

A STUDY OF AUTHORITARIANISM OF FACULTY AND  
STUDENTS AND OF STUDENT MORALE IN A  
SCHOOL OF NURSING

by

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CHAPTER I

A STUDY OF AUTHORITARIANISM OF FACULTY AND  
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SCHOOL OF NURSING

Introduction to the Problem

The philosophy of nursing education today is based on the belief that learning takes place best in a democratic atmosphere. Much published material indicates a general belief among nurses that there are discrepancies between the democratic principles advocated and generally stated in school catalogs and the actual practice of these principles. Reider states,

It is my belief that this authoritarian attitude in itself is a single most important factor, in its attempted enforcement of ideals, in lowering the dignity and spiritual elements in the nursing profession. (24)

Many reasons are stated for this alleged authoritarianism in nursing. Some believe it is perpetuated by the educational pattern of nursing and the hierarchial structure of nursing in the hospitals. (7) Despite this general acceptance of authoritarianism in nursing education, no report can be found that substantiates nursing faculties as being authoritarian or not being authoritarian.

The student in the professional school of nursing is usually between eighteen and thirty-five years of age; most of the students are in the age group of eighteen to twenty-four and are considered to be late adolescents or young adults.

In our society, the late adolescent or young adult period is characterized by the dependency-independency struggle. The adolescent is reluctant to relinquish her dependency and to leave the state of childhood and the security it affords, but to achieve an adult form of adjustment, it is necessary to relinquish this dependency. Wyatt says of nursing education, "The situation helps bring conflict to a pitch and prolongs the making of an adult form of adjustment."<sup>(30)</sup> Mereness says nursing has organized an "educational experience which produces more anxiety than any other experience an adolescent girl could choose."<sup>(20)</sup> Among the cultural inconsistencies, referred to by Blos,<sup>(3)</sup> can be noted the continuing conflict between autocracy and democracy and its effect upon maturing young people. He states, "adolescents resent adult authoritarianism." It would appear, if the aforesaid allegations are true in nursing education, there would be an effect upon the morale of the students.

### The Problem

Pollack et al<sup>(23)</sup> identified the relationship between

"authoritarian and democratic organization and morale" as one area of needed research in nursing. The identification of this area for research was based on the opinion of nurses that it was needed to "promote the interest of their profession and of their patients."

With the belief that nursing education as it exists today sets the mold of nursing service of tomorrow, a study of authoritarianism and morale among the persons constituting a school of nursing was undertaken. Authoritarianism, as measured by the F scale,<sup>(1)</sup> was ascertained for the full time faculty and the students of all three classes within the selected diploma school of nursing. Students of all three classes were given Goldman's instrument, A Study of Group Morale, to determine the group morale.<sup>(12)</sup>

This study was planned to answer the following questions.

1. Is the student's morale related to her own degree of authoritarianism?
2. Is there a difference in the morale of the three student classes within the school?
3. Is there a difference in authoritarianism of the three student classes within the school?
4. Do the faculty group and the student groups vary in authoritarianism?

To seek the answers to these questions the following null hypotheses have been formulated.

- I. There would not be a significant correlation between the student's

morale and her own degree of authoritarianism.

- II. There would not be a significant difference in the morale of the three student classes within the school.
- III. There would be no significant difference in authoritarianism of the three classes within the school.
- IV. There would be no significant difference in the degree of authoritarianism of the faculty and the students.

In addition, this study would answer whether the faculty and the student groups tended toward democratic or authoritarian beliefs.

#### Limitations of the Study

1. This study is limited to 14 full time faculty members and 158 students of one selected diploma school of nursing.
2. It is confined to data on authoritarianism as measured by the F scale<sup>(1)</sup> and group morale as measured by Bernard Goldman's Study of Group Morale.<sup>(12)</sup>
3. The time involved in the data collection of this study was limited to one designated date at the school rather than multiple tests given at various times.
4. The sample groups of students and faculty were the number available in the school on the designated date of data collection. Since these groups are only samples of the universe, this study embodies the limitation of chance sampling.

### Definitions

For the purposes of this study the following definitions are used:

1. authoritarianism - advocacy of the upholding of authority against personal freedom. <sup>(29)</sup>
2. group morale - degree of cohesiveness of the group <sup>(22)</sup> or mental state of the group; <sup>(16)</sup> degree of attractiveness the group holds for its individual members.
3. diploma school - nursing school that is conducted by a hospital with a program of study leading to a diploma in nursing.

### Assumptions

For the purpose of this study it is assumed that:

1. Authoritarianism and group morale are identifiable and measurable.
2. The tests used in this study are valid for measuring authoritarianism and group morale respectively.
3. The student sample and the faculty sample are representative of their total groups respectively in the setting studied.
4. Individuals, in whom authority is vested, necessarily have to exercise this authority, but exercising this authority to an extreme is authoritarianism.

### Importance of the Problem

Morale is generally recognized as one of the vital factors in the success of any enterprise involving people. Any information about the vital components attributing to the group's attractiveness to its own members is extremely important. This type of study would have definite implications in the evaluation of the guidance programs, the curriculum, and the degree to which the students have control over their own lives such as by self government. This study and others of this nature may shed light on the large number of students who leave nursing each year with the stated reason of "dislike of nursing," and may lead to the evaluation of the teaching methods used in nursing schools.

Studies of this nature may well have implications that would be applicable to the hospital school of nursing structure as it exists today.

### Plan for the Study

The steps whereby this study was conducted may be described as follows:

1. Identification of the problem based on review of the literature.
2. Selection of standardized instruments that best measured the elements being studied. A complete description of these

instruments (A Study of Group Morale and the F Scale) will be included in Chapter Three of this study.

3. A diploma school of nursing was selected as the sample for this study for two reasons, namely:
  - a.) diploma schools are the most prevalent type of the various nursing education programs and therefore would possibly be the more representative sample; and
  - b.) there are fewer variables with the students in the diploma school than in the collegiate school of nursing in regard to classes, teachers, and living situation.
4. Permission was obtained to do study in selected school of nursing.
5. The data were collected.
6. The data were compiled and analyzed.
7. The results of the study were recorded and summarized; conclusions were drawn and recommendations made.

#### Overview of Subsequent Chapters

A review of the literature and related studies is presented in Chapter II, including aspects and characteristics of: 1) the late adolescent age group, 2) the authoritarian personality, 3) group morale, and 4) the interaction and/or relationship of the preceding three factors. In Chapter III are an account of the study, the instruments of measurement, the subjects, and the presentation of the results of the statistical methods employed. Chapter IV consists of a summary of the study, conclusions, and recommendations for further study.

## CHAPTER II

### THE REVIEW OF THE LITERATURE

The study is concerned primarily with: (1) the interpersonal attitudes (authoritarian or democratic) of the students and the faculty of a diploma school of nursing, and (2) the group morale of the students.

A school of nursing is a complex organization of social structures and processes, separated in varying degrees from the larger society. Entering the school are students, of great diversity and internal complexity, to be developed in such a way that they will possess qualities that are desired by those who support and operate the school. (26)

A major task of educational research is to discover and to demonstrate the processes by which students change in desired and undesired ways. According to Sanford, (26) three of the key elements in the processes of changes in the student are:

- 1) the students entering the school, each with her unique pattern of potentialities for, and resistance to, change;
- 2) the procedures by which the institution would develop the students; and
- 3) the objectives of the institution stated in terms of the directions of change that are desired.



This chapter will present in detail the first two afore mentioned points.

It is desirable to take a look at the characteristics of the students entering the schools of nursing. As a result of a research project by Zinberg et al,<sup>(32)</sup> in the use of a group approach to nursing education in 1962 many basic facts about the characteristics of the entering students were discovered. The majority of the young women who chose nursing came from a lower-middle and upper-middle socioeconomic background. Most of the students had wanted to be nurses since childhood. Many of the young women had experienced a serious illness either personally or of one of the members of the immediate family. This had a direct influence on their choice of nursing as a career, but there was no evidence to support that the group choosing nursing were exposed to such an episode more frequently than similar groups of college students choosing other professions.<sup>(32)</sup>

Zinberg et al<sup>(32)</sup> state that the entering nursing students in a diploma school of nursing "have little sophistication or intellectual aspirations" but the authors hasten to add that the nursing students are not low intellectual ability as they usually must have above average high school grades to gain acceptance to a nursing school. In the group studied, most of the young women had never been away from home for any significant length of time prior to entrance in the school of nursing.

Nursing students are characteristically in their late adolescence. This is a period of tremendous physiological and psychological stress according to Ausubel,<sup>(2)</sup> Fedder<sup>(18)</sup> and others. These authorities state that the adolescent's greatest problem is the relinquishing of the dependency on the family. The entering students' mastery of essential primitive and childlike needs are still not complete and dependency on the family is great.<sup>(32)</sup>

Mereness<sup>(20)</sup> states the nursing student finds in the nursing school the same family situation which she wants to escape and to which she wants to cling. She finds the restraining rules to which she was so hostile in the home situation.<sup>(20)</sup> "Although rules in the nursing school have been eased considerably in the last ten years, they are still more strict than in a college atmosphere."<sup>(32)</sup> From the day they entered the school of nursing, the students were in more constant and intimate contact with each other than is true of a college dormitory. They often lived in a dormitory that houses only student nurses, and many times the dormitory is the same building in which the classrooms are located. The students all sleep in the same dwelling, eat their meals together, and attend the same courses with the members of their particular class. Wyatt describes nursing as a total living situation as follows:<sup>(30)</sup>

The job of the nurse is largely confined to institutions, hence the patterns of living make for experiences

markedly different from say, that of a social worker or college student. In determining contacts, attitudes, and leisure the institutional factors must influence the way in which an individual lives.

In schools of nursing, there are a touch of asceticism and of the convent from which nursing came. (30)

Triggs and Bigelow<sup>(28)</sup> found that one of the more common suggestions from the University of Minnesota student nurses was that the dormitory be planned in such a way that the student nurses might choose to live among students of other disciplines.

Rosenberg and Fuller<sup>(25)</sup> concluded as a result of group seminars of student nurses that the "most pressing and general problem was the impact of the early nursing experience on the normal development of the adolescent's awareness of sex." They pointed out that normal sexual development retains some of its homosexual character until late adolescence when it is channeled into the adult adjustment of heterosexuality. The student nurses, within the first six months of their education are asked to bathe men and women of all ages. In addition, the students find themselves in a predominantly female profession with little chance to meet eligible men. There exist many taboos of class structure in the hospital hierarchy. A student may meet much ridicule for dating an orderly for example, because of his lower status in the hospital hierarchy. One complaint voiced by the University of Minnesota student nurses was the lack of opportunity to "meet desirable men whom one might care to date."<sup>(28)</sup>

Lloyd-Jones and Fedder <sup>(18)</sup> state the heterosexual adjustment should have taken place by the time an individual is twenty years old. This would be more difficult in the diploma nursing school situation where the opportunity to meet and mix with men socially is at best very limited.

Another problem in the adjustment of the adolescent in nursing, as suggested by Mereness, is the replacing of the siblings in the student's home with the more numerous class members. The student finds that she must compete with all the members of her class for recognition and approval. <sup>(20)</sup>

Student nurses are closely supervised by older women, both on the wards and in the classroom situation. In addition, the dormitories in which they live are supervised by older women. "Submission to older women has important implications for an adolescent girl, especially in view of her attempt to free herself from the domination of mother and to establish herself as an independent person." <sup>(32)</sup> Wyatt states, "in the hierarchial scheme of nursing, seniority alone gives an almost unlimited freedom to upbraid the student, to discipline and restrict her. . . ." <sup>(30)</sup> The mother in the home situation is replaced by many mothers in the school situation. "It is a reflection of their relationship with parents; it is often the case that adolescents repeat a very early struggle with trust versus mistrust of adults." <sup>(9)</sup>

According to Leonard,<sup>(17)</sup> the adolescent is very concerned with her appearance. Personality and appearance are considered part of her total performance in nursing and are often criticized as directly as her proficiency in giving an injection. This happens at a time in her life when her "self" is especially vulnerable so the combination of disappointment, anguish, aggression and fear with which she reacts becomes understandable.<sup>(30)</sup>

The academic demands on student nurses are impressive and, greater in many ways than the demands on college freshman. The requirements are almost completely inflexible. If a young woman does not get the exact passing grade, she fails. Zinberg, et al<sup>(32)</sup> stated there was little room for deviation in academic achievement of the group studied. The academic standards vary with diploma schools but the curriculum usually is more concentrated in the first year than in the last two years and this adds more stress to the already stressful life of the adolescent entering nursing schools. "The most striking finding of the work with freshmen students was the low anxiety threshold manifested in the experimental (psychotherapy) groups."<sup>(31)</sup>

It is very unlikely that nursing education or education of any sort will succeed in finding any procedure by which each student will be brought to a level of scholastic excellence or passionate scholarship. Stern states,<sup>(27)</sup>

What is needed is an understanding of the psychological processes at work in the classroom--the expectations which students bring, and the kind and degree of fulfillment for these expectations which is offered by the instructor.

Zinberg et al state, <sup>(32)</sup>

No instructor or doctor could live up to the expectations of the beginning nursing student. We have a wealth of material to indicate that the girls enter nursing school with an overvalued concept of doctors and nurses as people who help, rescue, succor, or mother.

The researchers found it striking to see the extent to which the students achieve absolute idealization of an instructor and how this ideal can be destroyed by one mistake by the faculty member. This process is characteristic of adolescents, but it seems to differ in the extent to which it is operative. <sup>(32)</sup> This results in disillusionment in their expectations of nursing and nurses. In effect, the doctors and nurses are found to be gods and goddesses with clay feet.

Students enter the school of nursing with specific attitudes toward nursing which the environment of the school may eventually influence. Some attitudes held by the students change during the student's period in school while others remain constant. Ingmire's <sup>(14)</sup> research at the University of California published in 1952, accomplished by means of the interview technique, determined that the first year students had ambivalence towards supervision, enjoyed the majority of the classes, liked the head nurses, and felt nursing was

"an ideal service to mankind." The second year students were found to be highly sensitive, to have feelings of inferiority to other students and graduates, to state that they were often unjustly criticized, to be discouraged about their progress, and to find it harder to study "because of boredom and monotony." Their dissatisfactions were varied but they were most critical of evaluations of their work, of instruction, and of personnel. They expressed the feeling that they did not have adequate time to give good care to the patients. Third year students had even less security in their status as health team members, saying that their work was directed by doctors and they had little responsibility for assisting in planning patient care. The ideals of service to mankind that they held in their first year had been replaced by the conviction that nursing is a job. They complained that lack of time prevented good nursing care and that head nurses were unfair in evaluation.<sup>(14)</sup> Ingmire's study carries the implications of disillusionment with nursing and nurses, also the effect on the morale of the students in the different classes is apparent.

The study by Rosenberg and Fuller<sup>(25)</sup> in 1957, which employed the group therapy approach, revealed differences in areas of greatest concern to the first year student and the third year student. Analysis of the sessions by the researchers showed the main problems of the first year students to be: 1) the almost overwhelming pressure of

work and studies; 2) the added difficulty of the independency-dependency struggle of the adolescent in nursing; and 3) the common major area of adolescent conflict of striving to work through successfully both heterosexual and homosexual drives. The third year students expressed two main stresses, one being the terror of being graduated and leaving the protected role of the student, the other, the fear that the role of the nurse limited them socially, emotionally, sexually, and economically. Socially, they said, the nurse is inadequate, not having received the intellectual and cultural training which would enable her to feel comfortable in a group of college educated women. Emotionally, they stated, the nurse suffers much deprivation. Her personality was narrowed because nursing education had emphasized complete conformity and did not, in fact, allow her to develop initiative and individuality. They complained that the situation afforded no opportunity for catharsis of their own emotions but that they were constantly required to give emotional support to the patient. Sexually, they expressed that the role of nurse appeared to lead them either into a pavilion of women or to marriage and childbearing which their hospital experience had shown was wrought with danger.

The researchers structured their study in an experimental fashion and compared the withdrawal rate of the group who attended the group sessions (pilot class) against those that did not attend



(control class). The withdrawal rate for the pilot class was considerably lower for the three year period being only 23.4 percent compared to 31.6 percent for the control group. None of those who withdrew from the pilot class gave "dislike of nursing" as the reason whereas 36.8 percent of those that withdrew from the control group so stated. It was suggested by the researchers the lower withdrawal of the pilot class may have been attributed to the direct effect of the seminars on the students and its indirect effect on the faculty. (25)

Fox et al<sup>(11)</sup> conducted a study of 2,895 nursing students, representing 87 percent of the total enrollment of 23 schools, in an attempt to identify correlates of satisfaction and stress with nursing school experience. The study included 58 general aspects concerned with the student's life; consisting of five concerned with social life, eleven with general aspects of academic experience and thirty-six with major aspects of clinical nursing. One very high rank order correlation was .86 between stress of current year in school and the student's "emotional state." Five other areas of high correlation to stress of the current year in school were: 1) coordination of class and clinical schedules; 2) level of ability expected of the student by the clinical instructor; 3) current feelings about nursing as a profession; 4) working relationships in the hospital; and 5) school rules and policies. A major role in the student's reaction to nursing school

appeared to be played by her emotional state, by her feeling about nursing as a profession, by her relationships with faculty, by school rules, by the nature of the assignments and studying requirements, by the grades received and by coordination of class and clinical schedules.<sup>(11)</sup>

The effect of nursing education on attitudes was the subject of the research by Eron published in 1955, under the title "The Effect of Nursing Education Upon Attitudes."<sup>(10)</sup> He compared the changes of attitudes of nursing and medical students. The nursing subjects involved in the study were 121 student nurses at the University of Washington and Yale University plus 13 graduate students, who were currently enrolled for a master's degree at the University of Washington. Yale University required a bachelor's degree from an accredited college for admission to the school and granted a master's degree upon completion. Eron administered scales of cynicism and humanitarianism especially developed for the study, PEC (political-economic conservatism scale) and the F scale for authoritarianism to all the groups. He found there were no significant differences in the groups on the PEC scale. On the cynicism and humanitarianism scales, the more advanced students secured significantly lower mean scores than the beginning students, and by comparison to the medical student groups that were studied, this result could not be attributed to

increasing age as the medical students scored higher in both with the increase in their age and education. On authoritarianism (F scale), there was a definite trend for the groups to obtain lower scores as the age and level of education increased. This was true both between and within each of the two nursing schools and within the medical school. The study indicated that factors within the education of these nurses had decreased their cynicism and humanitarianism as they progressed in their schooling. (10)

A similar study published by Brooks<sup>(4)</sup> in 1960, again demonstrated that authoritarianism, as measured by the F scale, decreased as education and age decreased. It is of interest that this study compared baccalaureate, associate degree, and diploma nursing students. The results showed that all groups decreased in the level of authoritarianism after one academic year, but the associate degree students had the lowest mean on both sessions of testings and the amount of change was greatest for this group. In regard to humanitarianism, the scores indicated a consistent lowering of the level of humanitarianism, but a t test between pre and post test scores for each of the groups indicated no significant change for the associate degree samples but both the baccalaureate and the diploma groups demonstrated a significant change at the .01 level.

No studies have been done to ascertain the level of authoritarianism of the faculties in nursing education or general education.

The rigidness and autocratic practices of nursing faculties are well documented in the literature. (4, 20, 30, 31, 32) but without any research to support the conclusions.

The presence of authoritarianism of individuals high in authority is characterized by punitive and condescending behavior toward inferiors, an unreceptive attitude to scientific investigation, less sensitiveness to interpersonal relationships, and a tendency to attribute their own ideology to others. (6) The authoritarian person is unable to tolerate ambiguity, everything must be in good order and well defined and perceptions or beliefs once established will change but slightly if, in fact, at all. (21) If, in fact, the nursing instructors are authoritarian, the implications of the possible effects on the morale of the students are obvious.

MacKimmie<sup>(19)</sup> states that "the quest for good student morale must start with the professionals," meaning the administrators and the faculty.

Kelly,<sup>(15)</sup> Critzer,<sup>(8)</sup> and MacKimmie<sup>(19)</sup> agreed on two basic factors necessary to any program designed to build student morale. They are: 1) that every student must have the feeling of belonging and a personal responsibility in his school; and 2) each student must have an opportunity to experience success in some field of endeavor within the school.

High morale can be fostered only in a climate where good will, mutual respect, understanding, and trust prevail.<sup>(19)</sup> Such a climate is not possible in an authoritarian environment. The best morale can only exist in an environment of democracy.<sup>(8)</sup>

In conclusion, the review of the literature shows that the students in nursing have all the problems characteristic of their age group and there is a strong indication that these problems are complicated by the nature of nursing education. The identification of factors in the educational environment that may be responsible for the adolescent nursing student's difficulty in adjustment can be the starting point in providing an eventual solution.

Studies of authoritarianism of students have shown that authoritarianism decreases as age and education increase. No studies of the authoritarianism of faculties or the morale of students in schools of nursing are reported.

## CHAPTER III

### PROCEDURES AND ANALYSIS OF DATA

#### Introduction

This study was undertaken to study (1) the interpersonal attitudes (authoritarian or democratic) of the students and the faculty of a diploma school of nursing, and (2) the group morale of the students.

Neither the authoritarianism of the faculty or the morale of the students had been studied and reported in the literature. However, authoritarianism of the students had previously been studied.

A description of the instruments of measurement, the participants, procedure as well as the analyses of the data is presented in this chapter.

#### Instruments of Measurement

Adorno, et al<sup>(1)</sup> studied antidemocratic forms of social ideology and published an extensive series of studies characterizing various aspects of the "authoritarian" personality in 1950. With the belief that "one of the most clearly antidemocratic forms of social ideology

is prejudice," an antisemitism scale (A-S) and an ethnocentrism scale (E) were devised and used.<sup>(1)</sup> These tests included items where specific minority groups were named. The A-S scale mentions the word "Jew" in every item, and the E scale describes or names a minority group in each item. It became obvious to the researchers that to provide a more valid measure of prejudice, it would be necessary to construct an instrument to measure prejudice without mentioning the name of any minority group.

The F scale in its final form was developed as a result of the research on the E and A-S scales, questionnaire studies, responses to factual and short essay questions pertaining to such topics as religion, war, ideal society, and the like results from projective tests, materials from interviews, and the Thematic Apperception Tests.

The Fascism, or F scale was developed on the well-known hypothesis that "fascism is most characteristically a middle-class phenomenon, - and, hence, that those who conform the most to this culture will be the most prejudiced."<sup>(1)</sup>

The F scale attempts to determine the following attitudes.

1. Conventionalism. Rigid adherence to conventional, middle-class values.
2. Authoritarian submission. Submission to

authority, desire for a strong leader, uncritical attitude to authorities.

3. Authoritarian aggression. Tendency to condemn, punish, and reject people who violate conventional values.
4. Anti-intraception. Opposition to an imaginative, subjective human outlook.
5. Superstition and stereotypy. The belief in mystical or fantastic determinants of one's fate; the disposition to think in rigid categories.
6. Power and "toughness". Preoccupation with the concept of dominance-submission, strong-weak; admiration of power in others; is inclined to submit to it and at the same time is afraid of the weakness this implies.
7. Destructiveness and cynicism. Generalized contempt and hostility towards mankind.
8. Projectivity. The disposition to project to other people the unconscious emotional impulses of oneself to do dangerous things.
9. Sex. Exaggerated concern with sexual "goings-on." (1)



The combination of these attitudes, according to the researchers, form a single syndrome given the name of the "authoritarian personality." This syndrome is an enduring and structural portion of the individual's personality, and renders him susceptible to anti-democratic ways or authoritarianism. The F scale attempts to measure the potentially antidemocratic trends in an individual's beliefs.

The reliability and validity of the F scale were studied in a great variety of groups. These groups included Oregon service club men and students of the University of California and the University of Oregon. The student group was divided into men and women, all undergraduates. In general, men tended to be more authoritarian than women. The business men and the college men were not different. In addition, a few individuals with known authoritarian or democratic tendencies were studied over a long period of time to ascertain the various aspects of their personalities.

The F scale has become a "standard tool" in personality research. The form used in the present thesis is a shorter version of the original (Appendix A). This form has a test-retest reliability coefficient of .90 and is the form in common use today.

The scores of the F scale were on a continuum of "-2" to "+2" for each item rated from nonauthoritarian to highly authoritarian respectively, but a scale of 0 to 5 currently is used. The scale of

0 to 5 is used in this study because it better fits the requirements of modern test scale construction.

The F scale used in this study consisted of twenty-nine items. The instructions read to "mark in the appropriate column opposite each item according to your agreement or disagreement." The columns were as follows: slightly agree (sl. a.); moderately agree (m. a.); strongly agree (s. a.); slightly disagree (sl. d.); moderately disagree (m. d.); and strongly disagree (s. d.). If one strongly agrees with the item, it is given the value of "5"; moderately agrees with the item, it is given the value of "4" and so on down the continuum with the answer of strongly disagree given the value of "0". The higher the score the more authoritarian is the individual. The highest score that could be obtained was 145.

A Study of Group Morale was developed by Bernard Goldman<sup>(12)</sup> and presented by him in his doctoral dissertation at the University of Buffalo in 1952. The twenty items of the scale were devised to test the four criteria of group morale which follows:

- (1) Satisfaction of individual motives;
- (2) Satisfaction with interpersonal relations;
- (3) Homogeneity of attitude, and
- (4) Satisfaction with leadership.

Initially Goldman formulated 300 items which were presumably measures of the four criteria of the cohesiveness. After editing, the group of items was reduced to 156, with an approximately equal number of items for each of the four criteria, and submitted to one hundred and twenty-four students of the University of Buffalo who served as judges to rate the items as to the degree each measured cohesiveness.

The pilot study consisted of the administration of the 156 items to one hundred and eighty-four student nurses. Using the 50 highest and 50 lowest scores, phi coefficients were computed for each item as an indication of the discriminatory power of the items. Goldman took the highest coefficients, and formulated the final scale (Appendix B).

The reliability of the final scale is quite adequate. The first ten items were correlated against the second ten for 209 subjects who responded to the final scale. The correlation is  $.88 \pm .02$  and when corrected by the Spearman-Brown prophecy formula, this becomes  $.94$ .<sup>(12)</sup>

Validity of the scale indicates that the scale is valid for groups tested when the groups differ in their degrees of cohesiveness but does not appear to be sensitive enough to discriminate between groups with only slight differences.<sup>(12)</sup>

Goldman's Study of Group Morale is listed in Buros' The Fourth Mental Measurement Yearbook,<sup>(5)</sup> which is a compilation of standardized tests.

In this thesis, a modification of Goldman's scale is used. The modifications included deletion of the title from the instrument, because of the possible biasing effect on the testee. Other modifications were the change of wording in the instructions, and items 4, 5, 10, and 17 in which, "leader of the group" was changed to "teachers." In item 8, the wording "what I am doing here" was changed to "nursing" and in item 13, "the work I do now" was changed to "nursing." These changes were necessitated by the fact that the scale was made to test the morale of labor unions. (See appendices B and C). In addition, the answers were placed in columns for ease of tabulation.

#### SUBJECTS

The F scale and A Study of Group Morale were administered to one hundred and sixty-four student nurses of a selected diploma school of nursing located in the Pacific Northwest. Six of the student samples were discarded due to various reasons. These reasons included: (1) failure to denote the class to which they belonged; (2) omission of a page of the test; (3) altering the wording of the items, and (4) designating answers other than those included in the

test. The remaining one hundred and fifty-eight students included ninety-five in the first year class, twenty-four in the second year class, and thirty-nine in the third year class.

Fifteen full time faculty members were given the F scale. One of the faculty samples was discarded due to fact she stated that the instrument was measuring "authoritarianism." The data used for this study were obtained from the remaining fourteen's scores. The faculty sample included members who actually taught students of any of the three student classes within the past year, thereby eliminating those positions on the faculty that were mainly administrative in nature.

The student group was assured that the tests were part of a research project and that the tests would not be seen by the faculty. They were instructed not to place their names on the tests, but to circle the appropriate number on the right hand corner of the tests to denote the class of which they were members--one meaning first year in school, two meaning second and three meaning third year in the school. The directions printed on the tests were read to the group. Any questions concerning these instructions were clarified.

The faculty group was asked not to place their names on the test. They were asked to circle one, two, and/or three in the upper right hand corner, designating whether they had taught (within the past year) freshman, junior, and/or senior classes respectively.

Neither the faculty nor the student groups was informed of the nature of this research prior to taking the tests. The students were tested the hour preceding the administration of the F scale to the faculty group. After the faculty members had completed their tests, those interested in learning more of the study were invited to remain. The researcher explained the purpose of the study to them and answered questions.

#### PERCENTAGE OF PARTICIPATION

Table 1 illustrates the number of subjects in the total student group in the selected school and the percentage of the total group who

TABLE 1

#### TOTAL STUDENT AND FACULTY GROUPS IN THE SELECTED SCHOOL AND THE NUMBER OF PARTICIPANTS IN THIS STUDY

Group	Group Total	No. Participating	Percent Participating	Percent not Participating	Total Percent
Total Student Group	266	158	59.7	40.3	100
Freshman Class	99	95	95.9	4.1	100
Junior Class	95	24	25.4	74.6	100
Senior Class	72	39	54.1	45.9	100
Full-time Faculty	16	14	87.5	12.5	100

participated in the study. It also shows the number and percentage participating from each class within the school and the faculty group.

The best participation of the student groups was in the freshman class; senior class and junior class followed in that order. A sizeable number of the junior class were on affiliation and away from the home school.

### SUMMARY OF FINDINGS

After tabulation, the data were divided and related to the hypotheses which served as purposes for this study. The findings as related to the hypotheses are considered individually.

The mean of the faculty group on the F scale was 55.14. This would indicate that the faculty sample was not authoritarian as a group, since the mean, which is the most appropriate measure of group central tendency, indicates the group tends towards the democratic end of the scale.

The maximum possible range of scores on the F scale is from 0 to 145. The fourteen faculty members' scores showed a range of 33 to 83 with only three scores above the midway score of 72. As noted from the range, these three scores do not indicate very extreme authoritarian tendencies. (Appendix D shows the actual data.)

The student group mean was 55.37 which tends towards the

democratic end of the scale. The means of the classes were: freshman class, 58.78; junior class, 52; and senior class, 48.9. This indicates the younger students were more authoritarian than the older students. (See Figure 1.)

An f-test was done to determine if the means of the three classes on authoritarianism as measured by the F scale varied significantly. The f-test score was found to equal 10.24 which is significant to the probability of one in a thousand. The resultant t-tests between the classes are shown in Table 2.

TABLE 2  
STATISTICAL COMPARISON OF THE MEANS OF THE STUDENT  
CLASSES ON AUTHORITARIANISM AS MEASURED  
BY THE F SCALE

Classes Compared	Total Number of (N)	Degrees of Freedom (df)	t-test Scores	Probability (p)
Seniors and Juniors	63	62	7.38	.001
Seniors and Freshman	134	133	33.41	.001
Juniors and Freshman	119	118	18.32	.001

Table 2 shows very conclusively that a significant difference in authoritarianism does exist between the students in the various classes in the school studied. Thus the null hypothesis that there would be no significant difference in authoritarianism of the three classes within the school, was rejected.



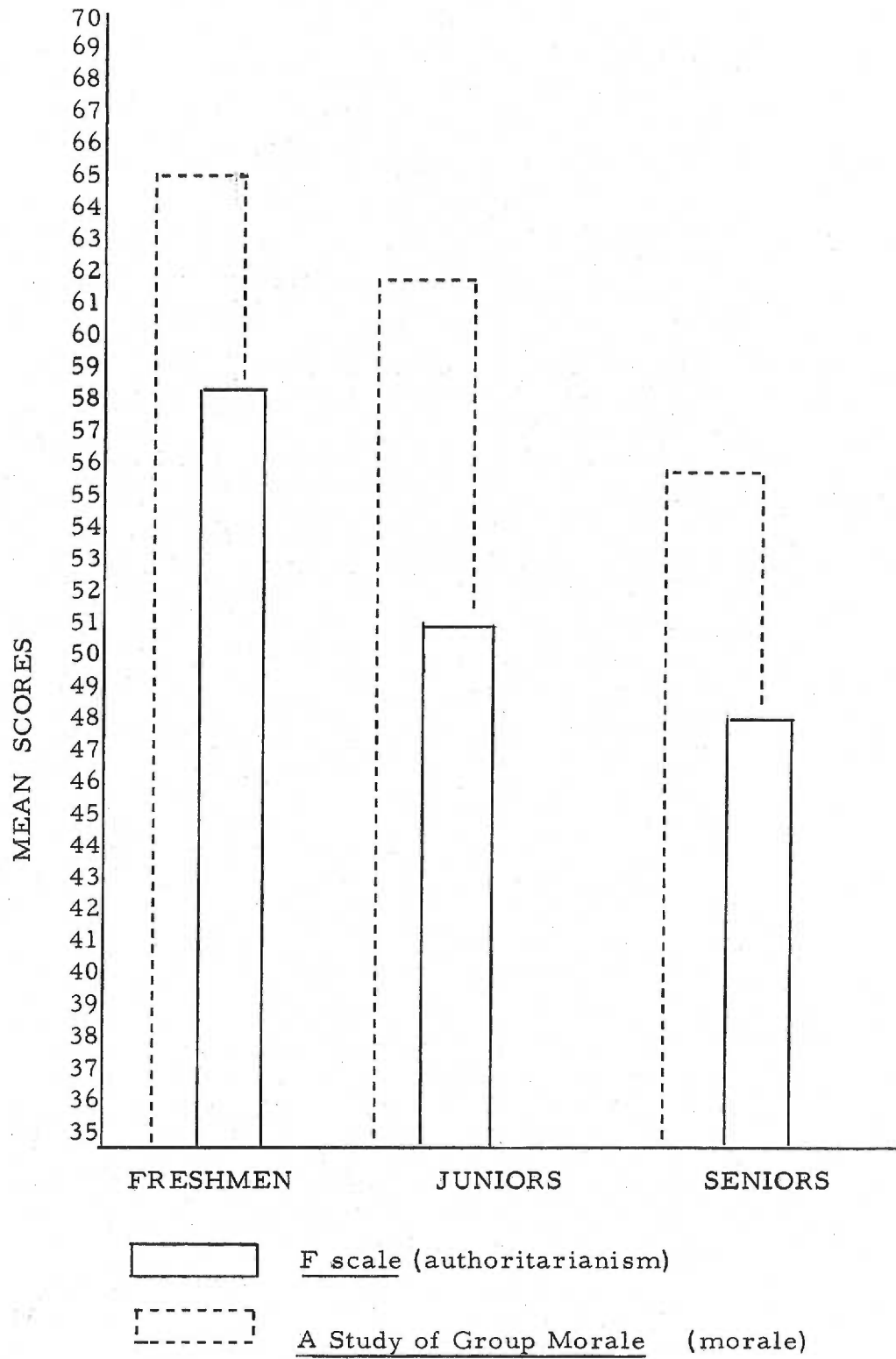


Figure 1. Means of the Student Classes on the F scale and A Study of Group Morale

The progressive decline of authoritarianism displayed by the student sample in this study (See figure 1.) is in agreement with the findings of similar studies reported in the literature. <sup>(4, 10)</sup> It is possible that the classes in the present study may have been different in authoritarianism upon admission to the school, but this can not be determined one way or the other.

The combined student group has a mean of 55.37 and the faculty group shows a mean on the F scale of 55.14. The results for the combined student group were skewed by the number in the freshman sample which was the most authoritarian of the three classes. The combined student sample did not differ statistically with the faculty in authoritarianism but each class individually did differ with the faculty group as shown by Table 3, thereby effecting the rejection of null hypothesis that there would not be a significant difference in the degree of authoritarianism of the faculty and the students.

TABLE 3

STATISTICAL COMPARISON OF THE MEANS OF THE STUDENT CLASSES AND THE FACULTY GROUP ON AUTHORITARIANISM AS MEASURED BY THE F SCALE

Student Group Compared to Faculty	Total Number (N)	Degrees of Freedom (df)	t-test Scores	Probability (p)
Freshmen	109	108	4.9	.001
Juniors	38	37	3.6	.001
Seniors	53	52	7.8	.001

These findings indicate that the freshman class as a group is more authoritarian than their faculty. Brooks<sup>(4)</sup> and Eron<sup>(10)</sup> had demonstrated with their research that authoritarianism did decline with maturation and education, but both the senior and the junior classes in this study were significantly lower in authoritarianism than either the faculty or the freshman class. Assuming that all classes were equal in authoritarianism when they entered the school, it is possible that a portion of this decline in authoritarianism between the classes could be attributed to the students who leave nursing. Assuming that the classes were essentially the same when they entered the school the progressive decline in authoritarian tendencies might indicate a behavior change brought about by the environ of the nursing school or perhaps nursing itself.

The total student sample showed a mean of 62.77 on A Study of Group Morale which indicates the student nurses of the selected school as a whole have a high group morale. The freshman class shows the highest morale with a mean of 65.42, the junior class is next with a mean of 62.5, and the senior class with a mean of 56.49 has the lowest morale. (See Figure 1.) The first two classes display a mean indicating high group cohesiveness, but the senior class is considered a group with a low morale and cohesion.

To test the null hypothesis that there would not be a significant difference in the morale of the three student classes within the school,

an analysis of variance (f-test) of the morale of the three student classes was performed and the result was an f-test score of 22.9, which is highly significant at the probability of .001. Therefore the resultant rejection of the null hypothesis.

Table 4 illustrates the results of the t-tests between the morale of the classes. The senior class varies significantly with both other

TABLE 4  
STATISTICAL COMPARISON OF THE MEANS OF THE STUDENT  
CLASSES ON MORALE AS MEASURED BY A STUDY OF  
GROUP MORALE

Classes Compared	Total Number (N)	Degree of Freedom (df)	t-test Scores	Probability (p)
Seniors and Freshmen	134	133	6.76	.001
Seniors and Juniors	63	62	3.36	.010
Juniors and Freshmen	119	118	1.85	N.S.

classes in morale, but the freshman and junior classes are not significantly different from each other. The lack of a significant difference between the latter two classes does not effect the rejection of the null hypothesis as stated.

Pierson-r correlations of the combined student groups and of each class individually were performed to determine if democratic and authoritarian beliefs are related to the student morale. Table 5 shows the results of these computations.

TABLE 5  
 STATISTICAL COMPARISON OF THE STUDENTS' SCORES  
 ON THE F SCALE AND A STUDY OF GROUP MORALE

Group	Total Number (N)	Degrees of Freedom (df)	Pierson-r Score	Probability (p)
Combined Classes	158	157	.000023	N. S.
Freshmen	95	94	.1779	N. S.
Juniors	24	23	.46	.02
Seniors	39	38	.076	N. S.

As Table 5 illustrates, there appears to be no correlation between the morale of the student and her degree of authoritarianism, thus the acceptance of the null hypothesis that there would not be a significant correlation between these factors. The reason for the significance shown by the junior class can not be explained by the researcher. However, there is the possibility of coincidence as the sample of the junior class constitutes only 25.4 percent of the total class.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### FOR FURTHER STUDY

##### Introduction

This study was concerned with the authoritarianism of the faculty and the students as well as the morale of the students of a selected diploma school of nursing.

The purposes of this study were: to identify the degree of authoritarianism of the faculty and the students; to determine if the democratic or antidemocratic trends of the students were related to their morale; to determine the group morale of the various student classes within the school; to determine if the degree of authoritarianism of the students varied with the class to which the student belongs; and to determine if the faculty and the students varied in their degree of authoritarianism.

##### Summary

This study has shown that the faculty of the selected school tended more towards democratic beliefs than toward authoritarian

beliefs. This is contrary to the review of the literature. (11, 14, 30, 31, 32)

The combined student samples tended toward democratic beliefs. The freshman class was the most authoritarian of the classes, with the junior and the senior class following in that order. The progressive decline of authoritarianism displayed by the student sample in this study is in agreement with the findings of similar studies reported in the literature<sup>(4, 10)</sup> using the F scale as the tool. The student classes did vary significantly from each other in authoritarianism by the probability of .001.

The faculty sample and the combined student samples were not different in their degree of authoritarianism, but each student class individually did differ significantly with the faculty in authoritarianism. The freshman class was found to be more authoritarian in their beliefs than the faculty by the probability of .001. The junior and senior classes were less authoritarian than the faculty, each by the probability of .001. It is well to note that all data of the combined student samples would be skewed by the number of the freshman class sample which was also the most authoritarian of the groups.

The combined student samples displayed a high morale according to the results of their scores on A Study of Group Morale. Again the data of the combined group was skewed by the numbers of the

sample of the freshman class which displayed the highest morale of three classes. It was not surprising that the freshman class possessed the highest morale in light of the study done by Ingmire. (14)

The results showed a progressive decline in morale from the freshman to the senior classes (see figure 1). Although the freshman and the junior classes did not differ significantly by statistical comparison, the senior class did differ significantly from both other classes. The senior class was shown to be a class with low group morale and cohesion.

The progressive decline of authoritarianism and morale that was shown from the freshman to the senior year in the school imply that a correlation of the two factors might be present. This was not found to be the case when a Pierson-r correlation was performed. Neither the combined student samples, the freshman class sample nor the senior class sample was statistically significant. The junior class sample showed a significance of less than .02. The results in the junior class may be attributed to poor sampling or chance. If, in fact, it is truly significant, the reason can not be determined with the available data of this study.

The findings are summarized as follows:

1. The faculty and the students in the study did not express authoritarian beliefs.



2. The students of the freshman sample and junior sample displayed high group morale and cohesion.
3. The senior class sample displayed low morale and cohesion.
4. There was a decline in both authoritarianism and morale displayed by the students from the first to the third year in the school.
5. The morale of the students was not related to their expression of authoritarianism.
6. The results of this study should be considered only applicable to the setting, the time, and the sample used for this study.

### Conclusions

From the findings of this study, the following conclusions may be drawn.

1. The F scale is a useful tool for determining expressions of authoritarianism among students and faculty. The tool A Study of Group Morale likewise proved its usefulness.

2. The findings substantiate the literature particularly the studies of Ingmire<sup>(14)</sup> in regard to decrease in student morale and Brooks<sup>(4)</sup> in regard to the increase of education and age of an individual decreasing their authoritarianism. The findings negate the literature in regard to the high degree of authoritarianism among faculty.

3. This study is too limited to permit formulating generalizations that explain the reasons for the findings. Among the unanswered questions are these:

- a. Is the faculty in this school unique in its expression of low authoritarianism? Is this another instance of increase in maturity and education resulting in expressions of low decrease authoritarianism? If so, is the test inappropriate? Does this test disprove the vast amount of literature that refers to the high degree of authoritarianism characteristic of nursing school faculty?
- b. Did the students reply as they did, because they are nurses or because the responses are indicative of their individual personalities? It is not known what they were like on admission, nor when, if ever, change took place.

4. The findings have implications for guidance, particularly the high authoritarianism among the freshman and low morale among the seniors.

#### Recommendations for Further Study

The recommendations for further study were:

1. A longitudinal study of a group of student nurses from their entrance to their day of graduation could be conducted to ascertain

if the degree of authoritarianism and morale present upon their admission would change during their attendance in the school.

2. Additional studies, structured like the present study, could be conducted with a larger total population and with more schools to see if the findings of this study can be replicated.

3. A study could be structured to administer the F scale to all entering freshmen in a school. A comparison would be made between the scores of the students who remain and of those who withdraw from the school before graduating. Such a study might determine if the students who do leave before graduation display more or less authoritarianism than those who remain.

A study of the reasons of such changes or lack of change could have implications for guidance.

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APPENDIX A

MODIFICATION OF THE

F SCALE

## CLASS 1 2 3

This is an investigation of people's opinions about certain issues. There are no right or wrong answers. These are statements with which some people agree and others disagree. Please mark in the appropriate column opposite each item according to your agreement or disagreement using the following scale.

- sl. a - you slightly agree  
 m. a - you moderately agree  
 s. a - you strongly agree  
 sl. d - you slightly disagree  
 m. d - you moderately disagree  
 s. d - you strongly disagree

sl a	m a	s a	sl d	m d	s d

Obedience and respect for authority are the most important virtues children could learn.

A person who has bad manners, habits, and breeding can hardly expect to get along with decent people.

If people would talk less and work more, everybody would be better off.

Science has its place, but there are many important things that can never possibly be understood by the human mind.

The business man and the manufacturer are much more important to society than the artist or the professor.

Every person should have complete faith in some supernatural power whose decisions he obeys without question.



sl	m	s	sl	m	s
a	a	a	d	d	d

Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down.

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.

No sane, normal, decent person could ever think of hurting a close friend or relative.

Nobody ever learned anything really important except through suffering.

What the youth needs most is strict discipline, rugged determination, and the will to work and fight for family and country.

An insult to our honor should always be punished.

Sex crimes, such as rape and attacks on children, deserve more than mere imprisonment; such criminals ought to be publicly whipped, or worse.

There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.

Homosexuals are hardly better than criminals and ought to be severely punished.

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.

Nowadays more and more people are prying into matters that should remain personal and private.

Some people are born with an urge to jump from high places.



APPENDIX B

GOLDMAN'S STUDY OF GROUP MORALE

# STUDY OF GROUP MORALE

PLEASE READ THESE DIRECTIONS CAREFULLY

BERNARD GOLDMAN

Roosevelt University



This is a study to try to find out what people like yourself think about your job, your union leader and your fellow workers. There are no right or wrong answers. The best answer is your honest personal opinion. You may be sure that whatever you put down will be kept strictly confidential.

You may agree or disagree with each of the following statements. If you strongly agree with a statement write SA(for strongly agree) in the space on the left. If you just agree with the statement place A(for agree) in the space. If you neither agree or disagree write in a U(for uncertain). Write a D(for disagree) and an SD if you strongly disagree.

Do not put your name on the paper or indicate your identity in any way.

- ..... 1. I feel that what I am doing here gives me a chance to make friends.
- ..... 2. I believe that all my associates in this group hold beliefs that are unreasonable.
- ..... 3. Most of my associates here would help me if I needed help.
- ..... 4. The leader of this group is out for his own advancement; he doesn't care about me.
- ..... 5. The leader of this group can always be relied upon to do the right thing.
- ..... 6. I just tolerate the people I associate with here.
- ..... 7. All of my associates in this group are a dull lot and don't think seriously about important issues.
- ..... 8. I feel that there is plenty of chance to get ahead in what I am doing now.
- ..... 9. I would never make friends with any of my associates here.
- ..... 10. The leader of this group is out to help me as much as he can.
- ..... 11. I seldom pay attention to what other people say; I believe in making my own decisions.
- ..... 12. I feel that I have made some lasting friends among my associates in this group.
- ..... 13. I believe that the work I do now keeps me in a rut.
- ..... 14. I feel that I can ask advice of most of my associates in this group.
- ..... 15. Most of my associates in this group are stubborn, no amount of argument will change them.
- ..... 16. Just a few of my associates in this group are open-minded; most of them have biased points of view.
- ..... 17. The leader of this group got ahead because of his connections not because of his ability.
- ..... 18. Sometimes I like what I am doing here, but most of the time I hate it.
- ..... 19. Most of my associates would risk their own security if it were necessary for the good of all.
- ..... 20. I believe that most of my associates would "stab me in the back" if it meant they could get ahead that way.

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APPENDIX C

MODIFICATION OF GOLDMAN'S INSTRUMENT

## CLASS 1 2 3

This is a study to try to find out what people like yourself think about your school, your teachers, and your fellow students. There are no right or wrong answers. The best answer is your honest personal opinion. You may be sure that whatever you put down will be kept strictly confidential. Do not put your name on the paper. Please mark in the appropriate column opposite each item according to your agreement or disagreement using the following scale.

A - agree  
 SA - strongly agree  
 U - uncertain  
 D - disagree  
 SD - strongly disagree

A	SA	U	D	SD	
					I feel that what I am doing here gives me a chance to make friends.
					I believe all my associates in this group hold beliefs that are unreasonable.
					Most of my associates here would help me if I need help.
					My teachers are out for their own advancement; they don't care about me.
					The teachers can always be relied upon to do the right thing.
					I just tolerate the people I associate with here.
					All of my associates in this group are a dull lot and don't think seriously about important issues.
					I feel that there is plenty of chance to get ahead in nursing.
					I would never make friends with any of my associates here.



APPENDIX D

RAW DATA OF THE STUDY



## FRESHMAN CLASS

Subject	A Study of Group Morale score (class mean 54.42)	F scale score (class mean 58.78)
1	79	54
2	77	43
3	76	38
4	75	127
5	75	37
6	74	60
7	74	64
8	74	78
9	74	77
10	74	34
11	73	75
12	73	33
13	73	24
14	72	77
15	72	62
16	72	52
17	72	56
18	72	73
19	72	85
20	72	47
21	71	73
22	71	72
23	71	61
24	70	82
25	70	46
26	70	58
27	70	50
28	70	66
29	70	44
30	70	56
31	69	49
32	69	44
33	69	64
34	69	67
35	69	43
36	69	34
37	68	61
38	68	56
39	68	47

## FRESHMAN CLASS (CONT.)

Subject	<u>A Study of Group Morale</u> score	<u>F scale</u> score
40	68	72
41	68	78
42	68	46
43	67	82
44	67	40
45	67	72
46	67	25
47	66	43
48	66	79
49	66	73
50	65	74
51	65	62
52	65	54
53	65	54
54	65	65
55	65	68
56	65	59
57	65	19
58	64	64
59	64	53
60	64	57
61	64	53
62	64	50
63	64	44
64	64	43
65	63	78
66	63	76
67	63	76
68	63	30
69	62	60
70	61	67
71	61	65
72	61	63
73	61	60
74	61	39
75	61	54
76	60	24
77	60	74
78	59	72
79	59	47

## FRESHMAN CLASS (CONT.)

Subject	<u>A Study of Group Morale</u> score	<u>F scale</u> score
80	58	64
81	58	56
82	57	63
83	57	54
84	56	57
85	56	85
86	55	74
87	55	68
88	55	63
89	53	31
90	52	63
91	51	75
92	51	71
93	51	51
94	50	81
95	48	45

## JUNIOR CLASS

Subject	<u>A Study of Group Morale</u> score (class mean 62.5)	<u>F scale score</u> (class mean 52)
1	74	52
2	73	36
3	71	27
4	71	28
5	69	54
6	68	37
7	68	58
8	67	55
9	67	33
10	64	65
11	64	49
12	64	61
13	64	45
14	61	37
15	60	66
16	60	66
17	57	65
18	57	82
19	56	78
20	55	40
21	54	61
22	54	37
23	51	51
24	51	65

## SENIOR CLASS

Subjects	<u>A Study of Group Morale</u> score (class mean 56.49)	<u>F scale score</u> (class mean 48.9)
1	73	33
2	66	60
3	66	52
4	66	26
5	64	57
6	63	52
7	62	65
8	62	70
9	62	45
10	62	45
11	61	30
12	60	21
13	59	62
14	59	22
15	59	60
16	59	28
17	59	54
18	58	44
19	57	51
20	57	65
21	57	65
22	57	28
23	56	55
24	56	47
25	56	48
26	55	32
27	54	59
28	54	34
29	52	55
30	52	69
31	51	58
32	51	39
33	50	49
34	50	50
35	48	39
36	46	70
37	45	34
38	42	88
39	37	56

## FACULTY

Subject	<u>F scale score</u> (mean 55.14)
1	83
2	79
3	74
4	70
5	60
6	55
7	54
8	49
9	46
10	46
11	43
12	41
13	39
14	33

TYPED BY: Doris Boylan

MULTILITH: Margaret Fluid