mailed in a manilla envelope. A bulk mailing permit was used and a self addressed envelope, with first class postage affixed, was enclosed for the return of the instrument.

In order to encourage participation, a multi-stage follow-up procedure was initially devised. Events subsequent to the initial mailing, however, resulted in the abandonment of all follow-up procedures beyond the initial follow-up letter which was mailed two weeks after the mailing of the original questionnaire. The initial cover letter, the questionnaire, and the follow-up letter may be found in Appendices A, B, and C, respectively.

Although almost a year and a half were involved in obtaining legitimation from the organization, and preparing the survey instrument, the insular nature of the organization finally resulted in curtailment of the study with a corresponding incomplete return. Although communication indicating approval for the study had been received, one TC took umbrage at the length and nature of the questions, and issued a directive that officers within his territory were not to respond. Within a short period of time officers ceased responding. The other territories followed the lead of the first. Approximately one additional year was spent in further negotiation with the support of a number of intermediaries, but to no avail. Administrators at the highest level, perhaps influenced by the promotion of the Central TC to the post of National Commander, refused to reconsider the study as originally conceived or even to consider a revision of the original instrument.

4.3 RESPONSE RATE

In spite of the problems described above, 128 officers, representing 22.6 per cent of those sampled returned usable questionnaires prior to the curtailment of the study. The 128 respondents represent 4.6 per cent of the population of officers in the three territories surveyed. Of the officers responding to the survey 70, or 54.7 per cent were male and 58, or 45.3 per cent were female. The median age of the respondents was 38 and the average family size was 4.5. A majority of officer's responding were from cities of less than 100,000 population (53.7 per cent), held the rank of Captain (45.5 per cent) or lower (29.1 per cent), and were married (85.8 per cent).

4.4 REPRESENTATIVENESS OF THE SAMPLE

Given the difficulties involved in the premature curtailment of the study, representativeness of the sample is a critical issue. In an attempt to investigate the representativeness, a new 25 per cent sample was randomly drawn from the total population of officers in the relevant territories. A comparison of the original respondents with the new sample on the two variables most easily assessed, namely marital status and rank, revealed that the percentage of married and single officers in the new sample was extremely

similar to that among respondents. Among the respondents, 85.8 per cent were married and 12.7 percent were single. Among the new sample 84.3 per cent were married and 12.6 per cent were single. Similarity in rank was not as dramatic but the graph represented in Figure 6 indicates some similarity with a slight overrepresentation in the lower ranks seen among the actual respondents.

Although, in the strictest sense, it may be necessary to view the results of this study as largely exploratory, a case may be made for considering the sample as representative, at least of the lower ranks (i.e., up to and including Captain) or junior officers. If there are, in fact, significant differences in the distribution of rank, the overrepresentation of junior officers may be indicative of inherent commitment problems among the younger generation of officers.

4.5 MEASUREMENT OF THE INDEPENDENT VARIABLES

1. Anticipatory Socialization. Respondents were asked to indicate whether or not their parents, grandparents, or other family members were officers or soldiers. This variable is included, first because of the influence on an officer's status of being able to claim intergenerational

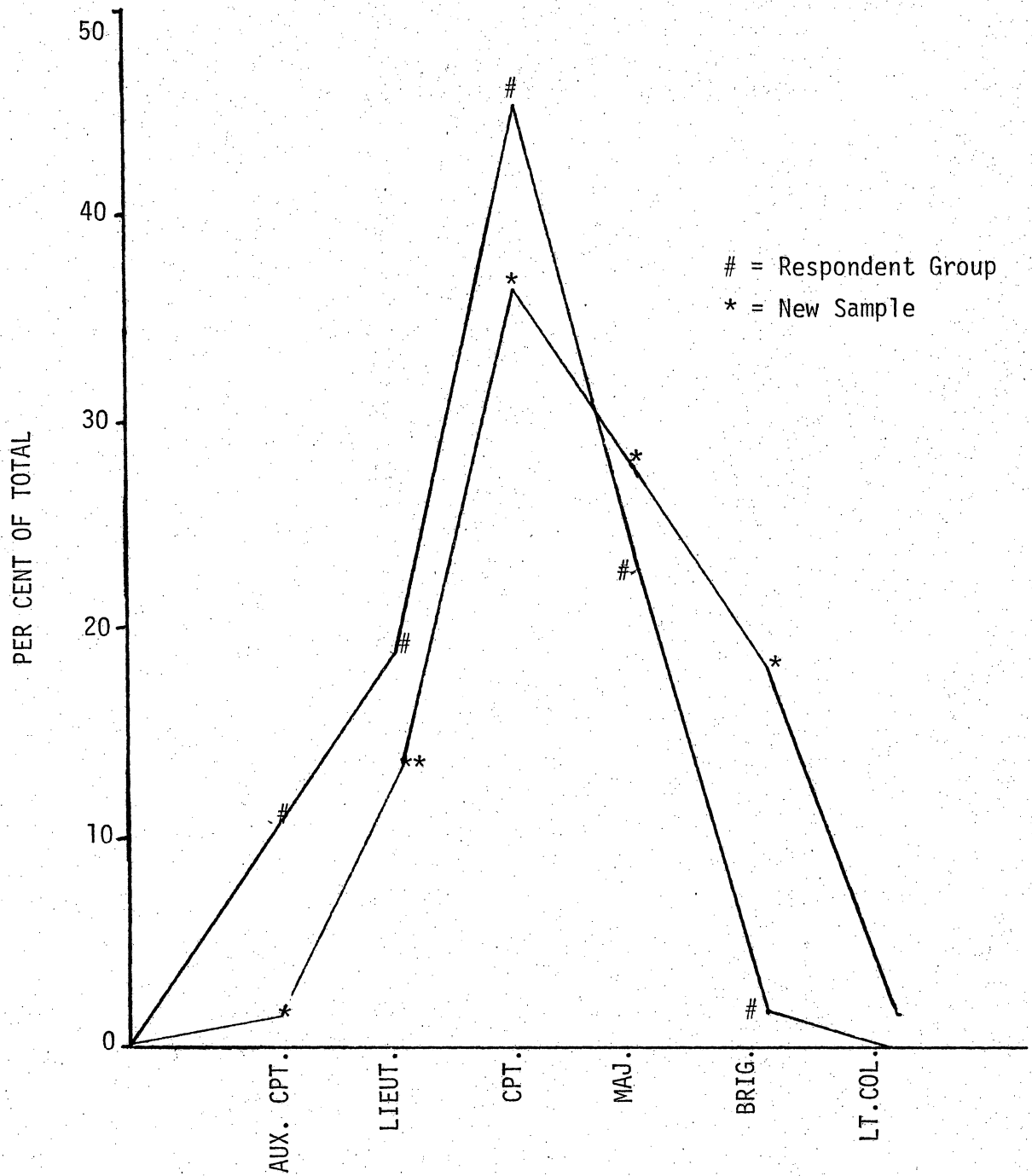


Figure 6
 DISTRIBUTION OF RANKS IN NEW SAMPLE COMPARED WITH
 DISTRIBUTION IN RESPONDENT GROUP

involvement in the organization; and second because it was assumed that growing up in an officer-led home would have had consequences for anticipatory socialization. The measure of this variable is the sum of the number of family members who are or were officers or soldiers and the number of Salvation Army activities participated in prior to becoming an officer. The question used to assess the activities component read as follows:

Of the following, were you? (CIRCLE AS MANY AS APPLY).

1. Dedicated in the S.A.
2. A Junior Soldier
3. A Corps Cadet
4. An F.O.F. Member
5. A Torchbearer
6. A Y.P. Bandsman
7. A Senior Bandsman
8. A Y.P. Songster
9. A Senior Songster

10. A Company Guard
11. A Y.P.S.M.
12. A C.S.M.
13. A Timbrelist
14. A Girl Guard
15. A Sunbeam
16. A Y.P.L. Member
17. A Home League Member
18. A Corps Treasurer
19. A Corps Secretary

OTHER (PLEASE SPECIFY) _____

The terminology used in the list of activities are well known to those active in the Salvation Army. Since they may be unfamiliar to the reader, a brief explanation of each may be found in Appendix E.

2. Family Tension. This variable was used by Greeley to measure "the recollection of the quality of the relationship between one's parents and between oneself and each of one's parents scored on a continuous scale (1-5) with a high score indicating the recall of mostly tense and strained rather than close and intimate relationships" (Greeley, 1972:333). The response categories were: very close and intimate; somewhat close and intimate; neutral; somewhat tense and strained; very tense and strained; and does not apply. The question was worded as follows: Every family is not only a whole unit but a number of twosomes. For each twosome in the family in which you grew up circle the category which best describes the relationships.

A. Mother and Father

B. Mother and Me

C. Father and Me

3. Total Education. Measured in years of total education at the time the questionnaire was administered. The first question asked, "At the time you entered Training how many years of formal education had you completed?" This was followed by a second question which asked, "What formal education have you completed since commissioning? Please indicate number of credit hours, years, degrees, etc." Total years of education was then computed by summing the response to both questions.

4. Professionalism. The measure of professionalism used in this study was a modified version of a scale used by Snizek (1972) and based on earlier work by Hall (1968). In attempting to ascertain the degree of professionalism of officers, four of the five dimensions determined by factor analysis by Snizek (1972) are appropriate. They are: belief in service to the public; belief in self regulation; a sense

of calling to the field; and autonomy. The response format for the scale was a five point Likert-type which yielded a potential range from 17 to 85. The dimensions with their respective items are indicated below:†

Belief in Service to the Public

1. Other professions are actually more vital to society than mine.
2. I think that my profession, more than any other is essential for society.
3. The importance of my profession is sometimes overstated.
4. If ever an occupation was indispensable, it is this one.

Belief in Self Regulation

1. My fellow officers have a pretty good idea about each other's competence.
2. A problem in this profession is that no one really knows what his fellow officers are doing.

3. We really have no way of judging each other's competence.
4. There is not much opportunity to judge how another officer does his or her work.

Sense of Calling to the Field

1. People in this profession have a real calling for their work.
2. The dedication of people in this field is most gratifying.
3. It is encouraging to see the high level of idealism which is maintained by people in this field.
4. Most people would stay in the work even if their incomes were reduced.

Autonomy

1. I make my own decisions in regard to what is to be done in my work.
2. I don't have much opportunity to exercise my own judgment.
3. My own decisions are subject to review.

4. I am my own boss in almost every work related situation.

5. Most of my decisions are reviewed by other people.

5. Authoritarianism. The short form of Adorno's (Adorno, et al., 1950) was the measure for authoritarianism.

The 29 items on the F-scale were scored on a 5 point Likert basis. The higher the score, the more authoritarian the individual. The possible range was from 29 to 145. The items appeared as follow:

1. Obedience and respect for authority are the most important virtues children should learn.
2. Science has its place, but there are many important things that can never possibly be understood by the human mind.
3. Every person should have complete faith in some supernatural power whose decisions he obeys without question.

4. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.
5. What this country needs most, more than laws and political programs is a few courageous, tireless, devoted leaders in whom the people can put their faith.
6. No sane, normal, decent person could ever think of hurting a close friend or relative.
7. Nobody ever learned anything really important except through suffering.
8. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.
9. What youth needs most is strict discipline, rugged determination and the will to work and fight for family and country.
10. An insult to our honor should always be punished.
11. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.

12. There is hardly anything lower than a person who does not feel a great love and gratitude and respect for his parents.
13. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked and feebleminded people.
14. If people would talk less and work more everybody would be better off.
15. Homosexuals are hardly better than criminals and ought to be severely punished.
16. When a person has a problem or worry it is best for him not to think about it, but to keep busy with more cheerful things.
17. Nowadays more and more people are prying into matters that should remain personal and private.
18. The businessman and the manufacturer are much more important to society than the artist and professor.
19. Some people are born with an urge to jump from high places.

20. People can be divided into two distinct classes:
the weak and the strong.
21. Some day it will probably be shown that astrology
can explain a lot of things.
22. Wars and social troubles may someday be ended by
earthquake or flood that will destroy the whole
world.
23. No weakness or difficulty can hold us back if we
have enough will power.
24. It is best to use some military authorities to
keep order and prevent chaos.
25. Most people don't realize how much our lives are
controlled by the plots hatched in secret places.
26. Human nature being what it is there will always be
war and conflict.
27. Familiarity breeds contempt.
28. Nowadays when so many different kinds of people
move around and mix together so much, a person has
to protect himself especially carefully against
catching an infection or disease from them.

29. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even where people might least expect it.

6. Work Satisfaction. This independent variable is measured in three parts. First, by an assessment of one's work "based on 17 short phrase descriptions scored on an integer scale (1-51) with a high score indicating agreement with few unpleasant and many pleasant sounding descriptions" (Smith, Kendall, and Hulin, 1969). The response format involved the respondent placing a Y, N, or ? beside the descriptive word or phrase. A Y is then scored as a 3, an N as 0 and a ? as 1. It is interesting to note that both Greeley (1972) and Schneider and Hall (1973) also used this work satisfaction index. The descriptive phrases and the question asked are listed below in the order of appearance in the questionnaire:

Think of your present work. What is it like most of the time? In the blank beside each word given below, write: "Y" for Yes if it describes your work; "N" for No if it does not describe your work; and "?" if you cannot decide.

1. ___ Fascinating
2. ___ Healthful
3. ___ Boring
4. ___ Frustrating
5. ___ Respected
6. ___ Useful
7. ___ Tiresome
8. ___ Satisfying
9. ___ Good
10. ___ Creative
11. ___ Endless
12. ___ Gives sense of accomplishment

- 13. ___ Routine
- 14. ___ Challenging
- 15. ___ On your feet
- 16. ___ Simple
- 17. ___ Pleasant

The second part of the work satisfaction measure focused on attitudes toward the compensation one receives for one's work. The format, coding and scoring procedures were the same. The question and the descriptive phrases used are as follow:

Think of the pay you get now, including the arrangements made for your living expenses. How well does each of the following words or items describe your present pay arrangement?

- 1. Income adequate for normal expenses
- 2. Barely live on income
- 3. Income provides luxuries
- 4. Less than I deserve
- 5. Bad

6. Highly paid
7. Underpaid

The third part of the measure was aimed at assessing the perception of opportunities for promotion within the organization. The question with the corresponding items are:

Think of the opportunities for promotion that you have now. How well does each of the following words or items describe these?

1. Good opportunity for advancement
2. Promotion on ability
3. Infrequent promotions
4. Good chance
5. Opportunity somewhat limited
6. Dead end assignment
7. Regular promotions
8. Unfair promotion policy

The possible range for the total work satisfaction index, composed of 33 items, was from 0 to 99.

4.6 MEASUREMENT OF THE DEPENDENT VARIABLE

The major dependent variable, Total Commitment, is a composite index based on an average of the scores on the three component indices. Thus: $TC = EC + IC + NC/3$, where TC represents Total Commitment and EC, IC, and NC are Economic, Interactive and Normative Commitment, respectively.

Kerlinger (1973) defines an index as follows:

Index can be defined in two related ways. One, an index is an observable phenomenon that is substituted for a less observable phenomenon. A definition perhaps more useful to the researcher is: An index is a number that is a composite of two or more other numbers. By this definition all sums and averages are indices: they include in a single measure more than one measure. But the definition also includes the idea of indices as composites of different measures.

Concerning the importance of the use of indices he further states:

Indices are most important in scientific analysis. They simplify comparison. Indeed, they enable the research workers to make comparisons that otherwise could not be made or could only be made with considerable difficulty. (Kerlinger, 1973:151)

The obvious advantage of an index may further be indicated:

Basing an index on relations among component indicators has the advantage of avoiding issues of

tautology or result guiding, since index construction is technically independent of other variables to be analyzed. (Jackson and Curtis, 1968:132)

4.6.1 The Component Indices

4.6.1.1 Economic Commitment

The measurement of economic commitment is based on the operationalization of Becker's side bet theory (1960) by Ritzer and Trice (1969) as modified by Alluto, et al. (1973). Two sets of questions were asked in order to differentiate between commitment to profession (in this case the ministry) and commitment to organization (in this case the Salvation Army). The former was worded as follows: Assume you were offered a position not in the ministry. Would you leave your present position under any of the following conditions? Please circle one code on each line. The latter question required the following phrasing: Assume you were offered a ministerial position in another organization. Would you leave your present employer (The Salvation Army) under any of the following conditions?

The codes to be circled corresponded to the responses: yes definitely, uncertain, and no, definitely not. The conditional statements involved three degrees (no increase, slight increase, and large increase) of conditions in pay,

job freedom, status, and friendliness of co-workers. A response of yes definitely was scored as a 1; uncertain as a 2; and no, definitely not as a 3. With four areas, the range of scores was potentially from 12 to 36 for each set. The total potential range, thus, was from 24 to 72. The higher the score the less likely to leave, and thus the greater the commitment.

4.6.1.2 Interactive Commitment

Etzioni (1975:11) suggests that social commitment rests on sensitivity to pressures of primary groups and their members, and that these and other relationships tend to affect the orientation of lower participants to the organization. To measure the orientation to the organization two scales were employed. The first was a slightly modified form of King's (1960) scale dealing with employee perception of the organization. It used a simple yes/no response choice. Scoring a Yes response as 5 and a No response as 1 gave a potential range of 18 to 90. The items from this organizational perception scale are as follow:

1. Would you say that the Army is usually hardboiled and tough with its officers?

2. Considering everything about the Army, are you fairly well satisfied with it?
3. Does the Army sometimes interfere with your personal rights?
4. Do you think the Army has more dissatisfied officers than most churches have dissatisfied ministers?
5. Do the top people respect your rights as a person?
6. If you were in real difficulty would you probably get a square deal from the people at the top?
7. If you were starting over again would you still be an officer?
8. Do you have confidence in the administrative judgment of top officers?
9. Do you feel that the top officers are trying to do the right thing?
10. Is there a feeling of comradeship between officers and their superiors?
11. Are officers usually kept informed about the things they want to know?

12. Does H.Q. ever take advantage of its officers?
13. Does the Army offer enough chance for self improvement and learning?
14. Do officers at the top pay enough attention to ambition and effort?
15. Do you feel there is an unfair emphasis on statistics?
16. Is there opportunity to try new things and change old ones?
17. Are your superiors often unreasonable in their demands?
18. Do you feel you can go to your superiors with a personal problem?

The second scale consisted of items which reflected ideas and issues from The Officer a magazine format publication which serves as a forum for officers at all levels. It is distributed to all officers by International Headquarters in London, England. In devising this scale some fifty

issues of the magazine were examined. The items were retained on the basis of their issue content verified by several officer informants. Response format was of the five choice (Strongly Agree = 5 to Strongly Disagree = 1) Likert type with 20 items. The potential range was from 20 to 100. The items largely reflect Salvation Army practices on which there is not complete agreement among officer personnel. The items were as follow:

1. Communion should be a periodic part of the worship service.
2. The open-air service is an effective part of the Salvation Army ministry.
3. The worship service, especially the holiness meeting, is no place for a band.
4. The covenant signed at commissioning could as well be replaced by a legal contract.
5. Uniform wearing is essential if an officer is to be effective.

6. True equality for men and women officers exists in the S.A. today.
7. Spontaneous testimonies are a very important part of the worship meeting.
8. I think male officers should be able to marry non-officers.
9. It's embarrassing to have to sell the War Cry.
10. Signing the Articles of War is an outdated requirement for soldiership.
11. Given a choice most officers would continue to do kettle work.
12. Loneliness is probably a key factor in officers resigning their position.
13. Present marriage regulations are O.K.
14. The officer-wife is often frustrated by not having a specific area of responsibility or appointment.
15. The quasi-military style of S.A. government prevents me from expressing my zeal for the salvation of others.

16. An officer should be able to express himself intellectually even when it is in apparent disagreement with existing theological interpretation.
17. Hiring of former officers by the S.A. should be encouraged.
18. Army policy is correct and should be strictly adhered to.
19. The primary role of a D.C. is that of bishop.
20. Opportunities for women to advance in their S.A. career in my territory are limited.

The two scales used to measure interactive commitment were combined by adding the sum of the first scale to the sum of the second scale and dividing by two. This yielded an average of the two scores with a range that remained from a low of 20 to a high of 100. The first scale in the composite can best be referred to as the Organizational Perception Scale, and the second scale as the Salvation Army Practices Scale.

4.6.1.3 Normative Commitment

In this study normative commitment refers to the internalization of the religious norms of the organization. This is tantamount to the notion of religious orthodoxy. It is of paramount importance since it represents the raison d'etre of the organization and coincides with most of its manifest functions. In measuring orthodoxy this study follows the lead of Glock and Stark who constructed an index of religious orthodoxy in order to measure the commitment of persons to these theological outlooks (Glock and Stark, 1964: 4). They concentrated on beliefs universal to Christian tradition in order to measure differences in the degree of commitment to these beliefs. The measure of normative commitment is based on 20 items employing the five point Likert technique scoring a strongly agree response as 5 and a strongly disagree as 1. The possible summated score for each respondent on the normative commitment scale ranged from a low of 20 to a high of 100. The items themselves are as follow:

1. I believe the world will come to an end according to the will of God.
2. It is necessary for a person to repent before God will forgive his sins.

3. God has acted and continues to act in the history of mankind.
4. The Bible is God's word and all it says is true.
5. The Genesis account of creation is literally true history.
6. I believe the report of the miracles in the Bible; that is, they occurred through a setting aside of natural laws by a higher power.
7. Religious truth is higher than any other form of truth.
8. It is possible for an individual to develop a well-rounded religious life apart from the institutional church.
9. Prayer is a regular part of my life.
10. I pray primarily in times of stress and/or need, but not much otherwise.
11. Prayer is restricted pretty much to formal worship services.
12. Religion offers a sense of security in the face of death which is not otherwise possible.

13. Religion provides the individual with an interpretation of his existence which could not be discovered by reason alone.
14. Non-essential business should not be open on the sabbath.
15. Jesus is the Divine Son of God and I have no doubt about it.
16. The Devil actually exists.
17. I know God really exists and I have no doubts about it.
18. I have often had feelings of being tempted by the devil.
19. I sometimes have a feeling of being punished by God for something I've done.
20. I am certain of a sense of being saved in Christ.

This chapter has presented the methodology used in this study, including a discussion of the sample, data collection procedures, the measurement strategy and the operationalization of both the dependent and independent variables.

Chapter V

DATA PRESENTATION AND ANALYSIS

5.1 INTRODUCTION

The purpose of this chapter is to present the results of the data analysis. The analysis is organized in three sections. The first section, the univariate analysis, includes an assessment of measurement error, an examination of the dependent variable, and a presentation of descriptive statistics for the sample. The second section assesses the degree to which the data support the bivariate hypotheses and the third deals with the multivariate model.

5.2 UNIVARIATE ANALYSIS

5.2.1 Measurement Error

Of concern in all research are the problems of measurement error. This study uses "what is perhaps the most widely used reliability coefficient" (Hull and Nie, 1979:125). Coefficient alpha is the maximum likelihood estimate of the reliability coefficient.

Nunnally (1976:226) addresses the problem of the interpretation of reliability coefficients:

What a satisfactory level of reliability is depends on how a measure is being used. In early stages of research on predictor tests or hypothesized measures of a construct one saves time and energy by working with instruments that have only modest reliability for which purpose reliabilities

of .60 or .50 will suffice. . . . For basic research, it can be argued that increasing reliabilities beyond .80 is wasteful In contrast to standards for basic research, in many applied settings a reliability of .80 is not high enough.

Table 2 presents the alpha coefficients⁵ for the measures utilized in this study. Also presented are the standardized alpha coefficients which are closely related to alpha.

In essence, if the observations on each item are standardized by dividing them by the standard deviation of the item, alpha would have the value calculated. . . . as standardized item alpha. When there are only two items, alpha-s is equivalent to the standard Spearman-Brown split-half coefficient. (Hull and Nie, 1979:126)

All of the reliability coefficients for the scales utilized are above the level recommended by Nunnally (1976) for exploratory research. As applied here, the term exploratory research refers to the early stages in the process of developing tentative multi-variate causal models from well documented bivariate relationships. This is distinct from the more general meaning of information gathering or improving one's understanding of previously unexplored areas of investigation.

For similar reasons the .1 level of statistical significance is adopted for use in this study. To set a more stringent criterion level of significance (e.g., .05 or .01)

TABLE 2
 ALPHA RELIABILITY COEFFICIENTS FOR THE
 SCALES CONSTITUTING THE VARIABLES

SCALE	ALPHA	NUMBER OF ITEMS	STANDARDIZED ALPHA
Economic Commitment	.937	24	.942
Interactive Commitment -1	.847	18	.849
Interactive Commitment -2	.599	20	.613
Interactive Commitment -1 & 2	.760	38	.846
Normative Commitment	.717	20	.816
Professionalism	.705	17	.704
Authoritarianism	.871	29	.870
Work Satisfaction	.500	33	.607
Total Commitment	.849	79	.921

would increase the likelihood of a Type I error (rejecting a hypothesis when it is in fact true). Such an occurrence could have a deleterious effect on further model refinement since it could result in the premature rejection of variables of marginal significance to an overall model. Adoption of the .1 level, then, in an affirmation of the researcher's greater willingness to risk a Type II error (failing to reject a hypothesis when it is in fact false). At this stage of the research process this would appear to be the more conservative strategy.

5.2.2 Descriptive Statistics: Sociodemographic Characteristics

An examination of the sociodemographic characteristics of the sample reveal that the typical respondent was between 37 and 39 years old, married with between 2 and 3 children, lived in a city of less than 100,000 population, and held the rank of Captain. In greater detail the characteristics of the sample are as follow:

1. Age. The mean age was 38.9 with a standard deviation of 10.33. The median was 38 and the modal age was 27.
2. Sex. Males constituted 54.7 per cent (70) of the sample and females 45.3 per cent (58).

3. Marital Status. The categories used to obtain information on marital status were single, "corresponding", engaged, married, widowed and divorced. The category "corresponding" is unique to the Salvation Army. The couple requests permission from headquarters to "correspond". Such permission constitutes official sanctioning of the relationship and the couple is seen as obtaining the status of "official correspondence". The sample included one person in the widowed and one in the "corresponding" category and none in the engaged or divorced. The actual numbers and percentages in each category appear in Table 3
4. Number of Children. The mean number of children reported was 2.47. The largest family responding had six children and there were a number of childless couples. The breakdown in family size appears in Table 4.
5. Rank. Rank of respondents in the sample range from Auxillary-Captain to Brigadier. The rank of Auxillary Captain is awarded to persons who felt 'called' to officership at a time when they were unqualified to enter the Salvation Army School for

TABLE 3
 SOCIODEMOGRAPHIC CHARACTERISTICS
 OF THE SAMPLE

VARIABLE	CATEGORIES	NUMBER	PER CENT
SEX	MALE	70	54.7
	FEMALE	58	45.3
MARITAL STATUS	SINGLE	17	13.3
	CORRESPONDING	1	.8
	MARRIED	109	85.2
	WIDOWED	1	.8
NUMBER OF CHILDREN	0	25	19.5
	1	7	5.5
	2	29	22.7
	3	34	26.6
	4	22	17.2
	5	9	7.0
	6	2	1.6
RANK	AUXILLARY CAPTAIN	11	8.6
	LIEUTENANT	25	19.5
	CAPTAIN	60	46.9
	MAJOR	30	23.4
	BRIGADIER	2	1.6

Officers' Training, either because of age, lack of formal schooling, or some other reason. They are none the less capable of fulfilling the role of officers and serve in a para professional capacity. The rank of Lieutenant is conferred at Commissioning (Graduation from the Training School) and is followed by the ranks of Captain, Major, Lieutenant Colonel, Colonel and Commissioner. The rank of Brigadier existed for many years, but is no longer awarded. Persons promoted to Brigadier prior to the policy change were permitted to retain their rank. Brigadier is a rank that falls between that of Major and Lieutenant Colonel and is a vestige of the Salvation Army's British origins. The distribution of rank among the sample's respondents is presented in Table 4.

5.2.3 Descriptive Statistics: The Independent Variables

Table 4 presents summary statistics for the independent variables in the study. The range of values for each variable is indicated by presenting the minimum and maximum values. Also presented are the mean, the median and the standard deviation.

TABLE 4
SUMMARY STATISTICS FOR THE INDEPENDENT VARIABLES

VARIABLE	MIN	MAX	MEAN	MEDIAN	STANDARD DEVIATION
ANTICIPATORY SOCIALIZATION	3	53	19.74	19.17	7.37
FAMILY TENSION	2	15	6.39	5.96	3.05
TOTAL EDUCATION	0	22	12.50	12.51	3.15
AUTHORITARIANISM	43	137	89.91	89.83	15.68
PROFESSIONALISM	34	62	47.84	48.06	6.70
WORK SATIS- FACTION	12	82	60.11	61.5	10.37

The range of values for Anticipatory Socialization is from 3 to 53. A mean of 19.66 and a standard deviation of 7.37 was calculated for this variable. Family tension with a mean of 6.38 and a standard deviation of 3.01, ranged from a low of 2 to a high of 15. The score of 15 on the Family Tension variable represents the highest possible level of perceived tension. The low score of 2 is only possible in the case where there was only one surviving parent. The range of formal educational level attained was from zero to 22 years. This is possible since the Total Education variable does not include the Salvation Army Training School and because occasionally, formal education is not a prerequisite, especially in the case of old line Auxillary Captains.

The mean score for Authoritarianism is 89.91. The median of 89.83 is indicative of the absence of extreme values since the mean and median are fairly close. The range for this variable is from 43 to 137 and the standard deviation is 16.46.

Professionalism scores ranged from 34 to 62 with a mean of approximately 47 and a standard deviation of 6.6. Work Satisfaction, the last of the independent variables, ranged from 12 to 82 with a mean of 60.24 and a standard deviation of 10.19.

5.2.4 Descriptive Statistics: The Components

As discussed in Chapters II and IV, total commitment is seen as a composite of three dimensions: economic, interactive and normative. Although it may be argued that theoretically, the dimensions are not mutually exclusive it remains to be seen whether the empirical evidence demonstrated independence among the components. In any measurement strategy the researcher is concerned with the reliability and validity of the measures. The reliability of the component scales and Total Commitment was discussed earlier in this chapter. Table 5 presents the Pearson product moment correlation coefficients for Total Commitment and the component dimensions. The level of significance appears in parentheses and the mean and standard deviation are also included. The coefficients in Column 1 show a moderate to high correlation between the components and Total Commitment indicating convergence between independent measures and the total scale. "While tests may be invalidated because of a lack of convergence . . . tests have also been invalidated because of too high correlations with other tests purporting to measure different things" (Campbell and Fiske, 1967:277).

A second look at Table 5 reveals that the correlations between the component scales are negligible and in all but one case not significant. The correlation between interac-

TABLE 5
CORRELATION AMONG THE COMMITMENT VARIABLES

	TOTAL	ECONOMIC	INTERACTIVE	NORMATIVE
ECONOMIC COMMITMENT	.7793 (.001)			
INTERACTIVE COMMITMENT	.3813 (.001)	.0738 (.204)	1.000	
NORMATIVE COMMITMENT	.4525 (.001)	-.1154 (.097)	.0233 (.397)	1.000
MEAN	46.22	63.62	40.59	34.44
STANDARD DEVIATION	4.03	9.90	3.73	6.52

tive commitment and normative commitment is .0233, while the correlation between economic commitment and interactive commitment is .0738. The relationship between normative commitment and economic commitment is $-.1154$. Compared, however, with the correlation of .4525 between normative commitment and total commitment, this low, negative correlation seems relatively inconsequential. In each of the cases, the component correlates much more highly with the total scale than with the other components, thus supporting the sense of convergent and discriminant validity. This, combined with the high degree of internal consistency seen in the assessment of reliability, increases confidence in the measure of total commitment used in this study⁷.

5.3 BIVARIATE ANALYSIS

The zero order correlations for the bivariate relationships between total commitment and the independent variables are presented in Table 6. "The t test for the hypothesis $r = 0$ is in fact the square root of our F test for the hypothesis $b = 0$ in a linear model" (Nambodiri, et al., 1975:161).

The hypotheses examined in this study predicted bivariate relationships between total commitment and the determinants as follow:

TABLE 6
 ZERO ORDER CORRELATIONS OF TOTAL COMMITMENT
 AND ITS DETERMINANTS

VARIABLE	r	t	SIGNIFICANCE	MEAN	S.D.
ANTICIPATORY SOCIALIZATION	.0468	.52	.300	19.74	7.37
FAMILY TENSION	-.1091	1.23	.110	6.39	3.05
TOTAL EDUCATION	.1779	2.03	.022	12.51	3.15
AUTHORITARIANISM	.3348	3.98	.001	89.41	15.68
PROFESSIONALISM	.2143	2.46	.008	47.84	6.70
WORK SATISFACTION	.2492	2.89	.002	60.11	10.37

1. The greater the degree of anticipatory socialization, the higher the level of total commitment.
2. The higher the level of perceived family tension, the lower the level of total commitment.
3. The higher the level of education the lower the level of total commitment.
4. The greater the authoritarianism, the higher the total commitment.
5. The greater the sense of professionalism, the lower the level of total commitment.
6. The more satisfied with the work situation, the greater the level of total commitment.

Four of the six hypotheses (3 through 6) are supported by the data and a fifth (Number 2) is close to the criterion level of .1. Only the relationship between socialization and total commitment is clearly not supported. Since this variable depends on the number of officer or soldier relatives and the number of S.A. activities participated in, it is necessary to look at the distribution of those items. Examination of the data indicate that 56 (or 43.7 per cent) had parents that were either officers or soldiers and 56.3

per cent had parents who were neither. Additionally, 64 (50 per cent) indicated they had no relatives who were officers or soldiers. Concerning Salvation Army activities, approximately 75 per cent (95 respondents) engaged in three or fewer activities. It is possible that the relative lack of variability in the sample has had a deleterious effect on the relationship between anticipatory socialization and total commitment. On the other hand, it is also possible that the measure of socialization used in this study did not adequately capture the essence of social influences suggested in the literature (cf. Etzioni, 1975).

Similarly, in the case of family tension, the distribution is somewhat skewed to the left. The data indicate that approximately 60 per cent of the sample had positive perceptions of their family of orientation. Only about 17 per cent had negative memories and the remainder were relatively neutral. It is interesting to note that the relationship between this variable and total commitment, in spite of the lack of great variability, was close to a significant level.

Greeley (1972) reported an r value of $-.20$, significant at the $.05$ level, for the relationship between family tension and future plans of priests. In spite of the significance of the r value, the direct effect was insignificant, but the

variable retained because of its relationship to other variables. The relationship of family tension to total commitment in this study is in the same direction though at a lesser magnitude (-.11). Considering that the Greeley finding was based on a sample size of nearly 6000 compared with 128 in this study, it is remarkable the the result here is even close to being significant. That it is, is very likely, evidence that family tension is of some importance to later career orientations, at least among clerics.

The relationships of the remaining independent variables to total commitment are positive and significant. Two of these, authoritarianism and work satisfaction occur in the expected direction. This is consistent with the view that persons satisfied with their work situation are likely to experience greater commitment to career and organization. Similarly, persons with a predisposition to authoritarianism are likely to be more accepting of and satisfied with an authoritarian organizational structure. Consequently, they emerge among the more committed members.

The two remaining independent variables, education and professionalism were expected to relate negatively to total commitment. Instead, they are positively related, and at significant levels. The key to understanding the relation-

ships may well lie in understanding the nature of education sought and obtained by respondents. Also of some importance, may be the source of the professional perspective. Unfortunately, the instrument used in this study (see Appendix B) sought and obtained information on the quantity of education (years) obtained but not on such qualitative aspects as private vs public, secular vs religious, etc.

It is conceivable that persons with predispositions to religious activity and vocation will choose the kinds of educational environment consistent with personal and family values. This in turn might reinforce those values and result in greater commitment. At the same time the educational experience may still be consistent with a developing sense of professionalism as reported by some in the literature (cf. Alluto, et al., 1969). It is also possible, indeed likely, that the organization itself fosters a sense of professionalism because of the necessity for interaction between its officers and other professionals in the community.

Whatever the reasons, the findings of this study seem to suggest the image of an educated, authoritarian professional, satisfied with and committed to career and organization.

The second set of bivariate relationships of concern are the bivariate relationships among the determinants of commitment. Table 7 presents the coefficients summarizing these relationships. To avoid duplication only the lower half of the matrix is reproduced. The numbers in parentheses represent the level of significance associated with each of the computed r values. The predicted relationships (hypotheses) with an indication of whether they found support in the data are summarized in Table 8. The first column indicates the variable pair being examined. Columns 2 and 3 present the predicted and actual direction, while columns 4, 5 and 6 present the r value, student's t^6 and the associated level of significance.

TABLE 7
ZERO ORDER CORRELATIONS OF THE BIVARIATE RELATIONSHIPS

	ANTICIPATORY SOCIALIZATION (1)	FAMILY TENSION (2)	TOTAL EDUCATION (3)	AUTHORI- TARIANISM (4)	PROFESSION- ALISM (5)	WORK Satis- faction (6)
(2)	.0860 (.167)					
(3)	.0802 (.184)	-.0183 (.419)				
(4)	.1008 (.129)	-.0314 (.362)	.1633 (.033)			
(5)	-.0994 (.180)	-.0162 (.422)	.0824 (.190)	.1896 (.020)		
(6)	-.0013 (.494)	-.0563 (.264)	-.0352 (.347)	.1340 (.066)	.3057 (.001)	1.00
MEAN	19.742	6.391	12.50	89.91	47.44	60.11
S.D.	7.347	3.054	3.15	15.69	6.71	10.37

TABLE 8
 SUMMARY OF HYPOTHESIZED AND ACTUAL
 BIVARIATE RELATIONSHIPS AMONG
 THE DETERMINANTS

VARIABLE PAIR	DIRECTION		MAGNITUDE (r)	t	SIG
	HYPOTHESIZED	ACTUAL			
ANTICIPATORY SOCIALI- ZATION & FAMILY TENSION	NONE*	POS	.0860	.94	.167
ANTICIPATORY SOCIALI- ZATION & EDUCATION	POS	POS	.0802	.82	.184
ANTICIPATORY SOCIALI- ZATION & AUTHORITARI- ANISM	POS	POS	.1008	1.29	.129
ANTICIPATORY SOCIALI- ZATION & PROFESSION- ALISM	NEG	NEG	-.1101	1.55	.100**
ANTICIPATORY SOCIALI- ZATION & WORK SATIS- FACTION	POS	POS	.0013	.00	.494
FAMILY TENSION & EDUCATION	POS	NEG	.0183	.04	.419
FAMILY TENSION & AUTHORITARIANISM	NEG	NEG	-.0314	.12	.300
FAMILY TENSION & PROFESSIONALISM	POS	NEG	-.0162	.03	.420
FAMILY TENSION & WORK SATISFACTION	NEG	NEG	-.0563	.40	.264

*This relationship was treated as an unanalyzed correlation.

**Meets or exceeds the criterion level of significance used in this study.

TABLE 8
 SUMMARY OF HYPOTHESIZED AND ACTUAL
 BIVARIATE RELATIONSHIPS AMONG
 THE DETERMINANTS
 (CONTINUED)

VARIABLE PAIR	DIRECTION		MAGNITUDE (r)	t	SIG
	HYPOTHESIZED	ACTUAL			
EDUCATION & AUTHORITARIANISM	NEG	POS	.1633	3.45	.033**
EDUCATION & PROFESSIONALISM	POS	POS	.0824	.86	.190
EDUCATION & WORK SATISFACTION	NEG	POS	-.0352	.16	.347
AUTHORITARIANISM & PROFESSIONALISM	NEG	POS	.1896	4.70	.020**
AUTHORITARIANISM & WORK SATISFACTION	POS	POS	.1340	2.30	.066**
PROFESSIONALISM & WORK SATISFACTION	NEG	POS	.3057	12.99	.001**

**Meets or exceeds the criterion level of significance used in this study.

Of the fifteen hypothesized relationships, five are statistically significant at the .1 level. Among the significant relationships three involve authoritarianism and two involve professionalism. The former include the relationship of authoritarianism to education, professionalism and work satisfaction. The latter relate professionalism to anticipatory socialization and work satisfaction. All are direct relationships except those between anticipatory socialization and professionalism, which are negative. It, and the relationship between authoritarianism are in the predicted direction supporting the hypothesis that anticipatory socialization and professionalism are negatively related and that authoritarianism and work satisfaction are positively related. The remaining three are in directions opposite to those predicted.

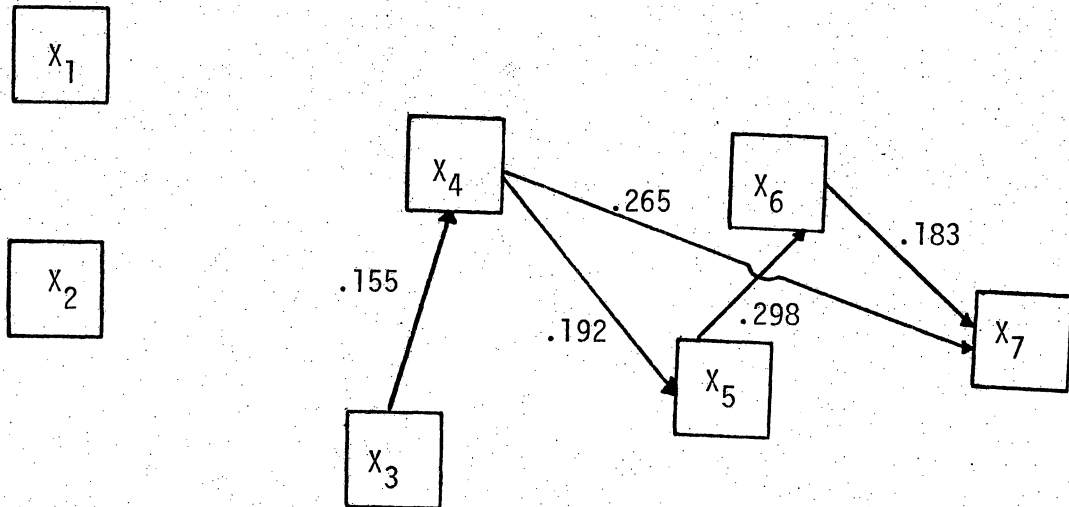
The expected direction of the relationships between education and authoritarianism, authoritarianism and work satisfaction and professionalism and work satisfaction was negative. The actual direction emerged as positive. A possible explanation for this unexpected set of outcomes is related to the previous discussion of the bivariate relationships between total commitment and the determinants. To reiterate, it is possible that the context in which education is obtained and the organizational setting within which

one functions may serve to mediate the expected influence of education. Further, it may result in a definition of professionalism consistent with the context. Finally, if the nature of the education and the perception of professionalism is contextually consistent it follows that satisfaction with one's work is a likely consequence.

5.4 MULTIVARIATE ANALYSIS

This section assesses the adequacy of the multivariate model presented in Chapter IV. One advantage of using path analysis is that it facilitates the measurement of direct and indirect effects on the endogenous variable. Figure 7 is a modification of the original multivariate model with only the critical paths retained. That is, all paths with coefficients above the .1 level of statistical significance have been omitted. The path coefficients indicated on this figure are those which were computed from the full model, and which served as the basis for retaining the paths.

As suggested by Namboodiri, et al. (1975), Table 9 reports both the unstandardized (B) and standardized (BETA) path coefficients. F values for the coefficients and the corresponding level of statistical significance are also presented. An asterisk (*) appears beside the reported levels of significance which meet the criterion level of .1



- X₁ = ANTICIPATORY SOCIALIZATION
- X₂ = FAMILY TENSION
- X₃ = TOTAL EDUCATION
- X₄ = AUTHORITARIANISM
- X₅ = PROFESSIONALISM
- X₆ = WORK SATISFACTION
- X₇ = TOTAL COMMITMENT

FIGURE 7

PATH DIAGRAM RELATING TOTAL COMMITMENT TO
PRIOR VARIABLES (WITH ORIGINAL PATHS)*

* Note: All non-significant paths have been omitted.

established for this study. The paths meeting the criterion are thus retained. All others are omitted.

Before proceeding to test the reduced model, it is incumbent on the researcher to examine the full model in greater detail. This is especially important to the discussion of results and may suggest ways in which the study may be improved. It is clear upon examining the zero order correlation between two variables, i and j , that $r_{ij} = P_{ji}$ only when there are no other (indirect) influences. Following Alwin and Hauser (1975), this study refers to the zero order correlation as the total association between two variables. The total association may be decomposed into its constituent components. There is, first, the direct effect which is equivalent to the path coefficient, P_{ji} . Second, there is the indirect effect which is the product of the compound paths. The sum of the first and second components, called Total Effect by Alwin and Hauser (1975) will equal the total association (r) when one variable is completely exogenous and the other endogenous. In other cases the two will usually be unequal. The difference results from a spurious effect. Such noncausal components may include correlations among causes or common causes. It may be seen that the total association (r) is equal to the total effect (total indirect effect + direct effect) plus the spurious effect.

TABLE 9
UNSTANDARDIZED AND STANDARDIZED
PATH COEFFICIENTS

PATH	B ¹	BETA ²	F RATIO	SIGNIFICANCE
76	.071	.183	4.46	.037*
75	.059	.099	1.25	.264
74	.068	.265	9.66	.002*
73	.165	.129	2.39	.125
72	-.117	-.088	1.16	.283
71	.015	.027	.11	.743
65	.461	.298	11.50	.001*
64	.056	.085	.93	.338
63	-.254	-.077	.79	.377
62	-.179	-.053	.38	.540
61	.043	.030	.12	.727
54	.082	.192	4.63	.033*
53	.130	.061	.47	.495
52	.003	.002	.00	.990
51	-.113	-.124	1.95	.165
43	.773	.155	3.07	.082*
42	-.187	-.036	.17	.681
41	.195	.091	1.06	.305
32	-.026	-.025	.08	.777
31	.035	.082	.85	.359

*Meets the criterion level of significance used in this study.

1 B is the unstandardized path coefficient.

2 BETA is the path coefficient in standardized form.

Table 10 is consistent with this formulation and presents the relationship between the dependent (endogenous) variable and the predetermined (exogenous) variables, i.e., the total association. It then decomposes the effect of the independent variables on the dependent variables into its constituent parts as previously described. It is possible to decompose the indirect effects further into the indirect effect occurring through particular variables. This has not been done in this study because of the relatively low magnitude of the relationships. The further decomposition of indirect effects would prove so miniscule as to be virtually uninterpretable.

The multiple regression coefficient (R) and the amount of variance explained by the full model (R^2) is .435 and .189 respectively. This indicates that almost 19 per cent of the variance in total commitment is explained by the six independent variables. There is little in the decomposition of the variable relationships to suggest a strategy other than to proceed with the testing of the reduced model.

Inspection of Figure 7 reveals that family tension (X_2) and anticipatory socialization (X_1) have no significant paths to other variables and thus should be removed from the model. The remaining variables may then be rearranged to

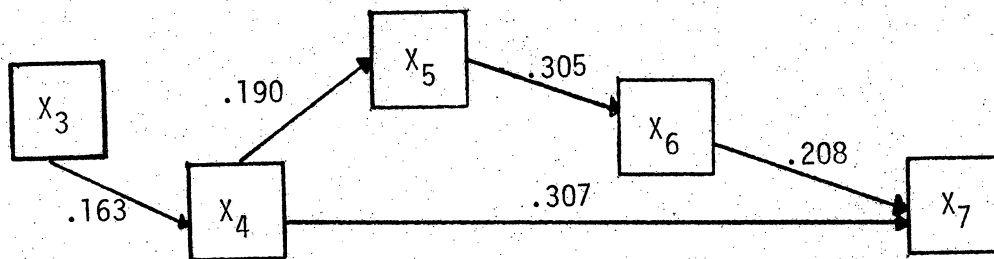
TABLE 10

DECOMPOSITION OF THE EFFECT OF THE INDEPENDENT VARIABLES
ON TOTAL COMMITMENT

PREDETERMINED VARIABLES	TOTAL ASSOC. (r)	TOTAL EFFECT		SPURIOUS EFFECT
		INDIRECT	DIRECT	
ANTICIPATORY SOCIALIZATION	.047	.020	.027	.000
FAMILY TENSION	-.109	-.026	-.088	.005
TOTAL EDUCATION	.178	.044	.129	.005
AUTHORITARIANISM	.335	.030	.265	.039
PROFESSIONALISM	.214	.054	.099	.061
WORK SATISFACTION	.249	.000	.183	.066

provide a clearer picture of the significant relationships. In rearranging the variables care has been taken to ensure the integrity of the original temporal order. Figure 8 represents the reduced model.

The path coefficients indicated on this diagram are the coefficients computed utilizing only the retained variables. A comparison of Figure 8 with Figure 7 reveals the changes resulting from the withdrawal of the two variables, family tension and anticipatory socialization, and the omission of non-significant paths. Further examination indicates that only two variables, work satisfaction (X6) and authoritarianism (X4), have a direct effect on the endogenous variable, total commitment (X7). Professionalism (X5) influences total commitment indirectly through work satisfaction. Authoritarianism has an indirect effect on work satisfaction through the intermediate variable professionalism. It also influences total commitment indirectly through professionalism and work satisfaction. Total education (X3), the exogenous variable, directly affects authoritarianism and indirectly affects each of the remaining variables. The unstandardized and standardized coefficients recomputed for the reduced model appear in Table 11 along with the corresponding F ratios and levels of significance. The reduction in the number of variables and paths in the model results in



X_3 = TOTAL EDUCATION
 X_4 = AUTHORITARIANISM
 X_5 = PROFESSIONALISM
 X_6 = WORK SATISFACTION
 X_7 = TOTAL COMMITMENT

FIGURE 8
PATH DIAGRAM FOR REDUCED MODEL WITH RECOMPUTED PATHS

a reduction of .042 in the value of R , from .435 to .393, and a corresponding reduction in the R^2 value to .155. In other words, reducing the number of paths from 21 to 5 (a more than 75 per cent reduction) and the number of direct paths from 6 to 2 (a 66 per cent reduction) and the number of independent variables from 6 to 4 (a 33 percent reduction) results in a loss of 3.4 per cent in the amount of variance explained (representing an approximately 18 per cent reduction in the total from 18.9 to 15.5 per cent). The reduced model may be seen as more parsimonious than that originally proposed.

The decomposition of the effect of the reduced model is considerably simpler than for the full model. Only the effect of variables with direct paths may be decomposed. Table 12 presents the results of the decomposition of effect of authoritarianism and work satisfaction on total commitment. It is apparent that almost all of authoritarianism's effect on total commitment is direct. There are no indirect effects of work satisfaction.

Structural equations for the full model were presented in Chapter III. They represented each variable except the exogenous variables, as a function of path coefficients, prior variables and residual terms in a fully recursive sys-

TABLE 11
 PATH COEFFICIENTS FOR THE REDUCED MODEL

PATH	B ¹	BETA ²	F RATIO	SIGNIFICANCE
76	.081	.208	6.28	.013*
74	.079	.307	13.68	.000*
65	.473	.306	12.99	.000*
54	.081	.190	4.70	.032*
43	.813	.163	3.45	.066*

* Meets the criterion level of significance used in this study of .1.

1 B is the unstandardized path coefficient.

2 BETA is the path coefficient in standardized form.

TABLE 12
 ZERO ORDER CORRELATIONS BETWEEN SELECTED
 SOCIODEMOGRAPHIC VARIABLES AND
 TOTAL COMMITMENT

VARIABLE	r	t	SIGNIFICANCE
SEX	-.0071	.01	.469
AGE	-.0717	.72	.211
RANK	-.1070	1.46	.116
MARITAL STATUS	-.0223	.06	.401
NUMBER OF CHILDREN	.0033	.00	.485
COMMUNITY SIZE	-.0852	.92	.179

tem. The reduced model, on the other hand is not fully recursive. The structural equations representative of the reduced model are as follow:

$$X_4 = P_{43}X_3 + P_{4w}R_w$$

$$X_5 = P_{54}X_4 + P_{5x}R_x$$

$$X_6 = P_{65}X_5 + P_{6y}R_y$$

$$X_7 = P_{76}X_6 + P_{74}X_4 + P_{7z}R_z$$

This chapter has presented the findings of the analysis of the data used in this study. It began with a univariate analysis which included a description of the sample, an assessment of measurement error, and an examination of the dependent variable and its components. It proceeded to a presentation and discussion of the results of tests of the bivariate hypotheses and ended with an examination of the multivariate model and its modification.

Chapter VI presents a discussion of possible reasons why the original and modified multivariate models fall short of expectations. Included in the discussion is a brief examination of additional variable relationships that some suggest may be important to the commitment phenomenon. The chapter also presents suggestions for ways in which the

study might be improved upon and the implications for future research in the area of career commitment in organizational settings.

Chapter VI

CONCLUDING DISCUSSION

6.1 INTRODUCTION

The purpose of this chapter is to explore some possible reasons why the original and modified multivariate models are less than optimal predictors of the commitment outcome. An examination of possible additional explanatory variables is introduced. Attention is also given to ways in which future research of this type may be improved.

6.2 SHORTCOMINGS AND POSSIBLE ADDITIONAL VARIABLES

6.2.0.1 Shortcomings

Approximately 82 per cent of the variance remains unexplained by the full model and 85 per cent by the modified model. It is thus imperative that the serious question of omitted variables be addressed.

6.2.0.2 Psychological Variables

It is possible that much of an individual's response to commitment can be explained in terms of psychological variables. The approach adopted by Hall and Schneider (1973) draws heavily on this approach, seeking to identify characteristics of the priest's self image and identity, including variables involving his sense of satisfaction with the work.

While the present study incorporates information on the degree of satisfaction, the variable has the lowest of the reliability coefficients. It neglects variables directly concerning self-concept. In addition to these variables, Hall and Schneider (1973) also introduce "organizational factors". They define these most importantly as those relating to work assignments, especially the "psychological climate in which the priest works" (Hall and Schneider, 1973: 19). Included are variables such as "challenge and meaning of work tasks, the amount of support and autonomy provided by the superior, and the extent to which the priest feels accepted by others" (Hall and Schneider, 1973:19). These too may explain a portion of the variance in the commitment variable. The last two concept areas addressed by Hall and Schneider are personal factors and role transitions. The personal factors include an assessment of "the activities performed by the priest and the degree of importance to him of those activities" (1973:20). Role transition was examined by assessing the responses of priests at different career stages.

The scope of the present study as indicated at the outset is social psychological with a decided sociological emphasis. As a result many of the above variables were excluded by definition.

6.2.0.3 Structural Variables

While Hall and Schneider concentrated largely on psychological variables, other studies have sought to examine the structural characteristics of the organization (cf. Blau and Schoenherr, 1971; Hall, 1977; Paulson and Stump, 1979). Among possible variables in studies with such a structural emphasis are size, division of labor, professionalization (not to be confused with professionalism as used in this study), and level of hierarchy. This approach, though of potential utility in some contexts, is not as appropriate to this study. It is more generally applicable to research comparing different organizations.

6.2.0.4 Sociodemographic Variables

One additional avenue which bears investigation is the use of sociodemographic characteristics of respondents as predictors of the commitment outcome. Many of the studies reported in the review of the literature (Chapter II) suggested the examination of such variables might prove fruitful (cf. Becker, 1960; Abramson, 1958). The description of the sample in Chapter V presented a breakdown of the distribution of some of these characteristics. It is conceivable that such characteristics as age, sex, marital status, rank and size of community of residence may causally influence

one's commitment. One of the initial goals of this study was the development of a predictive model of commitment. Present sociodemographic characteristics were not manipulable criteria and thus were not analyzed causally. They may, however, provide some insight and understanding of the commitment outcome.

Since the data are available, an assessment of the bivariate relationships between the sociodemographic variables and commitment is undertaken. Table 13 reports the results of the correlation analysis of these relationships. Included among the sociodemographic variables are sex, age, rank, marital status, number of children and size of community of residence. The last of these may be important if the perception of greater opportunity is more likely in large areas than smaller ones. Given that no indication of the importance of community size to commitment appears in the literature and that it is peripheral to the major thrust of this study, no direction is hypothesized. As with the other sociodemographic variables, then, a two tailed test of significance is appropriate. The criterion level of statistical significance remains the same (.1), as that applied throughout this study.

As may be seen in Table 13, none of the zero order correlations summarizing the relationship between total commitment and selected sociodemographic characteristics are significant at the criterion level. With the bivariate relationships at such low levels of magnitude, it is also unlikely that these variables would have significant indirect or interactive effects.

As a means of assessing their explanatory power total commitment was regressed on the sociodemographic variables alone. The resultant multiple R was .185 indicating that approximately 3.4 per cent of the variance in total commitment is accounted for by the seven sociodemographic variables taken alone. For this particular sample, at least, sociodemographic variables are not useful predictors since, taken alone, they are of little explanatory significance. It may be that in another sample, less homogeneous with respect to sociodemographic characteristics, they may still prove useful.

6.3 A SUGGESTION FOR A REVISED STRATEGY

As previously indicated, two distinct areas of potentially useful information have been suggested. These are represented by the psychological emphasis evident in the suggestions made by Hall and Schneider (1973) and the organ-

TABLE 13
 DECOMPOSITION OF THE EFFECT OF THE INDEPENDENT VARIABLES
 ON TOTAL COMMITMENT: THE REDUCED MODEL

PREDETERMINED VARIABLES	TOTAL ASSOC. (r)	TOTAL EFFECT		SPURIOUS EFFECT
		INDIRECT	DIRECT	
AUTHORITARIANISM	.335	.028	.307	.000
WORK SATISFACTION	.249	.000	.208	.041

izational variables suggested in the work of Blau and Schoenherr, (1971). Future research into the commitment process could conceivably utilize an even more eclectic, multidisciplinary approach. The major contributing disciplines or areas may include: (1) social psychology; (2) organizational sociology; (3) psychology and; (4) economics. Specific recommendations for improvement from major contributing areas may be summarized as follow:

1. Social psychology. The results of this study demonstrate the potential utility of social psychological variables in predicting predispositions of individuals to career commitment within organizational structures. An extension of these techniques, coupled with a more heterogeneous sample, could provide an improvement in the predictive power of the social psychological dimension. A more explicit measure of interactional behavior, rather than attitudes, may add to the explanation as well.
2. Organizational sociology. As previously indicated, an examination of organizational structures may provide insight into the context within which career and commitment develop. Variation between

different organizations or among components of the same organization may prove useful as a basis for predicting the response of individuals to the organization.

3. Psychology. Since to some degree commitment research deals with psychological as well as social phenomena, it may be instructive to examine some of the more psychological perceptions of respondents such as positive affect (Hall and Schneider, 1973) and inner-directedness (Greeley, 1972).

4. Economics.

- a) Bidding Game. The inclusion of a more explicit economic measure than the economic component used in this study may provide greater variability and improved face validity of the variable. The willingness of respondents to trade off various attributes of an employment situation for monetary compensation might be explored. Some work has (cf. Randall, et al., 1974; Brookshire, et al., 1976) been done by economists on the willingness to pay (WTP), or forego some portion of compensation, to remain

in desirable situations, and the willingness to be compensated (WTC) to remain in less than desirable situations. Examples of work in this area include: The advantage of being able to measure economic commitment in WTP or WTC terms may be that it provides the opportunity to construct utility functions with the resulting data. Similarly, there may be an advantage to both disciplines in this continuing rapprochement between sociology and economics.

b) Industrial Organization.

Also from an economic orientation, there have been some attempts to view organizational relations from a structural economic perspective. This view presents an explicit attempt in economics and organizational sociology to gain insight into the structural context of commitment. A particularly salient work in the area is Seidler's (1979) discussion of Priest Resignations in a Lazy Monopoly.

Seidler's article on lazy monopolies is of particular interest to this study because it may provide an explanation of the absence of

greater variability in the sample. Organizations, as lazy monopolies, are "slow to make changes; they allow radical personnel to depart rather than deal with their criticism" (Seidler, 1979:763). In addition to the Catholic Church, other examples of lazy monopolies are the post office, some utilities, the railways and universities. Seidler further writes:

The criteria for applying this concept can be generalized as follows (1) The organization is a virtual monopoly -- i.e., has singular control over a resource or product. (2) Executives are slow to improve the quality of product, policies, or the structure of the organization. (3) Executives, rather than improving quality, prefer to lose clients or personnel who exercise voice (criticism) (4) They welcome opportunities for critics to exit, often via limited competition. (5) These opportunities allow the continuation of status quo policies or mediocre leadership, as a loss of critics reduces the pressure for change and usually leaves the remnant on the conservative or uninvolved side. (Seidler, 1979:774)

The important points here are (3,4 and 5) that the organization may prefer to lose personnel rather than change or allow dissent, and that it may "welcome opportunities for critics to exit" (Seidler, 1979:774). If this is the case

in authoritarian organizations such as the Catholic church, and possibly the Salvation Army, the overall consequence may be to reduce the variability in the population to the point where differences among respondents are difficult to detect without obtaining extremely large samples.

Future research involving commitment to organizations should take into consideration the degree to which organizations tend to utilize monopolistic or quasi-monopolistic strategies in their management of personnel.

6.4 CONCLUSIONS AND IMPLICATIONS

The practical significance of this study has been to demonstrate the promise of social psychological investigation of career commitment in an organizational setting. Problems revolving around the premature termination of the research preclude any strong final recommendation for application of the results or techniques. The results suggest, however, that there are discoverable predispositions to commitment. Organizations, such as the Salvation Army, which are concerned with problems of attrition might do well to address the question of what indicators of such predispositions may exist. The authoritarianism scale is one such indicator, although it may well prove to be organizationally specific.

Attempts to validate this and other measures might incorporate a more complete application of Campbell and Fiske's (1967) multi-trait multi-method approach. Of importance is relating the social psychological measures, including the dependent variable, to criterion measures of success (e.g., performance in the training school and in the field) and attrition. The former could be measured in terms of Training School grades and field evaluations. Such a research strategy could provide an additional tool in the applicant evaluation and selection process.

In broader terms, similar social psychological measures may be sought as potential screening devices in applicant processing in many different organizations ranging from business to the military. Commitment in the context of military service has gained much recent public attention since the advent of the all volunteer army concept. It should be possible to apply the central strategy of this study to assess and predict commitment to military service in general, or specific branches in particular. A starting point for such a study might be the examination of candidates to the service academies, persons already enrolled, and active officer personnel. This cross sectional approach, followed by a subsequent longitudinal study would yield information on how best to increase the tenure of military personnel.

The strategy identified in this study should not be seen as narrowly applicable only to authoritarian organizations. The model may also be applied to organizations of differing types and characteristics. Within the context of specific organizations it will be necessary to identify the applicable normative and interactive framework and build a scale based on the relevant information.

The key to the successful application of the research strategy lies in the recognition of the multidimensional nature of commitment. Roughly 50 per cent of the literature surveyed suggested the existence of two or more dimensions. Support for the existence of normative and interactive dimensions has been reported in Chapter II. It seems likely, that universal measures of these components are not attainable given that they must be understood within the organizational context. The remaining dimension (economic) is likely the more universal dimension, though probably not applicable across different cultural settings. In spite of some of the shortcomings outlined in this chapter, it is apparent that the general strategy applied here holds great promise for increasing our understanding of the processes involved in developing commitment to career in organizational settings.

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Appendix A

NOTES

1. Although the review is intended to be a comprehensive examination of the commitment literature, it must be noted that the emphasis is decidedly sociological. It does not purport to be an exhaustive examination of commitment from all possible perspectives. To increase the probability that all of the more recent relevant literature was included, a computerized literature search, using the Lockheed Dialog Data Bases, was undertaken. This data base includes citations in the social sciences for at least the last seven years.
2. The additive relationship is assumed in the absence of evidence to the contrary in the commitment literature.
3. A concept label should whenever possible, meet the following criteria:
 - a) It should be relevant to social science literature in general;
 - b) It should be consistent with the literature on commitment;

- c) It should be more denotative than connotative;
 - d) It should be as general as the conception it represents;
 - e) It should be amenable to operationalization.
4. The original professionalism scale consisted of five items for each dimension. This was reduced in the present study due to space limitations. The reliability coefficients indicate that internal consistency is maintained (Cronbach's alpha = .705). The greater number of items in the fourth dimension, autonomy, has not adversely affected the results since recomputation of the regression and reliability coefficients show no differences when rounded to three significant digits.
5. The coefficient alpha is calculated by the formula:

$$\alpha = (k/k - 1) [(1 - s^2) / s^2]$$

where s^2 is the variance of the measuring instrument item i and s^2 is the variance of the sum over the k items.

6. The formula for student's t is:

$$t = r(N-2)/\sqrt{1-r^2}$$

$$t^2 = r^2(N-2)/1-r^2$$

$$= r^2/(1-r^2/N-2)$$

7. Campbell and Fiske state: "Independence is, of course, a matter of degree, and in this sense, reliability and validity can be seen as regions on a continuum" (1967:277).

Appendix B
THE COVER LETTER



COLLEGE OF ARTS AND SCIENCES

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

NATIONAL SALVATION ARMY OFFICER SURVEY Blacksburg, Virginia 24061

DEPARTMENT OF SOCIOLOGY (703) 552-2131

August 1976

Dear Officer:

You are one of 750 officers who have been selected by scientific sampling methods to participate in a National Survey of Salvation Army Officers. Names of officer-participants were randomly selected from the current Dispo provided by the respective THQ. The study is being conducted under the auspices of the Department of Sociology at Virginia Polytechnic Institute and State University in cooperation with the National Commissioners' Conference. To facilitate an analysis of the Salvation Army officer in today's world we are contacting approximately 20% of all active officers in the United States.

In very general terms the purpose of the study is to identify factors related to officer dissatisfaction and loss. An eventual comparison will be made between the responses of active officers and a sample of former officers. The Commissioners' Conference, including your territorial commander, has approved the research represented by this questionnaire, recognizing its potential usefulness to you and the Salvation Army. In this light an analysis of the data in summary form will be provided each territory and National Headquarters.

Much work has gone into the preparation of this questionnaire and much of it has been discussed with various of your officer comrades. The anonymity of your answers is guaranteed. We will not release respondents' names or questionnaires to anyone. The purpose of the code number on this page is to permit followup letters to be sent to officers who do not return the questionnaire and to send a short abstract of the report to interested officers. No one will examine the questionnaire until after all personal identification has been removed.

When you have filled out the entire questionnaire as completely and as candidly as possible please send it to us in the prepaid return envelope at your earliest convenience.

We would like to thank you for the time and thoughtful consideration we hope you will give to this questionnaire. It is long, but it covers a lot of ground which it is hoped will yield much information of eventual benefit to the Army in the United States and particularly to you and your fellow officers. If you would like to receive an abstract of the final report please check the box at the bottom of this page.

Sincerely,

A. L. Nieves
Project Director

1000

YES I would like to receive a copy of the final abstract.

Appendix C THE QUESTIONNAIRE

NATIONAL SALVATION ARMY OFFICER SURVEY

FOR EACH OF THE FOLLOWING QUESTIONS PLEASE CIRCLE THE APPROPRIATE RESPONSE OR FILL IN BLANKS WHERE INDICATED.

DO NOT
WRITE
IN THIS
COLUMN

<p>1. At what age did you first have contact with the Salvation Army?</p> <p style="padding-left: 100px;">At Birth (Answer A thru D) 1</p> <p style="padding-left: 100px;">At _____ years of age (Go to Q.2) 2</p> <p>A. Were your parents</p> <p style="padding-left: 100px;">Officers 1</p> <p style="padding-left: 100px;">Soldiers 2</p> <p style="padding-left: 100px;">Other (Indicate) 3</p> <p>B. If your parents were officers what is their present or last rank?</p> <p style="padding-left: 100px;">Indicate Rank _____</p> <p>C. Are your parents presently</p> <p style="padding-left: 100px;">Active 1</p> <p style="padding-left: 100px;">Retired 2</p> <p style="padding-left: 100px;">Deceased 3</p> <p style="padding-left: 100px;">Other (Indicate) 4</p> <p>D. If your parents were soldiers, was</p> <p style="padding-left: 100px;">Your mother 1</p> <p style="padding-left: 100px;">Your father 2</p> <p style="padding-left: 100px;">Both 3</p> <p>2. Were any other of your relatives officers or soldiers? Indicate "None" or list relationship(s), e.g. uncle, brother, under appropriate category.</p> <p>OFFICER: _____ SOLDIER: _____</p> <p>3. Of the following, were you? (CIRCLE AS MANY AS APPLY)</p> <table border="0" style="width: 100%; padding-left: 20px;"> <tr> <td style="width: 50%;">1. Dedicated in the S.A.</td> <td style="width: 50%;">11. A Company Guard</td> </tr> <tr> <td>2. A Junior Soldier</td> <td>12. A Y.P.S.M.</td> </tr> <tr> <td>3. A Senior Soldier</td> <td>13. A C.S.M.</td> </tr> <tr> <td>4. A Corps Cadet</td> <td>14. A Timbrelist</td> </tr> <tr> <td>5. An F.O.F. Member</td> <td>15. A Girl Guard</td> </tr> <tr> <td>6. A Torchbearer</td> <td>16. A Sunbeam</td> </tr> <tr> <td>7. A Y.P. Bandsman</td> <td>17. A Y.P.L. Member</td> </tr> <tr> <td>8. A Senior Bandsman</td> <td>18. A Home League Member</td> </tr> <tr> <td>9. A Y.P. Songster</td> <td>19. A Corps Treasurer</td> </tr> <tr> <td>10. A Senior Songster</td> <td>20. A Corps Secretary</td> </tr> </table> <p>OTHER (PLEASE LIST) _____</p> <p>4. At what age did you enter the Salvation Army School for Officers' Training?</p> <p style="padding-left: 100px;">_____ Years of Age.</p> <p>5. Did you attend</p> <p style="padding-left: 100px;">A one year session 1</p> <p style="padding-left: 100px;">A two year session 2</p>	1. Dedicated in the S.A.	11. A Company Guard	2. A Junior Soldier	12. A Y.P.S.M.	3. A Senior Soldier	13. A C.S.M.	4. A Corps Cadet	14. A Timbrelist	5. An F.O.F. Member	15. A Girl Guard	6. A Torchbearer	16. A Sunbeam	7. A Y.P. Bandsman	17. A Y.P.L. Member	8. A Senior Bandsman	18. A Home League Member	9. A Y.P. Songster	19. A Corps Treasurer	10. A Senior Songster	20. A Corps Secretary	<p style="text-align: right;">04,5</p> <p style="text-align: right;">06</p> <p style="text-align: right;">07</p> <p style="text-align: right;">08</p> <p style="text-align: right;">09</p> <p style="text-align: right;">10</p> <p style="text-align: right;">11</p> <p style="text-align: right;">12,13</p> <p style="text-align: right;">14</p>
1. Dedicated in the S.A.	11. A Company Guard																				
2. A Junior Soldier	12. A Y.P.S.M.																				
3. A Senior Soldier	13. A C.S.M.																				
4. A Corps Cadet	14. A Timbrelist																				
5. An F.O.F. Member	15. A Girl Guard																				
6. A Torchbearer	16. A Sunbeam																				
7. A Y.P. Bandsman	17. A Y.P.L. Member																				
8. A Senior Bandsman	18. A Home League Member																				
9. A Y.P. Songster	19. A Corps Treasurer																				
10. A Senior Songster	20. A Corps Secretary																				

6.	At the time you entered Training how many years of formal education had you completed?	_____ Years	15,16
7.	What degrees had you earned? PLEASE CIRCLE AS MANY NUMBERS AS APPLY.	A high school diploma1 A Bachelor's degree (Major: _____) ..2 A Seminary degree (Indicate: _____) ..3 A Graduate Seminary degree (_____) ..4 A M.D. degree5 A Master's (Degree & Field: _____) ..6 A Doctorate(Degree & Field: _____) ..7 Other (Please Specify _____) ..8	17
8.	When you entered training, were you:	Single1 Single with official correspondence. . . 2 Engaged3 Married4 Other (Indicate: _____)5	18
9.	What formal education have you completed since commissioning? Please indicate number of credit hours, years, degrees, etc.	_____ _____ _____	19,20
10.	What is your present rank?	_____ _____	21
11.	What community organizations are you a member of? Please list and indicate which, if any, you held office in?	_____ _____ _____	22
12.	What other organizations are you a member of? Please list as above.	_____ _____	23
13.	Have you ever resigned your commission or been temporarily without appointment? PLEASE CIRCLE THE APPROPRIATE NUMBER.	Resigned (Answer Q's. A thru G). . . . 1 Without Appointment (Answer A thru G). 2 No (Go To Q. 14).3	24
	A. How long a period passed before you resumed active status?	_____ _____	25
	B. Did you encounter any difficulty in returning to active status?	No1 Yes (INDICATE NATURE OF DIFFICULTY) . . 2	26
	C. How old were you at the time of your departure from active status?	_____ _____ Years of age.	27
	D. Briefly indicate the reasons, conditions or circumstances surrounding your resignation or leave of absence. You may use extra paper if necessary.	_____ _____ _____ _____	

E. What was your rank at that time? _____ 28

F. Briefly indicate your work activity during your period(s) of inactive status. _____ 29

G. What was the reaction towards you of:

(1) Headquarters Officers: _____

(2) Your fellow officers: _____

(3) Your Family: _____

14. What is your present age? _____ Years of Age. 30,31

15. Are you: (CIRCLE ONE CODE) Male 1 Female 2 32

16. What is your present marital status? (CIRCLE ONE CODE) Single 1 Corresponding 2 Engaged 3 Married 4 33 Widowed 5 Other (Indicate) 6

17. How many children do you have? PLEASE LIST AGES. Boys _____ Girls _____ 34

18. What is your present appointment? Please be as specific as possible without giving the actual corps or institution name and location. _____ (example: Corps Officer, City Commander, etc.)

19. Please circle the number of the type area in which your present appointment is located. Town 500-2,499 population 1 City, 2,500-4,999 population 2 City, 5,00-24,999 population 3 City, 25,000-49,000 population 4 35 Metropolis, 50,000-99,999 5 Metropolis, 100,000-249,999 6 Metropolis, 250,000-999,999 7 Metropolis over 1 million 8

20. Indicate approximately your current annual corps or institution budget, as of your last annual report. \$ _____ 36-39

-4-

21. BELOW ARE A NUMBER OF STATEMENTS PERTAINING TO VARIOUS TOPICS. PLEASE INDICATE THE EXTENT OF YOUR AGREEMENT OR DISAGREEMENT WITH EACH OF THE ITEMS BY CIRCLING ONE CODE ON EACH LINE. REMEMBER, THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree somewhat	Disagree strongly	
A. An officer who leaves the work is not guilty of abandoning his or her call.	1	2	3	4	5	/40
B. In the case of divorce it is only right that both officers resign their commission.	6	7	8	9	0	/41
C. An officer who leaves the work is probably in a backslidden condition.	1	2	3	4	5	/42
D. Communion should be a periodic part of the worship service.	6	7	8	9	0	/43
E. The open-air service is an effective part of the S.A. ministry.	1	2	3	4	5	/44
F. The worship service, especially the holiness meeting, is no place for a band.	6	7	8	9	0	/45
G. The covenant signed at commissioning could as well be replaced by a legal contract.	1	2	3	4	5	/46
H. Uniform wearing is essential if an officer is to be effective.	6	7	8	9	0	/47
I. True equality for men and women officers exists in the S.A. today.	1	2	3	4	5	/48
J. Spontaneous testimonies are a very important part of the worship meeting.	6	7	8	9	0	/49
K. I think male officers should be able to marry non-officers.	1	2	3	4	5	/50
L. It's embarrassing to have to sell the War Cry.	6	7	8	9	0	/51
M. Signing the articles of war is an outdated requirement for soldiership.	1	2	3	4	5	/52
N. Given a choice most officers would continue to do kettle work.	6	7	8	9	0	/53
O. Many officers who leave the work do so because of marital problems.	1	2	3	4	5	/54
P. Loneliness is probably a key factor in officers resigning their position.	6	7	8	9	0	/55
Q. Present marriage regulations are O.K.	1	2	3	4	5	/56
R. I would be willing to work with a woman D.C. or department head.	6	7	8	9	0	/57
S. I am concerned over what may be in my career file.	1	2	3	4	5	/58
T. The stress of officership causes family problems.	6	7	8	9	0	/59
U. I feel I am not really qualified in any one field.	1	2	3	4	5	/60

22. Please number in 1, 2, 3 order the three things which take most of your time in your present appointment. (1=most time).

- 1. Preaching and worship services.
- 2. Efforts to lead individuals to conversion apart from preaching.
- 3. Keeping the "machinery" of the local corps (social, etc.)going.
- 4. Study, private prayer, private devotions.
- 5. Visitation.
- 6. Counseling individuals about personal problems.
- 7. Secular service to the community.
- 8. Funerals and Weddings.
- 9. Fund raising (including War Cry sales, kettles, AMA, etc.).

61-63

23. Please number in 1, 2, 3 order what you believe to be the three worst of the following evils or sins: (1=worst)

- | | |
|-----------------------------|---|
| <u> </u> 1. Profanity | <u> </u> 2. Dancing |
| <u> </u> 3. Poor schools | <u> </u> 4. Poor Working Conditions |
| <u> </u> 5. Smoking | <u> </u> 6. Drinking alcoholic beverages |
| <u> </u> 7. Poverty | <u> </u> 8. Race Prejudice |
| <u> </u> 9. War | <u> </u> 10. Fornication |
| <u> </u> 11. Drug abuse | <u> </u> 12. Adultery |

64-66

24. Please number in 1, 2, 3 order the three things which you believe to be the most important things in the work of an officer. (1=most)

- 1. Preaching and worship services.
- 2. Efforts to lead individuals to conversion apart from preaching.
- 3. Keeping the "machinery"of the local corps (social,etc.)going.
- 4. Study, private prayer, private devotions.
- 5. Visitation.
- 6. Counseling individuals about personal problems.
- 7. Secular service to the community.
- 8. Funerals and weddings.
- 9. Fund raising (including War Cry sales, kettles, AMA, etc.).

67-69

25. Think of your present work. What is it like most of the time?
In the blank beside each word given below, write

- Y for "Yes" if it describes your work
- N for "No" if it does not describe your work
- ? if you cannot decide

BEGIN
DECK
02

- | | | |
|-------------------------|---|--------------------------|
| <u>(04)</u> Fascinating | <u>(05)</u> Tiresome | <u>(06)</u> Routine |
| <u>(07)</u> Healthful | <u>(08)</u> Satisfying | <u>(09)</u> Challenging |
| <u>(10)</u> Boring | <u>(11)</u> Good | <u>(12)</u> On your feet |
| <u>(13)</u> Frustrating | <u>(14)</u> Creative | <u>(15)</u> Simple |
| <u>(16)</u> Respected | <u>(17)</u> Endless | <u>(18)</u> Pleasant |
| <u>(19)</u> Useful | <u>(20)</u> Gives sense of accomplishment | |

04-20

26. THINKING OF YOUR PRESENT WORK AND THE ORGANIZATION YOU WORK FOR CIRCLE THE APPROPRIATE CODE FOLLOWING THE ITEMS BELOW.

	YES	NO	
A. Would you say that the Army is usually hardboiled and tough with its officers?	1	2	/21
B. Considering everything about the Army, are you fairly well satisfied with it?	3	4	/22
C. Does the Army sometimes interfere with your personal rights?	5	6	/23
D. Do you think the Army has more dissatisfied officers than most churches have dissatisfied ministers?	7	8	/24
E. Do the top people respect your rights as a person?	9	0	/25
F. If you were in real difficulty would you probably get a square deal from the people at the top?	1	2	/26
G. If you were starting over again would you still be an officer?	3	4	/27
H. Do you feel that the top officers are trying to do the right thing?	5	6	/28
I. Do you have confidence in the administrative judgment of top officers?	7	8	/29
J. Is there a feeling of comradeship between officers and their superiors?	9	0	/30
K. Are officers usually kept informed about the things they want to know?	1	2	/31
L. Does H.Q. ever take advantage of its officers?	3	4	/32
M. Does the Army offer enough chance for self-improvement and learning?	5	6	/33
N. Do officers at the top pay enough attention to ambition and effort?	7	8	/34
O. Do you feel there is an unfair emphasis on "statistics"?	9	0	/35
P. Is there opportunity to try new things and change old ones?	1	2	/36
Q. Are your superiors often unreasonable in their demands?	3	4	/37
R. Do you feel you can go to your superiors with a personal problem?	5	6	/38

-7-

27. BELOW ARE SOME STATEMENTS OF OPINION WITH WHICH SOME PEOPLE AGREE AND OTHERS DISAGREE. PLEASE GIVE US YOUR OWN OPINION ABOUT THESE ITEMS, THAT IS, WHETHER YOU AGREE OR DISAGREE WITH THE ITEMS AS STATED. PLEASE CIRCLE THE APPROPRIATE CODE FOR EACH ITEM.

PLEASE CIRCLE ONE CODE ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
A. Obedience and respect for authority are the most important virtues children should learn.	1	2	3	4	5	/39
B. Science has its place, but there are many important things that can never possibly be understood by the human mind.	6	7	8	9	0	/40
C. Every person should have complete faith in some supernatural power whose decisions he obeys without question.	1	2	3	4	5	/41
D. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.	6	7	8	9	0	/42
E. What this country needs most, more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	1	2	3	4	5	/43
F. No sane, normal, decent person could ever think of hurting a close friend or relative.	6	7	8	9	0	/44
G. Nobody ever learned anything really important except through suffering.	1	2	3	4	5	/45
H. A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.	6	7	8	9	0	/46
I. What youth needs most is strict discipline, rugged determination and the will to work and fight for family and country.	1	2	3	4	5	/47
J. An insult to our honor should always be punished.	6	7	8	9	0	/48
K. Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped or worse.	1	2	3	4	5	/49
L. There is hardly anything lower than a person who does not feel a great love and gratitude and respect for his parents.	6	7	8	9	0	/50

-8-

PLEASE CIRCLE ONE CODE ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
M. Most of our social problems would be solved if we could somehow get rid of the immoral, crooked and feebleminded people.	1	2	3	4	5	/51
N. If people would talk less and work more everybody would be better off.	6	7	8	9	0	/52
O. Homosexuals are hardly better than criminals and ought to be severely punished.	1	2	3	4	5	/53
P. When a person has a problem or worry it is best for him not to think about it, but to keep busy with more cheerful things.	6	7	8	9	0	/54
Q. Nowadays more and more people are prying into matters that should remain personal and private.	1	2	3	4	5	/55
R. The businessman and the manufacturer are much more important to society than the artist and professor.	6	7	8	9	0	/56
S. Some people are born with an urge to jump from high places.	1	2	3	4	5	/57
T. People can be divided into two distinct classes: the weak and the strong.	6	7	8	9	0	/58
U. Some day it will probably be shown that astrology can explain a lot of things.	1	2	3	4	5	/59
V. Wars and social troubles may someday be ended by an earthquake or flood that will destroy the whole world.	6	7	8	9	0	/60
W. No weakness or difficulty can hold us back if we have enough willpower.	1	2	3	4	5	/61
X. It is best to use some military authorities to keep order and prevent chaos.	6	7	8	9	0	/62
Y. Most people don't realize how much our lives are controlled by the plots hatched in secret places.	1	2	3	4	5	/63
Z. Human nature being what it is there will always be war and conflict.	6	7	8	9	0	/64
AA. Familiarity breeds contempt.	1	2	3	4	5	/65

PLEASE CIRCLE ONE CODE ON EACH LINE.

Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
-------------------	-------------------	----------------	----------------------	----------------------	--

BB. Nowadays when so many different kinds of people move around and mix together so much, a person has to protect himself especially carefully against catching an infection or disease from them.

6 7 8 9 0

/66

CC. The wild sex life of the old Greeks and Romans was tame compared to some of the goings-on in this country, even where people might least expect it.

1 2 3 4 5

/67

EVERY FAMILY IS NOT ONLY A WHOLE UNIT, BUT A NUMBER OF TWOSOMES. FOR EACH OF THE FOLLOWING TWOSOMES IN THE FAMILY IN WHICH YOU GREW UP CIRCLE THE CATEGORY WHICH BEST DESCRIBES THE RELATIONSHIP.

28. Mother and Father:	29. Mother and Me:	30. Father and Me:	
1. Very close & intimate.	1.	1.	/68
2. Somewhat close & intimate.	2.	2.	/69
3. Neutral.	3.	3.	/70
4. Somewhat tense & strained.	4.	4.	
5. Very tense and strained.	5.	5.	

PLEASE RATE THE FOLLOWING ITEMS FROM 1 to 4 (WHERE 1 IS HIGHEST OR MOST LIKELY CAUSE AND 4 IS THE LOWEST OR LEAST LIKELY CAUSE).

31. In your opinion, officer dissatisfaction can be attributed to:

- () PERSONAL REASONS
- () FINANCIAL REASONS
- () SPIRITUAL LOSS
- () LACK OF SELF-FULFILLMENT
- () OTHER (PLEASE SPECIFY: _____)

71-74

32. In your opinion, officer loss can be attributed to:

- () PERSONAL REASONS
- () FINANCIAL REASONS
- () SPIRITUAL LOSS
- () LACK OF SELF-FULFILLMENT
- () OTHER (PLEASE SPECIFY: _____)

75-78

FOR THE FOLLOWING TWO ITEMS CIRCLE THE RESPONSE THAT BEST STATES YOUR FEELINGS.

33. Do you feel that you are really a part of your organization?

- Really a part of the organization. 1
- Included in most ways. 2
- Included in some ways, but not in others. 3
- Don't feel I really belong. 4

79

34. If you had a chance to do the same kind of work for the same pay, in another organization, how would you feel about moving?

- Would want very much to move. 1
- Would rather move than stay where I am. 2
- Would make no difference to me. 3
- Would rather stay where I am than move. 4
- Would want very much to stay where I am. 5

80

35. THE FOLLOWING SECTION CONTAINS STATEMENTS ABOUT THE ARMY, ITS OFFICERS AND THE RELATIONSHIP BETWEEN THEM. PLEASE INDICATE YOUR OPINION BY CIRCLING THE CODE REPRESENTING THE DEGREE OF YOUR AGREEMENT OR DISAGREEMENT WITH EACH ITEM. REMEMBER, THERE ARE NO RIGHT OR WRONG ANSWERS, JUST OPINIONS.

BEGIN
DECK
03

PLEASE CIRCLE ONE CODE ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
A. The officer-wife is often frustrated by not having a specific area of responsibility or appointment.	1	2	3	4	5	/04
B. Officer appointments should be mutually agreed on prior to public announcement.	6	7	8	9	0	/05
C. Adequate personal counseling for officers is readily available.	1	2	3	4	5	/06
D. Personal finances is often the cause of officer dissatisfaction.	6	7	8	9	0	/07
E. Limited preparation for the enormous responsibility of appointments is discouraging.	1	2	3	4	5	/08
F. Administrative suppression prevents me from expressing my zeal for the salvation of others.	6	7	8	9	0	/09
G. The quasi-military style of S.A. government prevents me from expressing my zeal for the salvation of others.	1	2	3	4	5	/10
H. An officer should be able to express himself intellectually even when it is in apparent disagreement with existing theological interpretation.	6	7	8	9	0	/11
I. Hiring of former officers by the S.A. should be encouraged.	1	2	3	4	5	/12
J. Considering all financial benefits available to an officer, I am satisfied.	6	7	8	9	0	/13

-11-

PLEASE CIRCLE ONE CODE ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
K. There are adequate opportunities for officers to <u>choose</u> a specific field of work.	1	2	3	4	5	/14
L. Army policy is correct and should be strictly adhered to.	6	7	8	9	0	/15
M. The primary role of a D.C. is that of bishop.	1	2	3	4	5	/16
N. The primary role of a D.C. is that of administrator.	6	7	8	9	0	/17
O. A college education would reduce the feeling of inadequacy for most officers.	1	2	3	4	5	/18
P. Grievance procedures are fairly set up.	6	7	8	9	0	/19
Q. Grievance procedures are utilized by officers.	1	2	3	4	5	/20
R. Opportunities for women to advance in their S.A. career in my territory are limited.	6	7	8	9	0	/21

36. ASSUME YOU WERE OFFERED A POSITION NOT IN THE MINISTRY. WOULD YOU LEAVE YOUR PRESENT POSITION UNDER ANY OF THE FOLLOWING CONDITIONS? PLEASE CIRCLE ONE CODE ON EACH LINE.

	Yes Definitely	Un- certain	No Definitely Not	
A. With no increase in pay.	1	2	3	/22
B. With a slight increase in pay.	4	5	6	/23
C. With a large increase in pay.	7	8	9	/24
D. With no increase in job freedom.	1	2	3	/25
E. With a slight increase in job freedom.	4	5	6	/26
F. With a large increase in job freedom.	7	8	9	/27
G. With no increase in status.	1	2	3	/28
H. With a slight increase in status.	4	5	6	/29
I. With a large increase in status.	7	8	9	/30
J. With no increase in friendliness of co-workers.	1	2	3	/31
K. With a slight increase in friendliness of co-workers.	4	5	6	/32
L. With a great increase in friendliness of co-workers.	7	8	9	/33

-12-

37. ASSUME YOU WERE OFFERED A MINISTERIAL POSITION IN ANOTHER ORGANIZATION. WOULD YOU LEAVE YOUR PRESENT EMPLOYER (THE S.A.) UNDER ANY OF THE FOLLOWING CONDITIONS. PLEASE CIRCLE ONE CODE FOR EACH LINE.

	Yes Definitely	Uncertain	No Definitely Not	
A. With no increase in pay.	1	2	3	/34
B. With a slight increase in pay.	4	5	6	/35
C. With a large increase in pay.	7	8	9	/36
D. With no increase in job freedom.	1	2	3	/37
E. With a slight increase in job freedom.	4	5	6	/38
F. With a large increase in job freedom.	7	8	9	/39
G. With no increase in status.	1	2	3	/40
H. With a slight increase in status.	4	5	6	/41
I. With a large increase in status.	7	8	9	/42
J. With no increase in friendliness of co-workers.	1	2	3	/43
K. With a slight increase in friendliness of co-workers.	4	5	6	/44
L. With a great increase in friendliness of co-workers.	7	8	9	/45

38. BELOW ARE SOME STATEMENTS ABOUT VARIOUS ISSUES, WITH WHICH SOME PEOPLE AGREE AND OTHERS DISAGREE. PLEASE GIVE US YOUR OWN OPINION ABOUT THESE ITEMS, THAT IS, WHETHER YOU AGREE OR DISAGREE WITH THE ITEMS AS THEY STAND. REMEMBER, THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY OPINIONS.

CIRCLE ONE NUMBER ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
1. Sometimes I feel all alone in the world.	1	2	3	4	5	/46
2. I worry about the future facing today's children.	6	7	8	9	0	/47
3. I don't get invited out by friends as often as I'd really like.	1	2	3	4	5	/48
4. The end often justifies the means.	6	7	8	9	0	/49
5. Most people today seldom feel lonely.	1	2	3	4	5	/50
6. Sometimes I have the feeling other people are using me.	6	7	8	9	0	/51
7. People's ideas change so much that I wonder if we'll ever have anything to depend on.	1	2	3	4	5	/52
8. Real friends are as easy as ever to find.	6	7	8	9	0	/53
9. It is frightening to be responsible for the development of a little child.	1	2	3	4	5	/54

PLEASE CIRCLE ONE CODE ON EACH LINE. -13-

	AGREE STRONGLY	AGREE SOMEWHAT	UN- CERTAIN	DISAGREE SOMEWHAT	DISAGREE STRONGLY	
10. Everything is relative and there just aren't any definite rules to live by.	6	7	8	9	0	/55
11. One can always find friends if he shows himself friendly.	1	2	3	4	5	/56
12. I often wonder what the meaning of life really is.	6	7	8	9	0	/57
13. There is little or nothing I can do towards preventing a major "shooting war".	1	2	3	4	5	/58
14. The world in which we live is basically a friendly place.	6	7	8	9	0	/59
15. There are so many decisions that have to be made today that sometimes I could just "blow up".	1	2	3	4	5	/60
16. The only thing one can be sure of today is that he can be sure of nothing.	6	7	8	9	0	/61
17. There are few dependable ties between people any more.	1	2	3	4	5	/62
18. There is little chance for promotion on the job unless a man gets a break.	6	7	8	9	0	/63
19. With so many religions abroad, one doesn't really know which to believe.	1	2	3	4	5	/64
20. We're so regimented today that there's not much room for choice even in personal matters.	6	7	8	9	0	/65
21. We are just so many cogs in the machinery of life.	1	2	3	4	5	/66
22. People are just naturally friendly and helpful.	6	7	8	9	0	/67
23. The future looks very dismal.	1	2	3	4	5	/68
24. I don't get to visit friends as often as I'd really like.	6	7	8	9	0	/69
25. I believe the world will come to an end according to the will of God.	1	2	3	4	5	/70
26. It is necessary for a person to repent before God will forgive his sins.	6	7	8	9	0	/71
27. God has acted and continues to act in the history of mankind.	1	2	3	4	5	/72
28. The Bible is God's word and <u>all</u> it says is true.	6	7	8	9	0	/73

-14-

PLEASE CIRCLE ONE CODE ON EACH LINE.

	AGREE STRONGLY	AGREE SOMEWHAT	UN- CERTAIN	DISAGREE SOMEWHAT	DISAGREE STRONGLY	
29. The Genesis account of creation is literally true history.	1	2	3	4	5	/74
30. I believe the report of the miracles in the Bible; that is, they occurred through a setting aside of natural laws by a higher power.	6	7	8	9	0	/75
31. Religious truth is higher than any other form of truth.	1	2	3	4	5	/76
32. It is possible for an individual to develop a well-rounded religious life apart from the institutional church.	6	7	8	9	0	/77
33. Prayer is a regular part of my life.	1	2	3	4	5	/78
34. I pray primarily in times of stress and/or need, but not much otherwise.	6	7	8	9	0	/79
35. Prayer is restricted pretty much to formal worship services.	1	2	3	4	5	/80
36. Religious commitment gives life a certain purpose which it could not otherwise have.	6	7	8	9	0	BEGIN DECK 04 /04
37. I frequently experience a feeling of closeness to the divine.	1	2	3	4	5	/05
38. Religion offers a sense of security in the face of death which is not otherwise possible.	6	7	8	9	0	/06
39. Religion provides the individual with an interpretation of his existence which could not be discovered by reason alone.	1	2	3	4	5	/07
40. Faith is essential to one's religious life.	6	7	8	9	0	/08
41. Non-essential business should not be open on the sabbath.	1	2	3	4	5	/09
42. Jesus is the Divine Son of God and I have no doubts about it.	6	7	8	9	0	/10
43. The devil actually exists.	1	2	3	4	5	/11
44. I know God really exists and I have no doubts about it.	6	7	8	9	0	/12
45. I have often had feelings of being tempted by the devil.	1	2	3	4	5	/13
46. I sometimes have a feeling of being punished by God for something I've done.	6	7	8	9	0	/14

-15-

PLEASE CIRCLE ONE CODE ON EACH LINE.

	AGREE STRONGLY	AGREE SOMEWHAT	UN- CERTAIN	DISAGREE SOMEWHAT	DISAGREE STRONGLY	
47. I am certain of a sense of being saved in Christ.	1	2	3	4	5	/15
48. HOW MUCH TIME DURING A WEEK WOULD YOU SAY YOU SPEND READING THE BIBLE OR OTHER RELIGIOUS LITERATURE? _____ HOURS.						16-17
39. HOW DO YOU FEEL THE ARMY COMPARES WITH OTHER SIMILAR ORGANIZATIONS ON EACH OF THE FOLLOWING POINTS?						
	BETTER THAN MOST		ABOUT THE SAME	NOT AS GOOD AS MOST		
A. The way the officers get along.	1	2	3			/18
B. The way officers stick together.	4	5	6			/19
C. The way officers help each other.	7	8	9			/20
40. PLEASE CIRCLE ONE CODE ON EACH LINE.						
	AGREE STRONGLY	AGREE SOMEWHAT	UN- CERTAIN	DISAGREE SOMEWHAT	DISAGREE STRONGLY	
A. Other professions are actually more vital to society than mine.	1	2	3	4	5	/21
B. I think that my profession, more than any other is essential for society.	6	7	8	9	0	/22
C. My fellow officers have a pretty good idea about each other's competence.	1	2	3	4	5	/23
D. People in this profession have a real calling for their work.	6	7	8	9	0	/24
E. I make my own decisions in regard to what is to be done in my work.	1	2	3	4	5	/25
F. The importance of my profession is sometimes overstated.	6	7	8	9	0	/26
G. A problem in this profession is that no one really knows what his fellow officers are doing.	1	2	3	4	5	/27
H. The dedication of people in this field is most gratifying.	6	7	8	9	0	/28
I. I don't have much opportunity to exercise my own judgement.	1	2	3	4	5	/29
J. If ever an occupation was indispensable, it is this one.	6	7	8	9	0	/30
K. We really have no way of judging each other's competence.	1	2	3	4	5	/31
L. It is encouraging to see the high level of idealism which is maintained by people in this field.	6	7	8	9	0	/32

PLEASE CIRCLE ONE CODE ON EACH LINE.

	Agree Strongly	Agree Somewhat	Un- certain	Disagree Somewhat	Disagree Strongly	
M. My own decisions are subject to review	1	2	3	4	5	/33
N. There is not much opportunity to judge how another officer does his or her work.	6	7	8	9	0	/34
O. Most people would stay in the work even if their incomes were reduced.	1	2	3	4	5	/35
P. I am my own boss in almost every work related situation.	6	7	8	9	0	/36
Q. Most of my decisions are reviewed by other people.	1	2	3	4	5	/37

DO NOT WRITE IN THIS COLUMN

41. WHICH OF THE FOLLOWING DO YOU FAVOR OR BELIEVE IN? (CIRCLE 'YES' OR 'NO'. IF ABSOLUTELY UNCERTAIN, CIRCLE '?'. THERE ARE NO RIGHT OR WRONG ANSWERS; DO NOT DISCUSS; JUST GIVE YOUR FIRST REACTION. ANSWER ALL ITEMS.)

BEGIN DECK 05

/04	1. Death Penalty	Yes ? No	26. Computer music	Yes ? No	/29
/05	2. Theory of Evolution	Yes ? No	27. Chastity	Yes ? No	/30
/06	3. School Dress Codes	Yes ? No	28. Fluoridation	Yes ? No	/31
/07	4. Striptease Shows	Yes ? No	29. Balanced Budget	Yes ? No	/32
/08	5. Sabbath Observance	Yes ? No	30. Women judges	Yes ? No	/33
/09	6. Hippies	Yes ? No	31. Conservative Clothing	Yes ? No	/34
/10	7. Patriotism	Yes ? No	32. Teenage Drivers	Yes ? No	/35
/11	8. Modern art	Yes ? No	33. Segregation	Yes ? No	/36
/12	9. Self-denial	Yes ? No	34. Nudist camps	Yes ? No	/37
/13	10. Working mothers	Yes ? No	35. Church authority	Yes ? No	/38
/14	11. Horoscopes	Yes ? No	36. Disarmament	Yes ? No	/39
/15	12. Birth control	Yes ? No	37. Censorship	Yes ? No	/40
/16	13. Military Drill	Yes ? No	38. White lies	Yes ? No	/41
/17	14. Co-education	Yes ? No	39. Corporal punishment	Yes ? No	/42
/18	15. Divine law	Yes ? No	40. Mixed Marriage	Yes ? No	/43
/19	16. Socialism	Yes ? No	41. Strict rules	Yes ? No	/44
/20	17. White superiority	Yes ? No	42. Jazz	Yes ? No	/45
/21	18. Cousin marriage	Yes ? No	43. Straightjackets	Yes ? No	/46
/22	19. Moral training	Yes ? No	44. Casual living	Yes ? No	/47
/23	20. Suicide	Yes ? No	45. Learning Latin	Yes ? No	/48
/24	21. Chaperones	Yes ? No	46. Divorce	Yes ? No	/49
/25	22. Legalized abortion	Yes ? No	47. Inborn conscience	Yes ? No	/50
/26	23. Overseas intervention	Yes ? No	48. Integration	Yes ? No	/51
/27	24. Student Pranks	Yes ? No	49. Bible truth	Yes ? No	/52
/28	25. Government regulation	Yes ? No	50. Pajama parties	Yes ? No	/53

42. How well would you say your training school experience prepared you to do the major duties of your work? CIRCLE ONE CODE.

Very well	1	
Moderately well	2	
So-so	3	
Not very well	4	/54
Very badly	5	

43. To what extent do you feel you are utilizing your important skills and abilities in your present assignment? CIRCLE ONE CODE.

- Not at all. 1
- Comparatively little. 2
- To some degree. 3
- Fairly much 4
- A great deal. 5

59

44. A. Considering all your duties, how long do you consider your average work day to be? (Think of your work day as that amount of time that you are actually engaged in various duties; do not include leisure time spent in personal matters). _____ HOURS

60-61

B. How many days a week do you usually work for that number of hours?

_____ DAYS

62

45. Think of the pay you get now, including the arrangements made for your living expenses. How well does each of the following words or items describe your present pay arrangement? In the blank beside each item put . . .

- Y if it describes your pay
- N if it does NOT describe it
- ? if you cannot decide.

(62) Income adequate for normal expenses. (63) Barely live on income.

(64) Income provides luxuries. (65) Less than I deserve.

(66) Bad. (67) Highly paid. (68) Underpaid.

46. Think of the opportunities for promotion that you have now. How well does each of the following words or items describe these? In the blank beside each item put . . .

- Y if it describes your opportunities
- N if it does NOT describe them
- ? if you cannot decide

(69) Good opportunity for advancement. (70) Opportunity somewhat limited.

(71) Promotion on ability (72) Dead end assignment.

(73) Infrequent promotions. (74) Regular promotions.

(75) Good chance. (76) Unfair promotion policy.

(77) Fairly good chance for promotion.

47. Thinking of all the people (including relatives) whom you consider really close friends--people you feel free to talk with about personal things--would you say you have many, a few, or no such friends? CIRCLE ONE CODE.

- Many 1
- A few. 2
- None 3

78

48. Of your good friends, how many are officers? Indicate _____

79

49. A number of officers today are facing the decision of whether they should remain officers. Have any of your friends left the work since the beginning of 1971? CIRCLE ONE CODE.
- Yes (ANSWER A & B) 1
 No (Go to Q. 50) 2

A. How many? _____ officer-friends have left.

- B. Did a friend's leaving cause you to re-think your status as an officer? CIRCLE ONE CODE.
- Yes, a great deal 1
 Yes, somewhat 2
 No, not much 3
 No, not at all. 4

50. Which of the following statements most clearly reflects your feelings about your future as an officer? CIRCLE ONE CODE.

- I definitely will not leave (ANSWER Q. 51 A) 1
 I probably will not leave (ANSWER Q. 51 A) 2
 I am uncertain about my future (ANSWER Q. 51 A & B) 3
 I will probably leave (ANSWER Q. 51 A & B) 4
 I have definitely decided to leave (ANSWER Q. 51 A & B) 5

51. There are many reasons given for leaving the work.

A. Which of the following do you think applies to officers in general who leave, and which to your friends who have left? In Column A, PLEASE MARK TWO OF THE REASONS IN ORDER OF IMPORTANCE: PLACE "1" NEXT TO THE MOST IMPORTANT AND "2" NEXT TO THE SECOND MOST IMPORTANT REASON.

B. IF UNCERTAIN, PROBABLE, OR DEFINITE: Which two of the following do you think would apply to yourself? IN COLUMN B, PLEASE MARK TWO OF THE REASONS IN ORDER OF IMPORTANCE AS YOU DID FOR A ABOVE.

	A.	B.
	Officers in general who leave	Myself, if I were to leave
1. Bad relations with superiors	_____	_____
2. Desire to marry	_____	_____
3. Personal development and growth	_____	_____
4. Marital problems	_____	_____
5. No longer believe it is one's calling	_____	_____
6. Attracted to other work	_____	_____
7. Can no longer live within the structure of the S.A. as an officer	_____	_____
8. Emotional problems make a change necessary	_____	_____
9. Conflict with soldiers or locals	_____	_____
10. No longer get the satisfaction there used to be from being an officer	_____	_____
11. No longer agree with some of the ethical and moral teachings of the Army	_____	_____
12. Talents not being used sufficiently	_____	_____
13. No longer agree with some of the theological teachings of the Army	_____	_____
14. The Army is not facing the relevant questions of the day	_____	_____
15. The work of an officer seems irrelevant	_____	_____
16. Other (SPECIFY)	_____	_____

BEGIN DECK '06

04

05-06

07

08

09-12

52. Taking things all together, how would you say things are these days--would you say you're very happy, pretty happy, or not too happy? CIRCLE ONE CODE.

Very happy.	1	
Pretty happy.	2	
Not too happy.	3	13

53. Compared with your life today, how were things four or five years ago--were things happier for you then, not quite as happy, or what? CIRCLE ONE CODE.

Happier.	1	
Not quite as happy.	2	
About the same.	3	14
Other (SPECIFY).	4	

54. What was the highest grade in school completed by your mother and father? PLEASE INDICATE.

Mother _____	
Father _____	15

55. FOR EACH OF THE FOLLOWING RELATIONSHIPS IN YOUR PRESENT FAMILY (IF YOU ARE MARRIED) CIRCLE THE NUMBER CORRESPONDING TO THE PHRASE WHICH BEST DESCRIBES THE RELATIONSHIP.

A. MY SPOUSE AND ME	B. MY CHILDREN AND ME	
1. Very close & intimate.	1	
2. Somewhat close & intimate.	2	
3. Neutral.	3	18
4. Somewhat tense & strained.	4	
5. Very tense & strained.	5	

17

56. FOR EACH OF THE FOLLOWING WORK-RELATED RELATIONSHIPS CIRCLE THE NUMBER CORRESPONDING TO THE WORD OR PHRASE WHICH BEST DESCRIBES THE RELATIONSHIP.

	Very Cordial	Neutral	Very tense and strained	
A. Your fellow officers	1	2	3	/19
B. Your superiors	4	5	6	/20
C. Soldiers	7	8	9	/21
D. Local officers	1	2	3	/22
E. Advisory Board	4	5	6	/23
F. Employees	7	8	9	/24
G. Funding agencies	1	2	3	/25

57. How much do you feel a need for the following during the coming year? CIRCLE ONE CODE IN EACH ROW CORRESPONDING TO THE DEGREE OF NEED YOU FEEL.

	Do not need				Need very much		
A. Training in how to plan and evaluate the Army's work.	1	2	3	4	5	6	/26
B. Preparation for another occupation.	1	2	3	4	5	6	/27
C. Time to reflect on and evaluate the direction of my life.	1	2	3	4	5	6	/28
D. Training in ministerial skills.	1	2	3	4	5	6	/29
E. Updating in biblical, theological and related skills.	1	2	3	4	5	6	/30
F. Other (SPECIFY _____)				4	5	6	/31

58. Think of the professional men you know--for example, doctors, dentists, scientists. How do you think you as an officer compare to them in regard to the following attributes? CIRCLE ONE CODE ON EACH LINE.

	I have more	I have about the same	I have less	I have much less	Don't Know	
A. Depth of knowledge and skill.	1	2	3	4	5	/32
B. Autonomy to make decisions.	6	7	8	9	0	/33
C. Responsibility for an undertaking.	1	2	3	4	5	/34
D. Commitment to serving the needs of people.	6	7	8	9	0	/35

59. Which of the following statements best represents Army policy concerning the teaching and practice of glossolalia (speaking in tongues) and the charismatic movement?	Strongly supports.	1	/36
	Supports.	2	
	Neutral	3	
	Opposes	4	
	Strongly opposes.	5	

60. What is your personal feeling about glossolalia? CIRCLE ONE CODE.	Strongly support.	1	/37
	Support	2	
	Neutral	3	
	Oppose	4	
	Strongly oppose	5	

61. What is your personal feeling about C.O.F. (Concerned Officers' Fellowship) and similar groups. CIRCLE ONE CODE.	Strongly support.	1	/38
	Support	2	
	Neutral	3	
	Oppose	4	
	Strongly oppose	5	

62. What is your personal feeling about government funding of Army projects or Army participation in government funded activities. CIRCLE ONE CODE.	Strongly support.	1	/39
	Support	2	
	Neutral	3	
	Oppose	4	
	Strongly oppose	5	

63. Think of your experience in the Salvation Army School for Officers' Training.

A. What areas of instruction would you add to the curriculum? (INDICATE)

B. What areas of instruction would you delete?(INDICATE)

64. What was your initial contact with the Salvation Army? _____

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65. *This questionnaire has touched upon many aspects of officership. It has covered a number of crucial issues, but surely not all of them. You may have an observation or insight concerning an area that was omitted or insufficiently highlighted. If so, please use as much of the remaining space as you need to describe it.*

THANK YOU!

Appendix D
THE FOLLOWUP LETTER



COLLEGE OF ARTS AND SCIENCES

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DEPARTMENT OF SOCIOLOGY (703) 552-2131

August 1976

Dear Officer:

About two weeks ago a questionnaire for the NATIONAL SALVATION ARMY OFFICER SURVEY was sent to you by mail. Perhaps you have not had time to complete it and are planning to do so in the near future. If so, let me thank you for your cooperation and remind you of the importance of your participation to the completeness of the study. Because officers have been selected for participation on the basis of a scientific sampling technique a complete and accurate picture of the Salvation Army officer in the United States is dependent on maximum participation of those selected.

If the questionnaire arrived while you were away on vacation we trust you had an enjoyable and restful time and will complete the Survey as soon as possible. You might be interested to note that many officers who have completed the questionnaire have found it personally useful and illuminating.

Thank you again for your cooperation.

Sincerely,

A. L. Nieves
Project Director

Appendix E

SALVATION ARMY ACTIVITIES

The terminology used in the list of activities are well known to those active in the Salvation Army. Since they are likely to be unfamiliar to the reader, a brief description follows:

1. To be "dedicated in the S.A." is ritually equivalent to infant baptism in other churches. Since water baptism is not practiced, parents are in effect "dedicating" their new infant to God and Army. The ceremony is public and usually takes place under the "Army Flag".

2. The status of Junior Soldier is available to youngsters who have gone through a preparation class on religious belief and organizational history, are at least six years old but less than fourteen. It is first membership in the "church" and is somewhat similar to first holy communion". (Communion like Baptism, is also not practiced as a regular part of S.A. procedures).

3. Senior Soldier. Equivalent to full adult church membership and usually attainable at a minimum age of 14 to 16. A senior soldier preparation course is usually a requirement. As was the case with dedication, enrollment as

a junior soldier and a senior soldier, both take place "under the flag" in a public ceremony.

4. Corps Cadets. In the Corps Cadet Brigade the process of anticipatory socialization to an officer or senior lay role begins in earnest. The Corps Cadet program involves the young person in a five year program of study. After three years as a "lower grade corps cadet he or she is promoted to the status of higher grade corps cadet for an additional two years of study. Formal lessons are submitted, graded and returned. At completion the successful corps cadet is "graduated". As a graduate corps cadet the individual is entitled to a small scholarship should he later enter the School for Officers' Training.

5. An F.O.F. Member. As a member of the Future Officers' Fellowship the young person has made a public declaration of a desire to become an officer. He/she will usually be awarded a pin and certificate. Other benefits involve specially set aside programs at Y.P. councils (a youth retreat usually held annually).

6. Torchbearer. Torchbearers is a young people's club or group that meets regularly in Corps where large enough youth groups exist. It functions both as a social and a religious group. Youth need not be Salvationists to parti-

cipate. It does serve as a vehicle for introducing outsiders to the organization, thus serving as a recruiting mechanism.

7 - 10. Bandsmen and songsters are members of the Corps brass band or songster brigade, respectively. The songster brigade is the Army equivalent of a church choir. Young people's (Y.P.) and Senior divisions exist in larger corps where there are sufficient members to fill both categories. The Y.P. groups serve as training grounds for later participation in the senior categories.

11. Company Guard (C.G.) is the Army equivalent of a Sunday School teacher.

12. Y.P.S.M. The Young People's Sergeant Major is the Sunday School Superintendant and the lay person most responsible, under the direction of the Corps officer, for youth programs in the local corps. 13. The C.S.M. or Corps Sergeant Major is the senior lay leader in the local unit and might be considered similar to an elder in some protestant denominations.

14. A timbrelist is a person who plays a tambourine in an organized Timbrel Brigade. The brigade will usually perform in precision drills accompanied by music, preferably

from a live band, but sometimes from recorded sources. Most timbrel brigades are made up entirely of women.

15 - 16. Girl Guards and Sunbeams are similar to Girl Scouts and Brownies, respectively. Girls need not be Salvationists to participate and this again serves as a mechanism for recruitment.

17. Y.P.L. or Young People's Legion is a youth group not dissimilar to Torchbearers, but is less social and more religious in its emphasis. It gives young persons, especially Corps Cadets and FOP members the opportunity to lead meetings, sing, preach and pray in public, and otherwise serves as a training ground for role acquisition.

18. Home League. This is the equivalent of the "Ladies Sewing Circle" in some church groups.

19 - 20. Corps Treasurer and Corps Secretary are lay positions that serve to assist the corps officer in minimal financial functions and a statistics keeping role, respectively.

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the scanned document**

CAREER COMMITMENT IN AN ORGANIZATIONAL SETTING

by

Alvaro Lezcano Nieves

(ABSTRACT)

This dissertation investigates the determinants of career commitment in an organizational setting. It utilizes the results of a mailed survey sent to a sample of Salvation Army officers in the United States. A major portion of the work involves the examination of the commitment concept as a dependent variable. The emphasis is on social psychological predictors with a view to developing a predictive model suitable for screening and applicant evaluation. A path analytic strategy is employed to analyze the multivariate relationships. Included in the analysis is the decomposition of the effect of the predictors on the commitment variable. A reduced model emerges from the preliminary analysis and is itself subjected to analytic scrutiny.