SELECTED FACTORS ASSOCIATED WITH FACULTY RECRUITMENT AND MOBILITY AMONG BIBLE COLLEGES

By

FRANK BERTRAN RICE, JR.

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A thesis submitted in partial fulfillment of the requirements for the degree of

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To the Faculty of Washington State University:

The members of the Committee appointed to examine the thesis of FRANK BERTRAN RICE, JR. find it satisfactory and recommend that it be accepted.

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SELECTED FACTORS ASSOCIATED WITH FACULTY RECRUITMENT AND MOBILITY AMONG BIBLE COLLEGES

ABSTRACT

by Frank Bertran Rice, Jr., Ph.D.
Washington State University, 1973

Chairman: Jack H. Cooper

The purpose of this study was (1) to determine some of the characteristics in common among persons being hired as Bible college teachers, (2) to find whether their job choices are determined by different variables than among college professors in general, and (3) to find whether their mobility patterns reflect satisfaction or dissatisfaction with Bible college employment. The problem undertaken was an identification and examination of faculty employment and mobility patterns among the 50 Bible colleges who were listed as accredited members in the 1970-71 directory of the Accrediting Association of Bible Colleges. The study was limited to the years 1969, 1970, and 1971.

Lists of mobile teachers were obtained from 48 of the 50 schools--a total of 502 names. Questionnaires were sent to these teachers, and 310 responses were ultimately tabulated in the study. The sample processed was representative of the total population in terms of geographic distribution and size of the institutions. Two hundred forty-four of the respondents were male and 65 were female. Most were married, had three or more

dependents, and typically were in their thirties or early forties in age. Most had had more than one teaching position.

Findings from the study included these: (1) Most Bible college teachers came from public school teaching posts or from non-teaching forms of employment rather than from student populations. (2) Bible college teachers typically are not hired with expectation of additional degree acquisition. (3) Bible colleges hire more teachers from church-related colleges than from public-controlled ones. (4) Bible college teachers hired from other employment typically accept smaller salaries at the Bible colleges. (5) The typical Bible college teacher was at some previous time a Bible college student, but holds a non-Bible college degree. (6) Teachers in Bible colleges with denominational affiliations typically have the same affiliation as the school. (7) The typical Bible college teacher was hired from out-of-state. (8) At the time of their hiring, Bible college teachers typically have Bible college career intentions. (9) When Bible college teachers leave their jobs, they usually go to other Bible college employment. (10) In choosing their jobs, Bible college teachers give lower priority to economic factors and higher priority to Christian service factors than do college teachers in general.

Conclusions reached were these: (1) Bible college teachers have in common the ideals derived from their religious faith. (2) The employment and mobility patterns of Bible college teachers suggest satisfaction with Bible college employment. (3) The religious motives associated with the origins

of the Bible colleges are reflected in the present-day Bible college teachers.

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CHAPTER 1

INTRODUCTION

Background

Fifty accredited member schools in the United States and Canada were listed in the 1970-71 directory of the Accrediting Association of Bible Colleges (AABC). These institutions--the "Bible colleges"--were the concern of this study. Because they have been little known and poorly understood as an educational genus, some preliminary observations may be in order:

1. Their youth as an educational genus. Religious motives led to the establishment of the first institution for higher education in what is now the United States and of a very great portion of those which have been established since that time. Noble has noted that until recent times American higher education in general was "the product of Christian impulses and Christian vitality."[1] It is not surprising, therefore, that many of these institutions have sought to base their curricula upon a Christian philosophy which they believed was to be found in the Bible. Yet, the Bible college movement *per se* has been a relatively recent phenomenon.

Witmer, first executive director of AABC, and historian

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[1]H. C. Noble, "Reappraising the Role and Responsibility of the Church-Related Colleges," *Christian Scholar*, L (Summer, 1967), 138.

of the movement, lists Nyack Missionary College as the first Bible college, having been founded in 1882. Ten others followed in as many years. Most, however, have been established during the past half-century, the peak decade having been 1941-50 when 82 such institutions were founded.[2] As has been true for American higher education generally, the mortality rate has been high; so that many of the 234 such institutions which were founded prior to 1962 have not survived, and others have not received accreditation by AABC.

2. Their distinctive philosophy. A common supposition is that the "Bible college" is one with the "Christian college." It is true that the Bible colleges share with the Christian liberal arts colleges[3] their commitment to a Biblical philosophy of education with Christ as integrating center. Both are concerned with the personal development of their students. Both seek to broaden and deepen the educational foundations of their incoming students by general education. Yet the differences are significant. The Christian liberal arts college emphasizes liberal studies and prepares its students for many different vocations. The Bible college emphasizes actual study of the Bible and prepares its students primarily for Christian

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[2]S. A. Witmer, *The Bible College Story: Education with Dimension* (Manhasset, New York: Channel Press, 1962), p. 40.

[3]"Liberal arts" is also a term that allows many differing definitions. Here it is used as a convenient distinguishing term and is applied to those colleges whose curricula closely parallel the standard undergraduate curricula of the state universities.

ministries and church-related vocations.[4] Witmer says it thus:

> The whole Bible institute movement has its roots in the Bible as the Word of God. It is the source of vision and dynamic as well as essential subject matter.[5]

The belief that the Bible itself should be at the center of the curriculum--in effect, be the liberalizing element--sets it off from other forms of higher education. (The distinctions have been blurred somewhat in recent years by an increasing tendency for Bible colleges to add liberal arts studies. Some have metamorphosed into liberal arts colleges and have surrendered AABC accreditation.)

3. Their reason for being. The rather sudden birth and growth of the Bible college movement calls for some explanation, especially since religious motivation had played such a strong role in the rest of American higher education. There appear to have been two major reasons: (1) a shortage of ministers and missionaries and (2) the increasing secularization of higher education generally.

Speaking of the first two Bible institutes, Witmer observed, "Their first function was to prepare students for Christian ministries through a program of Biblical and practical training."[6] As already noted, this has become the usual pattern. Examination of the dates of founding reveals that the Bible college movement corresponds rather closely with the tides of revivalism in America.[7] The resulting need for ministers,

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[4]Witmer, p. 25. [5]*Ibid.*, p. 23.

[6]*Ibid.*, p. 24.

[7]"Revivalism," *World Book Encyclopedia* (1972), XVI, 251.

missionaries, and Christian lay-workers led to the move for schools to train them. Existing seminaries were thought too slow and too expensive for this task, even if they had been in harmony with the revivalistic purpose. The depression years added emphasis to the cost factor.

Brubacher and Rudy observed the changing scene in higher education:

> After the Civil War, both academic control and curriculum were being increasingly secularized; clergymen were losing their predominance in the American higher learning. In this new setting the spirit of evangelistic revivalism, previously so important, began to lose much of its vital force for American students.[8]

Required chapel attendance and religious activities disappeared gradually from the scene. The trend to secularization also operated within the church-related colleges. "Biblical content was drained from the curriculum," according to Witmer, and a new pragmatism and naturalism replaced the former theistic philosophy.[9]

This trend was disturbing to conservative elements of Christendom who believe in a "Christian higher education" which illuminates liberal arts by the Christian faith.[10] To counter this trend, Bible colleges were formed. Witmer says of them:

> They represent a pietistic reaction to secularism, a theistic reaction to humanism and agnosticism, a resurgence of spiritual dynamic in Protestantism, a restoration of

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[8]John S. Brubacher and Willis Rudy, *Higher Education in Transition: An American History 1636-1956* (New York: Harper and Row, 1968), p. 125.

[9]Witmer, pp. 29-30. See also Nevitt Sanford (ed.), *The American College* (New York: John Wiley and Sons, 1962), p. 90.

[10]Noble, pp. 138-139.

> Biblical authority and direction in education, and a return to the central concern of Christian education--the implementation of Christ's Great Commission . . . .[11]

4. Their evolution. The beginnings of these institutions were often without dependable sources of support, in inadequate forms of housing, and with faculty who were minimally qualified academically. The common pattern was the three-year institute granting a diploma rather than a degree. As at Harvard in its early days, the library might consist of a bookcase in some office. Few high school graduates were enrolled as students.[12] Such beginnings contributed to their reputation as inferior and substandard. Emphasis upon the practical rather than the theoretical added to their stigma as being short-cut training schools rather than educational institutions.[13]

Since the formation of AABC and the wide acceptance of its standards, there has been a process of upgrading. Although some still retain the term "institute" as part of their corporate names, the current pattern is a collegiate curriculum leading to a bachelor's degree. ". . . Bible schools have improved their programs with better qualified faculties, greatly enriched libraries, improved instructional procedures, self-evaluating studies and instructional seminars," says Witmer.[14] Teachers have been able to specialize more and add offerings in the fields of their training and interests. By 1960, the number of students who had not completed high school had declined to 1.2 percent,

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[11]Witmer, p. 30.

[12]*Ibid.*, p. 43.

[13]*Ibid.*, pp. 18-19.

[14]*Ibid.*, p. 43.

and a considerable number who had up to four years of college were enrolled for specialized preparation.[15] Witmer concludes:

> Since the Accrediting Association of Bible Colleges has come into being . . . some of the stigma has been removed. At least, it has been demonstrated that Bible-centered education is not incompatible with sound educational practices.[16]

Purpose of the Study

Not all the stigma has vanished, however. Even when catalog offerings read the same, the Bible college is likely to be considered academically inferior to the liberal arts college. It was the writer's assumption in proposing this study that this stigma was felt by the colleges' own constituencies as well as the general public, and that the nature of the Bible college faculty had been partially determined by this fact. Some potential teachers might avoid Bible college employment, at least as permanent, and those who chose Bible college employment might have been motivated by different considerations than are usual among college professors.

The purpose of the study was (1) to determine some of the characteristics in common among persons being hired as Bible college teachers, (2) to find whether their job choices are determined by different variables than among college professors in general, and (3) to find whether their mobility patterns reflect satisfaction or dissatisfaction with Bible college employment.

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[15] *Ibid.* [16] *Ibid.*, pp. 18-19.

Need for the Study

Most of the published reports of studies have been concerned with recruitment and mobility patterns among the public elementary and secondary schools and publicly controlled institutions of higher learning. This investigator proposed to deal with the Bible colleges. It was expected that such a study might be of value to Bible college administrators in planning their teacher recruitment programs, by identifying sources of stable and qualified teachers. Also, it might furnish clues as to the strength of the teachers' preparations and lead to the better qualification of future Bible college faculties.

CHAPTER 2

THE PROBLEM

Statement of the Problem

The problem proposed for this study was an identification and examination of faculty employment and mobility patterns among the 50 Bible colleges who were listed as accredited members in the 1970-71 directory of the Accrediting Association of Bible Colleges (AABC). Specifically, the study was limited to the years 1969, 1970, and 1971.

The general assumption examined was that the present employment and mobility patterns among the Bible colleges reflect the institutions' academic origins. Specific statements tested included the following:

1. Bible college teachers are derived mainly from student populations rather than from other teaching positions.
2. Bible college teachers typically are hired with the expectation that they will pursue an additional degree after being hired.
3. Bible colleges hire more teachers from church-related institutions than from public-controlled ones.
4. Bible college teachers who are hired from other employment typically accept a smaller salary at the Bible college.
5. The typical Bible college teacher has attended a Bible college as a student at some time prior to his employment by the college.

6. Bible colleges typically employ teachers having the same religious affiliations as the college.

7. Bible college teachers typically are employed from outside the immediate geographic area.

8. Bible college teachers at the time they are hired typically expect to remain indefinitely as members of the Bible college faculty.

9. Bible college teachers who leave their jobs tend to go to employment by other Bible colleges.

10. Bible college teachers choose their jobs on the basis of different variables than college professors in general.

Assumptions and Limitations

The study assumed that questionnaires were valid research instruments and that responses of the administrators and teachers to the questions would be true. Cooperation of the Accrediting Association of Bible Colleges and its member schools was assumed and, in general, received. The study was limited to the schools accredited by the Accrediting Association of Bible Colleges, with no generalizations to be made beyond that population except such as could be made by inference.

Definition of Terms

Bible college as used in this study ordinarily refers to one of the schools accredited by the Accrediting Association of Bible Colleges. When used generically, the term refers to an educational institution of post-high school level whose curriculum is organized around the Bible as unifying concept and whose primary purpose is the education of students for Christian religious service.

Bible college teacher means a member of the instructional staff at a Bible college, whether engaged solely in teaching or part-time in teaching combined with administrative or other similar duties. "Teacher" was chosen over "instructor" or "professor" as being the more inclusive term and less likely to be confused with academic rank or titles.

Teacher source means the place or situation from which the teacher was hired by the Bible college. It may refer to the institution granting his degree, the place of previous employment, or the geographic area from which he was hired. The context in each case should make clear the point of reference.

Teacher mobility refers to the movement of teachers from former positions (including student status) to employment with the Bible college, or from employment with the Bible college to some other position. If the term is found in a context not involving the Bible college, it refers to similar movement to or from the institution involved. It also includes the idea of movement geographically when this is involved.

Teacher dropout means a person who has left teaching and accepted a different kind of employment.

Procedures

The survey was conducted in two phases. In phase one, a form (Appendix A) was mailed during the autumn of 1971 to the chief academic officers (hereafter called "deans") of the AABC accredited Bible colleges. The accompanying letter briefly explained the purpose of the study and requested the names and latest known addresses of teachers who had either joined the

Bible college faculty during the years 1969-71, or had left it during that time. The form separated the teachers by years of entry or departure. All but two of the schools returned the requested information; those two declined because they did not wish to subject their teachers to the questioning.

With a view to encouraging freedom of response and uninhibited cooperation, the questionnaire was designed so that it could be responded to anonymously. Accompanying instructions assured the respondents that personal information would be held in strict confidence and that names of neither the persons nor the schools with which they were associated would be used in reporting results of the survey. As a means of checking the returns, the questionnaires were numbered serially to correspond with the list of teachers' names to whom they were sent.

Most of the questionnaires had been returned by February of 1972. Delay in mailing out a portion of the questionnaires resulted in some returns being received during the spring months. Corresponding numbers were checked off the mailing list as the returns were received. Returns were assumed to be complete by July 1972, and results were tabulated by Statistical Services at Washington State University.

Analysis of the data was dependent primarily upon observation of the frequencies in the various categories rather than upon complex statistical computations. Chi square test of independence in contingency tables was applied to the 10 statements listed at the beginning of this chapter. In comparing the Bible college faculty with college professors in general

as to determinants of job choice, rank difference correlation techniques (rho) were used.

CHAPTER 3

SURVEY OF RELATED LITERATURE

Introduction

This writer's research through the literature since 1960 revealed a dearth of studies having any direct bearing upon the Bible colleges and their faculties. Two will be mentioned later in this chapter. However, a considerable amount has been produced relating to the career choices, job choices, and mobility patterns of public school teachers and higher education faculties in general. For such direction as they might provide for the present study, some of the findings and opinions offered are presented in the following paragraphs.

Career Choice

A major study of faculty recruitment and motivation was conducted at the University of Minnesota in the late 1950's and has been widely reported by Stecklein and others. It sampled all teachers in the collegiate institutions of Minnesota--i.e., full-time faculty members with a rank of instructor or above. It sought to identify internal and external factors that led college teachers to enter college teaching.[1] The study found that

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[1]John E. Stecklein, "Research on Faculty Recruitment and Motivation," in Logan Wilson *et al.*, *Studies of College Faculty* (Boulder, Colorado: Western Interstate Commission for Higher Education, 1961), p. 12.

internal factors (such as "interest in subject matter" or "desire to contribute to society") outweighed external ones (such as "the influence of a particular college teacher" or "the offer of a graduate fellowship") in the teachers' career choice. State college teachers often were led into college teaching by offer of a job, having taught already in elementary or secondary schools. Predictably, they were influenced more by a desire to work with college age students and less by a desire to engage in research than were the university teachers. The inspiration or influence of a college teacher had played a part in about 25 percent of the cases.[2]

Gustad did a more limited study at about the same time as Stecklein's Minnesota study. His sample was restricted to white male psychology, chemistry, and English teachers in Southern liberal arts colleges and universities.[3] Among this select group, more than 60 percent reported that a college or graduate school teacher had been a major influence in their choice of career--double Stecklein's figure.[4]

An important conclusion by Gustad was that "By and large, the decision to enter college teaching as a career is not a decision at all. It is the end product of drift."[5] That is, the field of interest is chosen first, then later the decision to enter college teaching is made. In over 60 percent of the cases

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[2] *Ibid.*, pp. 17-18.

[3] *Ibid.*, p. 13, and John W. Gustad, *The Career Decisions of College Teachers* (Atlanta: Southern Regional Education Board, 1960).

[4] Gustad, p. 21.

[5] *Ibid.*, p. 206.

sampled by Gustad, the field had been chosen before the bachelor's degree was received. Yet the decision to become a college teacher was made in graduate school in 29.3 percent of the cases, and after graduate school in 17.4 percent of the cases.[6] This agrees with Stecklein's findings that college teaching typically was not considered by the Minnesota college teachers until well after college graduation. Both Gustad and Stecklein noted that the choice tends to be considered earlier among humanities teachers.[7]

Many qualified persons choose not to teach. Anderson and Murray reported that only 20 percent of successful recent Ph.D. candidates have gone into undergraduate teaching in liberal arts colleges. They attributed this largely to competition from industry and government.[8] Gustad concludes that those who do choose teaching are those who value independence and individual activities more than the things money can buy--except for a certain subsistence level necessary to remain in teaching. As Gustad puts it, "For the independence to pursue his own course and in his own good time, he becomes willing to forego a Cadillac."[9]

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[6] *Ibid.*, pp. 206 and 21.

[7] Stecklein, p. 17.

[8] Charles H. Anderson and John D. Murray (eds.), *The Professors: Work and Life Styles Among Academicians* (Cambridge, Massachusetts: Schenkman Publishing Co., 1971), p. 81.

[9] Gustad, pp. 205-206.

Job Choice and Recruitment

Determinants of Job Choice

As to factors which attract teachers to a particular job or institution, reports differ according to differing populations and differing research approaches; yet there are some commonalities. Ludlow surveyed 34 beginning teachers at the University of Michigan and found that they were attracted by the following factors, in order of importance:

1. Time and encouragement for research and writing
2. Type and size of institution
3. Geographic location
4. Library facilities
5. Salary
6. Opportunity for promotion
7. Teaching load
8. Academic rank
9. Sabbatical leave opportunities
10. Retirement benefits[10]

The low priority given to fringe benefits is in contrast to Burdin's belief that they have facilitated Indiana State University's recruitment of competent personnel.[11]

Responding to a different set of questions, teachers at the University of Minnesota listed the following five factors in

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[10]H. Glenn Ludlow, "What Attracts the New College Teacher?" *School and Society*, LXXXVII (June 20, 1959), 323.

[11]Joel L. Burdin, "Faculty Selection and Retention: A Quest for Quality," *Teachers College Journal*, XXXVI (January, 1965), 185-187.

order of relative importance in attracting them:

1. Reputation of the department
2. Reputation of the University
3. Recreational or cultural facilities
4. Salary offer
5. Academic rank offer[12]

It may be noted that salary and academic rank appear in both lists. Their different placements may reflect the ways in which the questions were posed. The high rank of the departmental reputation in Stecklein's list agrees with Gustad's observation that teachers tend to identify with their discipline rather than with the activity of teaching or with the institution.[13]

As to the job itself, Stecklein and Eckert's exploratory study elicited most frequently the opportunity to teach in the teacher's chosen field (21 percent), the availability of a position (19 percent), and the reputation of the school or department and its staff (8 percent). Perhaps more relevant to a study of the Bible colleges were the replies relating to choice of institution. Most frequent were a belief in the philosophy and objectives of the type of school (12 percent), religious reasons (9 percent), and a liking for the general atmosphere in the type of school (8 percent).[14]

Morelli, Muselman, and Strauch's study dealt with the choices of Eastern Illinois University graduates among the public

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[12]Stecklein, p. 24. [13]Gustad, p. 7.

[14]John E. Stecklein and Ruth E. Eckert, *An Exploratory Study of Factors Influencing the Choice of College Teaching as a Career* (Minneapolis: University of Minnesota, 1958), pp. 20-21.

schools, but again there are commonalities. The order was as follows:

1. Geographic location
2. Size of community and "community climate"
3. Salary
4. Size of school
5. Teaching load
6. Proximity to university
7. Friend in the community or system, near husband's work, favorable impression of faculty
8. Near home, school program, new school and facilities
9. First contract offered[15]

Comparing with Ludlow's list, it can be seen that geographic location, size of school, salary, and teaching load appear prominently for both public school and university teachers. It may be noted also that salary has been shown to be an important consideration in each study but has not been the first consideration in any case.

The most comprehensive study of this subject was made by Brown. He sent questionnaires to all the two-year and four-year institutions of higher learning in the United States, asking for the names of newly appointed faculty in 1963-64. Questionnaires were then sent to the more than 10,000 teachers involved. Determinants of job choice for this population assumed the following

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[15]R. L. Morelli, Larae Muselman, and Juliabel Strauch, "Teacher Recruitment and Retention," *Illinois Education*, LVII (January, 1969), 192.

order of importance.

1. Courses taught
2. Teaching load
3. Research facilities and opportunities
4. Competency of colleagues
5. Salary
6. Future salary prospects
7. Reputation of school
8. Quality of students
9. Administration and administrators
10. Cultural opportunities
11. Congeniality of colleagues
12. Academic rank
13. Fringe benefits
14. Nearness to graduate school
15. Climate
16. Nearness to friends and relatives
17. Moonlighting opportunities[16]

The only factor which uniformly occurs in all these lists is salary, and it stands in nearly the same position in each (see Table 1). Teaching load occurs in the upper levels in three cases, but varies widely in position. Academic rank also occurs in each case where it is applicable, but varies from fifth position among the University of Minnesota teachers to twelfth position for all higher education institutions. Brown's

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[16]David G. Brown, *The Mobile Professors* (Washington, D.C.: American Council on Education, 1967), p. 150.

list also includes several factors not found in the other lists. (It is this listing by Brown that has been used by the writer as a comparative for the Bible college teachers in this study.)

TABLE 1.--Comparative rankings of job choice factors in common among four studies

Factor	All Higher Education (Brown)	Michigan (Ludlow)	Minnesota (Stecklein & Eckert)	E. Illinois Graduates (Morelli)
Teaching load	2	7	--	5
Research	3	1	--	--
Salary	5	5	4	3
Reputation of school	7	--	2	--
Academic rank	12	8	5	--
No. of factors in study	17	10	5	9

Matching Teachers to Schools

Some general observations. Stecklein and Eckert's exploratory study among Minnesota college teachers showed that they had been drawn about equally from private and public institutions. Forty-six percent had received bachelor's degrees from private institutions to 47 percent from public ones. In the junior colleges, however, 61 percent had received their bachelor's degrees from private institutions.[17] Reporting on his completed study, Stecklein noted that two-thirds of the liberal arts

[17]Stecklein and Eckert, p. 15.

college teachers had graduated from church-related or independent small college programs. In contrast, two-thirds of the University of Minnesota faculty had taken their undergraduate work in public universities. One-half of the state college faculties had been undergraduates in state colleges. Summarizing, Stecklein says, "There was a strong tendency for individuals who entered college teaching to return to the kind of institution in which they had received their undergraduate work."[18]

As to previous experience, Stecklein and Eckert found that 39 percent had taught at another college before accepting their current assignment. Twenty-two percent had taught at a lower level, and another 16 percent came from jobs in business or industry. Again there was a difference for junior college teachers, the great majority (69 percent) having taught formerly at the elementary or secondary level, and 46 percent came directly from such positions. Twenty-four percent of the junior college teachers had taught at another college. Only 8 percent had entered junior college teaching directly.[19]

Brown's survey showed that 32 percent of the teachers hired by the colleges and universities had come from other teaching positions in higher education. This figure is very close to that of Stecklein and Eckert, cited above. Considerably fewer (9.7 percent) were found to have been elementary or secondary teachers. His whole breakdown of sources (excluding nonresponses) was as follows:

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[18]Stecklein, pp. 14-15.

[19]Stecklein and Eckert, p. 19.

Teacher in higher education	31.0%
Student	39.6%
Teacher in elementary or secondary school	9.7%
Business, government, or foundation	10.2%
Other	4.6%[20]

Faculty inbreeding. One practice which is related to teacher source and is not reflected in the above figures is faculty inbreeding--i.e., an institution's hiring of its own graduates. Both Brown and McGee have commented on this practice. Although the practice has usually been assumed to be bad, McGee suggested that it served a useful function at the University of Texas, where 33 percent of the faculty sampled had a University of Texas degree--29 percent their highest degree. This permitted the university to compete in the academic labor market to the maximum degree, McGee felt, despite its handicaps of geographic isolation, a reputation for southern provincialism, and inadequate finance.[21] Brown mentioned as additional advantages the opportunity to hire a known candidate, one who is familiar with the institution and what it expects of him, and at relatively small expense. Still, there was a feeling that both the school and the individual benefit from having the graduates get experience elsewhere before returning as members of the faculty; negative factors associated with inbreeding dissipate over time.[22]

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[20]Brown, p. 33.

[21]Reece McGee, "The Function of Institutional Inbreeding," *American Journal of Sociology*, LXV (March, 1960), 483-486.

[22]Brown, p. 51.

McGee did find that the inbred teacher was discriminated against at the University of Texas. Hired at the junior ranks as a cost saving to the institution, he is likely to remain there longer without promotion, even though he is as productive as the outbred teacher. He is also more likely to have a higher teaching load.[23]

Quality of school. Another significant finding by Brown was that certain characteristics of new faculty members related to the quality of the school (as determined by a "prestige index"). As the quality of school moves on a continuum from top 20 percent to bottom 20 percent, there is a consistent drop in the percentage of teachers hired with Ph.D.'s, from 71 to 32. The number hired at the rank of Instructor increases from 30 percent for the "top twenty" to 46 percent for the "bottom twenty." At the same time, the percentage hired from primary and secondary teaching positions increases from 3 percent among the top schools to 16 percent among the lower prestige groups.[24] Brown has elsewhere observed that less-prestigious colleges attempt to compensate for their lower salaries and lack of attractiveness by offering higher academic rank and more fringe benefits.[25]

Religious beliefs. "Employers tend to hire persons of the same faith as the college," Brown noted. "The tendency is strongest in the Catholic schools but evident in all." The same

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[23]McGee, pp. 486-488.

[24]Brown, p. 18. [25]*Ibid.*, pp. 15-16.

tendency is shown in hiring teachers with previous experience at schools under the same control.[26] This, Brown thinks, may not be so much discrimination as differentiation, since teachers having religious beliefs consistent with the college's objectives may be more productive and are more likely to understand what their responsibilities will be.[27]

King surveyed the 443 faculty members in six liberal arts colleges and seven Bible colleges of the Churches of Christ and conservative Christian churches. His findings were in harmony with those of Brown: The faculty were drawn largely from the religious body to which the institution was related, and 74.1 percent were Bible college graduates. Over 40 percent were employed by the college which had awarded their first degree. Concerning their motives, King says:

> The most basic reason for entering Bible college teaching seems to be a belief on the part of these faculty that God has, by their circumstances and talents, called them to this service . . . . They remain in Bible college teaching because their work fulfills personal religious commitments.[28]

Women teachers. Cook's follow-up study of Minnesota Ph.D.'s revealed no differences between men and women in terms of geographic location, accreditation, legal control, or enrollment of employing institution. Nor did he find any significant differences in academic rank or in time devoted to research. He did find that only 57 percent of the women were in institutions offering the Ph.D., to 77 percent of the men in such

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[26] *Ibid.*, p. 83. [27] *Ibid.*, p. 85.

[28] Charles W. King, "Motivations for Teaching in Bible Colleges," *Religious Education*, LXV (September, 1970), 431-435.

institutions, and he observed a considerable difference in salaries between the two sexes.[29]

Brown's comprehensive study showed a similar concentration of women at the less affluent schools, where teaching rather than research is emphasized. In keeping with this fact, he found that 88 percent of the women spent more time in teaching than in research.[30]

If discrimination is involved, however, Brown suggests it is the women rather than the institutions who discriminate. Lacking the prestige motives of men, they prefer jobs in schools that emphasize teaching (not too far from husband's job) and that do not involve heavy workloads, night duties in labs, long travel to conventions, long hours in the library, and so on. Further, he suggests that the women's choices may constitute "an optimum allocation of resources," for a study at Penn State showed women tended to be more successful with less able students than with the abler ones, relatively better than men with average students, but not as good with superior students.[31]

Mobility

The mobility which has become characteristic of American life can be seen to operate in the educational world. Bayer, in his study of migration among American scientists, stated that nearly half of those who received the bachelor's degree in the

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[29]Walter W. Cook, *A Study of Job Motivations, Activities, and Satisfactions of Present and Prospective Women College Faculty Members* (Minneapolis: University of Minnesota, 1960), pp. 84-85.

[30]Brown, pp. 79-80.

[31]*Ibid.*, pp. 80 and 82.

United States between 1930 and 1968 and then went on to attain the doctorate migrated to another region for doctoral training, and about the same proportion migrated to another region for their first post-doctoral position.[32] Bayer generalized that the most mobile scientists (in terms of geographic migration) were those who attended the better institutions.[33] He concluded:

> Those who attend the better institutions and, presumably, receive a better education, tend to form a national labor market, while those attending the poorer schools more generally form a local (regional) labor market.[34]

The National Education Association conducted a poll among public school teachers to determine their inclinations to migrate to a different state, given a sufficient salary increase and moving costs. About one-third (32.8 percent) said they would move. Of those unwilling to move, 38.2 percent gave family or personal reasons, and 26.2 percent indicated salary would not be a sufficient justification for moving. A median salary increase of about one thousand dollars was deemed sufficient justification by those who were willing to move.[35]

Causes of Teacher Turnover

A review of previous studies by Pallone, Rickard, and Hurley in 1966-67 concluded that there is insufficient evidence for believing that job satisfaction and dissatisfaction are

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[32]A. E. Bayer, "Interregional Migration and the Education of American Scientists," *Sociology of Education*, XLI (Winter, 1968), 89.

[33]*Ibid.*, p. 95. [34]*Ibid.*, p. 101.

[35]NEA Research Division, "Moving from One State to Another: Teacher Opinion Poll," *NEA Journal*, LVII (April, 1968), 60.

generated by qualitatively distinct sets of variables, or that job dissatisfaction leads to job or career change.[36] Charters' study of survival among a cohort of over 2,000 Oregon teachers from 1962 to 1966 led him to conclude that newly employed teachers tend to be highly mobile *per se*, although there are higher survival rates for males and for teachers in larger schools.[37] Brown noted that the first appointment must be considered temporary,[38] and Gustad believed some turnover (not much) to be expected because not all teacher recruits have the characteristics needed to become good teachers.[39]

Rather than treating mobility as inevitable, Orlich hypothesized that there are identifiable causes for it.[40] The study of teacher turnover in the Idaho public schools in 1966-67, conducted by Orlich and others, found that males and females tend to move for different reasons--personal factors being more important for females. Economic factors were dominant overall, however.[41]

It was found that women tend to teach to about age 25,

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[36]Nathaniel J. Pallone, Fred S. Rickard, and Robert B. Hurley, "Job Satisfaction Research of 1966-67," *Personnel Guidance Journal*, XLVIII (February, 1970), 474.

[37]W. W. Charters, Jr., "Some Factors Affecting Teacher Survival in School Districts," *American Educational Research Journal*, VII (January, 1970), 1-8, 15.

[38]Brown, p. 24. [39]Gustad, p. 7.

[40]Donald C. Orlich, "An Analysis of Teacher Mobility," *Journal of Teacher Education*, XXIII (Summer, 1972), 231.

[41]Donald C. Orlich, Evelyn M. Craven, R. D. Rounds, *Information System for Teacher Turnover in Public Schools* (Pocatello, Idaho: U. S. Department of Health, Education, and Welfare, 1968), p. 1.

leave their jobs to raise a family, then re-enter teaching at around 41 to 50. The study agreed with Charters' that males and teachers in larger schools are less mobile.[42]

Economic factors, though not the only factors of note, appear again and again in literature on this subject. Brown's study showed an increased salary in 69 percent of the job changes, although more often than not there was a decrease in prestige and no change in rank.[43] Stecklein and Eckert listed poor salary as the major cause of dissatisfaction among the four-year colleges they studied.[44] The high turnover rate at the affluent school studied by Kleinert seemed at first to contradict the importance of economic factors, for salaries there were considerably above the average. However, he found that the high salaries were offset by the extremely high cost of housing which forced teachers to live outside the community.[45]

One finds in the literature extensive lists of reasons for teacher turnover and teacher loss, but apparently supported by nothing more tangible than the author's opinion. Nelson and Thompson suggested such things as assignments beyond teaching, inadequate supervision, giving of poor assignments to first-year teachers, placement of discipline problems in classes of beginning teachers, pressure groups, poor mental hygiene, inadequate knowledge of subject, unfair teacher evaluations, and many

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[42]Orlich, pp. 233-234. [43]Brown, p. 36.

[44]Stecklein and Eckert, p. 25.

[45]Jack Kleinert, "Teacher Turnover in the Affluent School District," *Clearing House*, XLII (January, 1968), 299.

more.[46] In a similar vein, Drummond suggested that the 50 percent loss in science teachers two years after their certification could be attributed to discouraging practices based upon seniority privileges. Beginners are given poorest situations, assigned to teach outside their areas of preparation, and generally harrassed by and isolated from older colleagues.[47] While such things would certainly be discouraging, proof that they cause teachers to move is lacking.

Booth did a follow-up on 392 beginning teachers in Georgia who left after one year of teaching. The reasons they gave most frequently were these:

Family moved	92
Changed professions	76
Dissatisfaction	51
Marriage	49
Maternity	45
Salary too low	33
Returned to college	32
Adventure and travel	6
Illness	5
College teaching	3

Actually, 166 were still teaching, but in other states or countries. The real dropouts--those who left the profession for

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[46]R. H. Nelson and M. L. Thompson, "Why Teachers Quit After the First Year," *Clearing House*, XXXVII (April, 1963), 12-15.

[47]A. H. Drummond, Jr., "Must They be Expendable?" *School Science and Mathematics*, LXIX (March, 1969), 241-243.

reasons other than for marriage and the like--listed factors such as the lack of professional ethics on the part of their colleagues, poor professional image and standards, and a lack of self-confidence in the teaching situation. The latter was particularly important for high-school teachers.[48]

Some studies among college and university teachers list important factors in job change other than salary. Stecklein found that over half of those who left the University of Minnesota moved upward in rank or title, and 40 percent moved into administrative positions. About one-fourth of them said promotion or assurance of promotion would have kept them at Minnesota.[49] This desire for promotion may be related to the observation by Caplow and McGee that most vacancies occur in the Assistant Professor rank.[50] In fact, among the nine major universities sampled by Caplow and McGee, non-promotion was the first cause of mobility listed, followed in turn by discord in the department, a better economic offer, "drifting away," and personal reasons.[51] Attractions to move away from New York University which were marked most often in Russell's study were: (1) the scholarly reputation of the institution making the offer, (2) substantially

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[48]Frusanna S. Booth, "Why Do Teachers Drop Out?" *Childhood Education*, XLIV (December, 1967), 245-246.

[49]Stecklein, p. 26.

[50]Theodore Caplow and Reece J. McGee, *The Academic Marketplace* (New York: Basic Books, Inc., 1958), p. 41.

[51]*Ibid.*, pp. 50-52.

larger salary than now received, (3) opportunities for research, and (4) the extent of the normal teaching load.[52]

No study found by this writer identified reasons for teachers leaving the Bible colleges. Among the school studied by King, nearly 90 percent of the teachers said they were "satisfied" or "very satisfied." Asked what needed to be changed, however, they mentioned poor students (listed by 21.1 percent), poor administration (11.7 percent), grading conditions (13.0 percent), work loads (15.3 percent), extra-class duties (13.0 percent), and poor salaries (13.0 percent).[53]

Summary

Because of the paucity of literature relating to the Bible colleges, the writer has sought direction in studies of mobility patterns among the public school teachers and higher education faculties in general. Comparison of some factors found is attempted in this study. Some of the hypotheses found in the literature are debated, and others lack empirical support. With some degree of confidence, the following generalizations can be made: (1) Career choices in college teaching tend to be made late in the educational process and with little forethought. (2) Persons who value personal independence highly are more likely to choose careers in college teaching. (3) Common determinants in job choice among teachers include salary, teaching load, academic rank, reputation of school, and opportunities for

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[52]John Dale Russell, "Faculty Satisfactions and Dissatisfactions," *Journal of Experimental Education*, XXXI (December, 1962), 138.

[53]King, p. 434.

research. (4) Teachers having different characteristics tend to positions in different kinds of institutions. Kind of institution in which they received their undergraduate training is a major factor in this regard. (5) Faculty inbreeding is a device used by economically disadvantaged institutions to enable them better to compete in the academic labor market. (6) The best trained teachers, in terms of institutions attended, tend to be most mobile geographically. (7) Economic and prestige factors (such as rank and title) are the most common causes of teacher turnover.

CHAPTER 4

RESULTS AND DISCUSSION

The Sample

Representativeness

Of the 50 schools making up the population sampled, only two declined to cooperate in the survey--one on the grounds of inconvenience to their faculty, and the other on grounds that the survey would not serve a useful purpose for the school. Forty-eight schools, 96 percent of the whole, returned the list of faculty as requested. These combined lists contained 502 names to whom questionnaires were mailed. Of this mailing, 327 questionnaires were returned. This is 65.1 percent of the total. Because the same teacher might work at more than one of the schools during the three-year period sampled, it was subsequently discovered that there had been 25 duplications in the mailing (not in the returns). Of the remaining 477 questionnaires used in the calculations, the return is 68.6 percent.

There were 310 questionnaires actually processed in the computer run. This constitutes 61.8 percent of the 502 or 65.0 percent of the 477 questionnaires. The 17 excluded from the tabulations included six returned because no current address of the person was known, two who indicated they had never taught at a Bible college (why their names were listed remains a mystery),

two which arrived too late for processing, two with such tenuous connections to the Bible college (one teaching a single art course and a second finishing a term for another teacher) that they could not give adequate responses, and five who did not answer the questions because they were no longer teaching. Of the latter group, one was retired, one was a pastor, one was a writer, and two did not indicate their current employment.

Although the percentage of questionnaires returned was not as large as anticipated, the sample was generally representative of the population. As noted above, only two schools were excluded from the sample. Of the 48 cooperating schools, one had no faculty in the categories surveyed. Personnel questionnaires were returned for each of the other schools in numbers representing from 25 percent (in one case) to 100 percent (in nine cases) of the faculty listed. The average return per school (duplications excluded) was 70.4 percent. The average enrollment of the 50 schools constituting the total population was 400. The average enrollment of those included in the sample was 384. Larger, smaller, and median sized schools were included, and every geographic region was represented.

Demographic Factors

Sex. Of the 310 returns processed, 244 were male and 65 were female. (One failed to indicate sex.) This corresponds exactly to the proportion reported by Brown among the schools in the "bottom 20 percent" in terms of prestige--79 percent males to 21 percent females. This stands in contrast to his "top 20 percent" schools, where 91 percent of the teachers were

male and only 9 percent female.[1] The Bible colleges are among the less affluent institutions, and the findings are therefore what would be expected. Likewise, the suggested possible reasons for this greater concentration of women in the less affluent schools would be valid for the Bible colleges.

TABLE 2.--Demographic factors represented in the survey

Factor	Frequency	Percentage
Sex		
Males	244	78.71
Females	65	20.97
Marital status		
Married	259	83.55
Single	44	14.19
Divorced	4	1.29
No. of dependents		
None	74	23.87
1-2	91	29.36
3 or more	143	46.13
Age		
Under 25	15	4.84
25-29	58	18.71
30-34	66	21.29
35-39	55	17.74
40-44	42	13.55
45-49	23	7.42
50-54	22	7.10
55-59	14	4.52
60 or over	13	4.19

Marital status. About 84 percent of those responding were married (259), 14 percent were single (44), and slightly

[1]David G. Brown, *The Mobile Professors* (Washington, D.C.: American Council on Education, 1967), p. 77.

more than 1 percent were divorced (4). Three persons did not indicate marital status. The small percentage of divorced teachers may reflect the negative views of supporting churches toward divorce.

Number of dependents. Of the 310 who responded, 74 had no dependents (23.9 percent), 91 had one or two dependents (29.4 percent), and 143 had three or more dependents. Two did not respond to the question. The fact that nearly half (46 percent) had more than two dependents may be somewhat surprising, for lower salaries would be expected to attract teachers with fewer financial obligations.

Age. The respondents to the questionnaire were mostly in the younger brackets. Almost half (44.8 percent) were under 35 years of age. Less than 5 percent were under 25; but 18.7 percent were ages 25 to 29, and 21.3 percent were 30 to 34. Thereafter there was a steady decrease in frequencies in each succeeding category. The sharpest decline came at age 45; approximately twice as many fell in the early forties as in the late forties. Less than one-fourth (23.2 percent) of all respondents were 45 or older.

The predominance of young respondents does not necessarily mean that the Bible college faculties are young, although that would be a possibility. It probably means that the younger teachers are more mobile than the older ones. Brown found that 25 percent of the mobile group were under 30; this survey showed 23.5 percent in the same bracket. He found 37 percent in the thirties; this survey found 39 percent. To Brown's 17 percent in

the forties age bracket, this survey showed 21 percent. His survey counted 11 percent aged fifty or over; this one 15.8 percent.[2] The comparisons are close enough to assure the representativeness of the sample in terms of age, but they also suggest that Bible colleges may tend to retain older faculty somewhat longer than do colleges in general.

Length of service. As indicated earlier, this survey was aimed at teachers who had moved during a three-year period. Of the 310 who responded and were tabulated, 101 (32.6 percent) had taken their current jobs during 1971; 92 (29.7 percent) during 1970; and 59 (19.0 percent) during 1969. The latter figure is an apparent discrepancy in that the academic administrators listed none as moving prior to 1969. However, accounting is done by the academic year, and it is probable that this group were hired or left their positions sometime during the academic year 1968-69. This assumption is supported by noting that the combined categories of 1969 and before total 35.5 percent, which is about what one would expect for a period of slightly more than one calendar year, in comparison to the figures for the other years.

Number of first-time teachers. Nearly two-thirds of respondents tabulated were experienced teachers before accepting their current positions. (The actual figure was 197, or 63.9 percent.) One hundred two were first-time teachers. This is 32.9 percent of the total.

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[2] *Ibid.*, p. 38.

Testing the Assumptions

Ten statements to be tested were listed in Chapter 2. Results of the study are discussed in the following paragraphs in the light of those assumptive statements:

1. Bible college teachers are derived mainly from student populations rather than from other teaching positions.

The test of this statement was question number 11 on the questionnaire, which asked for "last regular employment before accepting your present position." Responses to the question by Bible college teachers in terms of frequency and percentage, are listed in Table 3. To determine that most teachers came directly from student populations, it was necessary only to compare the frequency in the student category with the combined frequencies in the other teaching categories. Of the 202 respondents who were teachers or administrators in Bible colleges, only 38 had been hired directly from student status. Ninety-nine came to the Bible colleges from other teaching positions. It is therefore apparent that the assumption was not true; over three-fourths came from non-student status, and only one-fifth from student status.

If not from student populations, whence came Bible college faculty? Over a fourth (27.7 percent) indicated "other" than the teaching categories listed. What specific categories were embraced by this figure must be determined by a future study. Of the identified teaching categories other than the Bible college, the public elementary and secondary schools were

TABLE 3.--Responses by Bible college teachers to question 11: "Last regular employment before accepting your present position."

Category	Frequency	Percentage
Student	38	18.8
Public elementary or secondary school teacher	27	13.4
Private elementary or secondary school teacher	9	4.5
Public-control college teacher or administrator	10	5.0
Christian liberal arts college teacher or administrator	12	5.9
Bible college teacher or administrator	41	20.3
Other secular employment	56	27.7
No response	9	4.5
Totals	202	100.1[a]

[a]Differs from 100 because of rounding to one place.

the most fruitful source of Bible school teachers. Seventeen and four-tenths percent of those who came from non-student status were derived from public school positions. (This contrasts with Brown's figure of 9.7 percent in the same category for all of higher education.)[3] Seven and seven-tenths percent were derived from Christian liberal arts college faculties. About 6.5 percent came from public-control colleges, and nearly 6 percent from private elementary or secondary schools. Of the entire sample, 30.8 percent of all females listed their previous employment as public school teacher--the largest single category for females. This is in contrast to 9 percent of males in the same category. The largest category for males was non-teaching positions.

2. Bible college teachers typically are hired with the expectation that they will pursue an additional degree after being hired.

Of the 310 responses in the entire sample, 87 (28.1 percent) answered "Yes" to the question, "Were you hired with the expectation that you would earn an additional degree?" (See Table 4.) Two hundred twenty (71 percent) responded "No." When the sample was limited to those who were presently employed by a Bible college, the results were only slightly different--27.7 percent affirmative to 71.8 percent negative. It is apparent that hiring on the basis of an as yet unobtained degree is not the typical pattern among the Bible colleges.

When responses were categorized by sex, no statistically significant differences were observed. About 2.5 percent more

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[3] *Ibid.*, p. 33.

males than females indicated they had been hired upon expectation of an additional degree.

TABLE 4.--Responses to question 9 by Bible college teachers: "Were you hired with the expectation that you would earn an additional degree?"

Response	Total Sample		Now Employed by Bible College	
	Frequency	Percentage	Frequency	Percentage
Yes	87	28.07	56	27.72
No	220	70.97	145[a]	71.78
No response	3	0.97	1	0.50
Totals	310	100.01[b]	202	100.00

[a]Deviation significant at .001 level by chi square test.

[b]Differs from 100% because of rounding.

When the results were analyzed in terms of highest degree held by respondent, there were obvious differences. Sixty-two percent of all who answered affirmatively to the question (from the whole sample) were holders of the master's degree. However, the figure constitutes only 28.9 percent of all those with a master's degree, whereas 44 percent of those holding a bachelor's degree said they were hired with expectation of an additional degree. The main pressure is therefore seen to be upon those who lack graduate preparation, usually deemed a necessity for the college teacher. About 15 percent of those with doctorates also gave affirmative response to the question. It

is possible that they were hired at the candidacy stage and have since completed their degree requirements.

3. Bible colleges hire more teachers from church-related institutions than from public-controlled ones.

Although the patterns of response were similar for the whole sample and for those currently employed by a Bible college, the statistical analysis was limited to the latter group to avoid possible confusion in the results. The basis was question 11, which asked for "Last regular employment before accepting your present position." (See Table 5.)

TABLE 5.--Responses by Bible college teachers to question 11: "Last regular employment before accepting your present position."

Previous Employment	Frequency	Percentage
Student	38	18.81
Public elementary or secondary school	27	13.37
Private elementary or secondary school	9	4.46
Public-control college	10	4.95
Christian liberal arts college	12	5.94
Bible college	41	20.30
Other	56	27.72
No response	9	4.46
Totals	202	100.01[a]

[a]Differs from 100% because of rounding.

Results tended to support the proposition, but they were not conclusive.

The total of those whose last employment was either a Bible college, a Christian liberal arts college, or a private elementary or secondary school was 62. The total of those last employed by a public-control college or a public elementary or secondary school was 38. Computation of chi square showed the difference to be significant.

The figures, however, included a possible distortion. The assumption was that private elementary and secondary schools were church-related institutions, but there was no way to determine how many of those included in the data actually were church-related. When the private schools were eliminated from the figures, leaving Bible colleges and Christian liberal arts colleges versus public-control colleges and public elementary or secondary schools, the number hired from church-related institutions was still greater (52 to 38); but the difference was not statistically significant.

When the analysis was limited to collegiate institutions, it was found that 52 came from church-related schools (Bible colleges and Christian liberal arts colleges) and 10 from public-control colleges. The difference was clearly significant statistically. Bible colleges do derive more teachers from church-related colleges than non-church colleges. Do they derive more from Christian liberal arts colleges than public-control ones? The difference (12 to 10) was too small to generate a confident affirmative.

One final comparison may be noted. When the figure for the Christian liberal arts college alone was set over against the figure for the public elementary, secondary, and higher schools, it was obvious that the non-church schools far outweighed the church schools. (Actual figures were 38 to 12.) This serves to underscore the fact that the public elementary and secondary schools are a major source of Bible college teachers.

4. Bible college teachers who are hired from other employment typically accept a smaller salary at the Bible college.

Those included in this group were Bible college teachers who indicated their last previous employment was not in a Bible college, and that they had not been hired directly from student status. One hundred fourteen were in this category--27 from public elementary or secondary schools, 12 from Christian liberal arts colleges, 10 from public-control colleges, 9 from private elementary or secondary schools, and 56 from other forms of employment.

When asked to compare their present income with that at their previous job, 112 responded. Thirty-two were receiving more money than at their previous employment. Eleven were earning the same salary as before. A large majority, 69 of the teachers, were receiving less pay than at the previous job. To put it in different terms, 60.5 percent of the group had taken cuts in salary to teach at the Bible college. This compares with 28.1 percent whose incomes were greater at the Bible college, and 9.6 percent whose salaries matched that at their

previous employment. Clearly, the proposition is true, and factors other than salary must have attracted the typical Bible college teacher.

TABLE 6.--Responses of Bible college teachers to question 12: "Income at your present position is:"

Present Income	Frequency	Percentage
More than at previous job	75	37.13
Less than at previous job	90	44.55
Same as at previous job	19	9.41
Was not employed before present job	16	7.92
No response	2	0.99
Totals	202	100.00

5. The typical Bible college teacher has attended a Bible college as a student at some time prior to his employment by the college.

One hundred ninety-two of the 310 persons making up the entire sample had attended a Bible college as students at some previous time. That is 61.9 percent of the whole. When the sample was limited to those presently employed by a Bible college, the contrast became more apparent. One hundred thirty-eight (68.3 percent) had previously attended a Bible college to

64 who had not. The proposition is shown to be true by a significant margin.

TABLE 7.--Responses of present and former Bible college teachers to question 7: "Did you at some time previous to your present employment attend a Bible college as a student?"

Response	Total Sample		Present Bible College Teachers	
	Frequency	Percentage	Frequency	Percentage
Had attended Bible college	192	61.94	138	68.32
Had not attended Bible college	116	37.42	64	31.68
No response	2	0.65	0	0.00
Totals	310	100.01[a]	202	100.00

[a]Differs from 100% because of rounding.

This is not to say, however, that the Bible colleges typically practice inbreeding by hiring their own graduates. Another question posed was, "Do you hold a degree from a Bible college?" One hundred sixty-seven (53.9 percent of the whole sample) answered in the negative. It has also been noted above that most were derived from other teaching positions rather than from the student population.

6. Bible colleges typically employ teachers having the same religious affiliations as the college.

Of the 310 persons tabulated, 186 had the same religious affiliations as the colleges by which they were employed. This

figure constituted 60 percent of the total. Forty-eight persons (15.5 percent of the total) indicated their religious affiliations were different from those of the employing institution. Three claimed no religious affiliation, and 65 were employed by colleges without a specific religious affiliation. The latter figure accounts for 21 percent of the whole.

Again the analyses were made, including only those who were currently employed by a Bible college. The pattern changed but little, but the shift was favorable to the proposition being tested. Of the 202 respondents, 136 (67.3 percent) had different affiliations from the colleges which hired them.

TABLE 8.--Religious affiliations of Bible college teachers

Affiliation	Frequency	Percentage
Same as that of college	136[a]	67.33
Different from that of college	25	12.38
Teacher had no affiliation	1	0.49
College had no affiliation	40	19.80
Totals	202	100.00

[a]Difference between those which were the same and those not the same was significant at .001 by chi square test.

Actually, the concern was not with institutions without religious affiliation. The purpose was to find whether the

affiliated Bible colleges employed teachers with the same affiliations. Viewed from this standpoint, the results were even more conclusive. The 136 persons having the same affiliations as their employing institutions constituted 84 percent of all those in religiously affiliated colleges.

7. Bible college teachers are typically employed from outside the immediate geographic area.

Question number 10 of the questionnaire asked the respondent whether his last previous employment (including student status) was (1) in the same state in which he was now working, (2) in a different state within the same geographic region, or (3) in a different geographic region. Of the 202 currently employed by Bible colleges, 49 percent (99 persons) indicated they had changed to a different geographic region. Fifty-eight persons (28.9 percent) remained within the same state, and 45 (22.3 percent) had remained in the same region although they had crossed state lines.

Statistically, therefore, there was no significant difference between the number remaining within the geographic region and the number leaving it. Still, there was considerable mobility geographically. Furthermore, a comparison of these figures (for Bible college employees) with those for the whole sample suggests longer moves to a Bible college than to other positions. Among all the movers, only 45 percent were in different geographic regions, and over 33 percent had remained in the same state.

No direct correlation between size of family and distance moved was evident from the data. The largest percentage (51.6) of families with three or more dependents was found in a different state within the same region as the previous employment. The next largest proportion (47.5 percent) was in the same state as the previous employment. One might postulate that teachers with large families tend to be willing to move out of state to obtain a job, but prefer not to move too far.

TABLE 9.--Responses of present and former Bible college teachers to question 10: "Your last previous employment (including student status) was:"

Location of Previous Employment	Present and Former Bible College Teachers		Present Bible College Teachers	
	Frequency	Percentage	Frequency	Percentage
Same state as present job	103	33.23	58[a]	28.71
Different state but same geographic region	64	20.65	45	22.28
Different geographic region	141	45.48	99	49.01
No response	2	0.65	0	0.00
Totals	310	100.01[b]	202	100.00

[a]Difference is not significant by chi square test.

[b]Differs from 100% because of rounding.

8. Bible college teachers at the time they are hired typically expect to remain indefinitely as members of the Bible college faculty.

Bible college teaching career versus Bible college as stepping-stone to a different career was explored in question 16 of the questionnaire, which asked the respondent to choose among four statements the one best reflecting his attitude at the time he first joined a Bible college faculty. Of the persons in the sample, 211 indicated they had expected to make Bible college teaching or administration their career, thus confirming the proposition. Forty-six (14.8 percent) had considered their attachment to the Bible college faculty a temporary arrangement leading to a different kind of ministry, and another 27 (8.7 percent) had hoped to use it as a stepping-stone to a position with a more prestigious college or university. Four (1.3 percent) had joined the Bible college faculty as a matter of expediency although feeling the arrangement was unsatisfactory. Twenty-two did not respond to the question.

When asked to indicate their present attitudes, the respondents showed somewhat less Bible college career intention (179 or 57.7 percent). This is the result which one would expect in view of the fact that many were no longer associated with a Bible college. The increased number who did not respond to the question (now 16.1 percent) would also relate to the same fact. The data showed no increase in the number who considered the Bible college employment temporary, but more did view the relationship as an unsatisfactory expedient (12 or 3.9 percent).

TABLE 10.--Attitudes of present and former Bible college teachers toward Bible college employment

Attitude	At Time of First Bible College Employment		Present Time	
	Frequency	Percentage	Frequency	Percentage
Expected to make career of Bible college teaching or administration	211	68.07	179	57.74
Considered Bible college teaching as temporary while aiming at a different kind of ministry	46	14.84	45	14.52
Considered Bible college a stepping-stone to teaching position at more prestigious institution	27	8.71	24	7.74
Considered Bible college teaching an unsatisfactory but necessary expedient	4	1.29	12	3.87
No response	22	7.10	50	16.13
Totals	310	100.01[a]	310	100.00

[a]Differs from 100% because of rounding.

Males and females showed different patterns of Bible college career orientation. Seventy-two and one-half percent of all males responding said they had considered their employment to be a career one; 52.3 percent of the females viewed their employment as a career. There was no appreciable difference between the sexes in terms of "stepping-stone" or expediency orientations, but a considerably larger percentage of females had taught at the Bible college temporarily while preparing for a different form of ministry (26.2 percent of females to 11.9 percent of males). Ten and eight-tenths percent of the females did not respond to the question, in contrast to 5.7 percent of males who failed to respond.

Analysis of this question in terms of age was enlightening in only one category; in most cases the pattern of responses simply reflected the age groupings included in the survey. Those who viewed their Bible college employment as an unsatisfactory expedient, however, fell into three age categories. Fifty percent were aged 25-29 years; 25 percent were aged 30-34 years, and 25 percent were aged 60 or over. First, one must remember that the frequencies are small (a total of four). But, second, those who view the attachment as an expedient are at the age to be still seeking for their niche in life, or at the age to be thinking in terms of retirement.

9. Bible college teachers who leave their jobs tend to go to employment by other Bible colleges

It has been noted that 202 of the 310 who responded to the survey were currently employed by Bible colleges. However,

this number included many who were in their first employment and others whose previous employment had not been by Bible colleges. The test of the proposition was with those who were not in their first teaching position (question 19) but whose last employment had been by a Bible college (question 11). The category included 63 persons.

TABLE 11.--Kinds of employment accepted by Bible college teachers who left their jobs

Present Employment	Frequency	Percentage
Student	3	4.76
Public elementary or secondary school	2	3.18
Private elementary or secondary school	1	1.59
Public-control college	1	1.59
Christian liberal arts college	8	12.70
Bible college	39[a]	61.91
Other	8	12.70
No response	1	1.59
Totals	62	100.02[b]

[a]Difference between Bible college and the other non-student frequencies was significant at .05 level by chi square test.

[b]Differs from 100% because of rounding.

Of the 63, 39 (61.9 percent) had gone to another Bible college faculty. The proposition was therefore confirmed by a

significant margin. The next largest known category was the Christian liberal arts college--hiring 12.7 percent of those who left the Bible college. An equal number indicated they had been employed in "other" than the listed teaching categories. Since the category received so many responses, the kinds of employment included would be of interest for a future study. It may be significant that several wrote in the fact that they were employed as pastors or missionaries.

The remaining categories in order of frequency were: (1) student, 4.8 percent; (2) public elementary or secondary school, 3.2 percent; (3) private elementary or secondary school, 1.59 percent; (4) public-support college or university, 1.59 percent. One person did not respond to the question.

10. Bible college teachers choose their jobs on the basis of different variables than college teachers in general.

The main test of this assumption was made by comparing the responses to question 14 of the questionnaire with the results obtained by Brown to the same question in his study.[4] The statistical comparison was limited to the respondents who were currently employed by a Bible college. The question required respondents to indicate how important each of 17 factors were in their choice of their current job--very important, important, or not important. Responses in the "Very Important" column were then multiplied by five, "Important" by three, and "Not

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[4] *Ibid.*, p. 150.

Important" by one. The sums of these weighted values were then divided by the total number of responses to obtain a "Choice Index." Arrangement of the factors in order of "Choice Index" size then indicated their relative importance as influencing job choice of the respondents.

The order which was obtained for the Bible college teachers was compared with that obtained by Brown for teachers in general, using Spearman's rank correlation technique. The order was not found to be significantly correlated with that of Brown, and examination of the rankings suggested that the Bible college teachers' choices were influenced by different factors. The factors and the comparative ranking orders in the two studies were as follows:

Job Choice Factors	Brown's Order	Rice's Order
Courses taught	1	1
Teaching load	2	6
Research facilities and opportunities	3	12
Competency of colleagues	4	3
Salary	5	11
Future salary prospects	6	13
Reputation of school among scholars	7	7
Quality of students	8	5
Administration and administrators	9	2
Cultural opportunities	10	8
Congeniality of colleagues	11	4

Academic rank	12	9
Fringe benefits	13	14
Nearness to graduate school	14	10
Climate	15	17
Nearness to friends and relatives	16	15
Opportunities for outside income	17	16

It can be seen that both groups gave priority to courses taught. They also agreed in assigning "Reputation of school among scholars" to seventh position in order of importance. These were the only points of correspondence. Brown's teachers gave second place of influence to "Teaching load;" the Bible college teachers put "Administration and administrators" in second place. While Brown's teachers placed research facilities in third position, the Bible college teachers placed them in twelfth as befitting a non-research oriented institution.

Both groups placed a great deal of emphasis upon the competency of colleagues, but the Bible college teachers differed from teachers in general in also emphasizing the congeniality of colleagues. The major points of difference were the economic factors, "Salary" and "Future salary prospects." Brown's teachers made them fifth and sixth among the factors influencing their job choices; the Bible college teachers relegated them to eleventh and thirteenth place respectively. Fringe benefits had little influence on either group. Academic rank also was of low importance for both groups, but was slightly higher for Bible college teachers.

Other evidences of the difference in job choice variables were found beyond the list of factors provided by Brown. The following question in the questionnaire asked, "Were there other factors, not listed above, which were of greater importance in influencing your decision? If so, please list them." Sixty percent of the respondents (187 persons) said there were factors of greater importance. The items written in were mainly factors related to their Christian faith. Most often mentioned (by 58 teachers) was the belief that they were fulfilling God's will in accepting the job. Another 29 were motivated by the opportunity to do a Christian service. Twenty-two emphasized their agreement with the school's doctrinal position. Another 10 were drawn by the opportunity to teach Christian students with Christian colleagues.

Additional factors written in were the existence of a job opening, 12; opportunity to change ministries, 8; spouse's decision, 7; challenge of the job, 5; location, 4; chance to improve the school, 3; academic freedom, 2; self-fulfillment, 2; financial stability of the school, 1; opportunity for sports activities, 1; security, 1; the facilities of the school, 1.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Purpose and Procedures

The purpose of this study was identification and examination of faculty employment and mobility patterns among the 50 schools accredited by the Accrediting Association of Bible Colleges (AABC) in the academic year 1970-71. Forty-eight of the schools cooperated in the project, furnishing lists of teachers mobile during 1969, 1970, and 1971. Questionnaires which requested information pertaining to personal characteristics, mobility patterns, and attitudes toward the Bible colleges were subsequently mailed to the teachers in the mobility categories. Of 477 teachers involved, 310 (65 percent) returned questionnaires which were processed in this study.

The data derived from the questionnaires were tabulated in terms of frequencies and percentages, and were related to the writer's assumptions upon undertaking the study and to findings of previous investigations.

Characteristics of Sample

The sample of 310 represented 47 AABC schools of all sizes and in the various geographic regions of the United States

and Canada. It consisted of 244 males and 65 females, of whom 259 were married, 44 were single, and 4 divorced. One hundred forty-three had three or more dependents; 91 had one or two dependents; 74 had no dependents. Respondents' ages varied from the twenties to the sixties, with a mean age of 38. One hundred two were first-time teachers (i.e., teaching in their first position); the rest had had previous teaching experience.

Findings

Ten assumptions were stated at the beginning of this study, and were tested by the data derived from the survey. Results indicated the following:

1. Bible college teachers are not derived mainly from student populations, but come most often from teaching positions with the public elementary or secondary schools and from other non-teaching forms of employment.

2. Bible college teachers typically are not hired with the expectation that they will pursue an additional degree after being hired. A large proportion of those hired without a graduate degree (44 percent) are hired with such expectation, however.

3. Bible colleges hire more teachers from church-related colleges than from public-controlled ones, but it remains uncertain whether the same is true for all church-related institutions versus all public-controlled institutions.

4. Bible college teachers who are hired from other employment typically do accept a smaller salary at the Bible college.

5. It is true that the typical Bible college teacher has attended a Bible college as a student at some time prior to his employment by the college, but most do not hold Bible college degrees, nor were they hired directly from the Bible college student population.

6. Bible colleges typically employ teachers having

the same religious affiliations as the college. Not all Bible colleges have specific denominational affiliations, but the practice is general among those which are affiliated.

7. The typical Bible college teacher was employed from out-of-state, but those hired from a different geographic region do not constitute a majority statistically.

8. Bible college teachers at the time they are hired typically expect to remain indefinitely as members of the Bible college faculty. Although the statement is true for both sexes, the career orientation is greater among males than among females.

9. Bible college teachers who leave their jobs do tend to go to employment by other Bible colleges. The number of those who do so is more than four times the number of those who go to employment by a Christian liberal arts college, the next highest category.

10. Bible college teachers do choose their jobs on the basis of different variables than college teachers in general. They give lower priority to economic factors and higher priority to Christian service factors.

Conclusions

In relation to the three purposes of this study as stated in Chapter 1, this writer's research has led him to the following conclusions:

1. Bible college teachers have in common the ideals derived from their religious faith. They do not differ greatly from their colleagues in secular institutions in terms of such factors as age, sex, and marital status, and they share their tendency to internal motivation, their concern for competency of colleagues, and their inclination toward teaching in the kind of school in which they were taught. But in addition to such commonalities, the career Bible college teachers share a religious

idealism which is reflected in their job choice motivations. They are concerned with Christian service factors; doctrinal rectitude is important to them; they teach to please God.

2. The employment and mobility patterns of Bible college teachers suggest satisfaction with Bible college employment. They accept Bible college positions with the expectation that they will remain a part of the Bible college faculty indefinitely, and this career intention does not change for most. When they do leave their Bible college positions, they usually move to positions with other Bible colleges.

3. The religious motives associated with the origins of the Bible colleges are reflected in the present-day Bible college teachers. Their job choices are motivated by different factors from those which move their colleagues in other institutions of higher learning--religious motives are most important. Most have attended a Bible college or a Christian college as a student. Mobility is typically among such colleges. They are willing to accept smaller salaries for the privilege of teaching at a college with religious principles in keeping with their own; they usually choose schools having the same religious affiliations as their own. To feel that they are in "the will of God" is an important concern.

Recommendations

Based upon his experiences and findings from this study, the writer makes the following recommendations:

1. That the Bible colleges look for career intention

and religious motivation in potential employees. These characteristics have been common to most of their teachers and should serve as identifying marks of the dependable recruit.

2. That the Bible colleges establish a clearing-house for potential teachers. The public school faculties have been shown to be a good source of Bible college teachers; such a clearing house should particularly seek to establish contacts with such teachers who have requisite qualifications for Bible college teaching. It might also establish liaison with students in seminaries and graduate schools who have potential for Bible college teaching.

3. That an additional study be made to determine the composition of the "other" category of previous employment. In question 11 of the questionnaire used in this study, the category which indicated previous employment "other" than student status and the various teaching categories received the greatest frequency of responses. There was no means, other than an occasional write-in, to determine what forms of employment were represented. If it should be found that most of the responses were from the same form of employment, this would constitute a valuable teacher source to be exploited.

4. That additional study be made as to whether church-related institutions furnish most Bible college teachers. This question was not answered determinately by this study, for the reasons discussed in Chapter 4. Clear distinction should be made between church-related and secular private schools in the collection of data.

5. That an additional study be made to identify characteristics of those who left Bible college teaching. This study has identified some of the common characteristics of Bible college teachers. If common characteristics of the teacher dropouts can be similarly identified, this knowledge can be used to avoid hiring of misfits, thus saving frustration for both the employing institution and the potential employee.

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APPENDIX A

REQUEST FORM SENT TO ACADEMIC OFFICERS

Northwest College
OF THE ASSEMBLIES OF GOD
Kirkland, Washington

The enclosed forms relate to an academic study designed to determine some of the characteristics in common among persons who are being hired as Bible college teachers, some determinants of their job choices, and something of their mobility patterns. As an academic administrator, you are interested in finding teachers who will fit comfortably into the Bible college pattern; so I believe you can see the value of such a study.

All Bible colleges accredited by AABC are included in this study, so your cooperation is vital. As one who also faces a deluge of paperwork, I can well imagine your feeling upon receiving this request. Nevertheless I am counting on your help, without which the task cannot be completed.

The main data will be gathered from the teachers themselves--those who have joined or left your faculty during the past three years. Our request to you is for their names and addresses so that we may mail them a questionnaire. Neither they nor you will be embarrassed in any way, as responses will be anonymous and the study will be reported without using names of either individuals or their employing institutions.

Will you please fill out the enclosed forms now and return them in the enclosed envelope. Include only full-time faculty members, or full-time administrators who teach a partial load.

Thank you very much.

Yours sincerely,

Frank B. Rice
Academic Dean

FBR:dp
Enclosure

FACULTY ADDITIONS AND LOSSES

(This information will be treated confidentially.)

School_____ Address_____

Please list under the appropriate headings the names and addresses of all faculty members who have joined your faculty or left it during the past three years. List home addresses of present faculty only if they cannot receive mail at the school address. In case of former faculty members, it is important that their last known address be provided. If more space is required, please attach additional sheets.

I. NEW FACULTY ADDED DURING 1971:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

II. NEW FACULTY ADDED DURING 1970:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	

III. NEW FACULTY ADDED DURING 1969:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	

IV. FORMER FACULTY MEMBERS WHO LEFT DURING 1971:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	

V. FORMER FACULTY MEMBERS WHO LEFT DURING 1970:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	

VI. FORMER FACULTY MEMBERS WHO LEFT DURING 1969:

NAMES	ADDRESSES
1.	
2.	
3.	
4.	
5.	

APPENDIX B

QUESTIONNAIRE SENT TO MOBILE TEACHERS

Northwest College
OF THE ASSEMBLIES OF GOD
Kirkland, Washington

Dear Sir or Madam:

The enclosed forms are part of an academic study which may in the future save disappointment and frustration for some teachers and ministers. At the same time it should expedite the Bible colleges' efforts to find and retain teachers who are compatible with their needs.

For these reasons, this study is important, and I hope you will take a few moments of your time--valuable as it is--to provide the requested information. The questionnaire is designed so it can be answered rapidly, and a stamped envelope is enclosed for your convenience. Your cooperation is vital in order that conclusions from the study will be valid.

To avoid possible embarrassment to you or your school, the study will be reported without using names of individuals or their employing institutions--past or present. Numbers on the questionnaire are necessary for registering returns, but the results will be treated anonymously.

Thank you so much for your help.

Yours sincerely,

Frank B. Rice
Academic Dean

FBR:ju

Enc.

BIBLE COLLEGE FACULTY STUDY QUESTIONNAIRE

Please complete the questionnaire by checking the appropriate items and filling in the requested information. Return the completed questionnaire to: Frank B. Rice, Academic Dean, Northwest College, P. O. Box 579, Kirkland, WA 98033

This is an academic study. All personal information will be held in strict confidence. The study will be made without mention of names or schools.

1. Sex:

____(1) Male
____(2) Female

2. Marital status:

____(1) Single
____(2) Married
____(3) Divorced

3. No. of dependents, i.e., spouse and children

____(1) None
____(2) 1-2
____(3) 3 or more

4. Age:

____(1) 24 or younger
____(2) 25-29
____(3) 30-34
____(4) 35-39
____(5) 40-44
____(6) 45-49
____(7) 50-54
____(8) 55-59
____(9) 60 or over

5. Highest degree held:

____(1) No degree
____(2) Bachelor's degree
____(3) Master's degree
____(4) Doctorate
____(5) Other: _____

6. Your religious affiliation:

____(1) Same as that of the college for which you work
____(2) Different from the college for which you work
____(3) Have no religious affiliation
____(4) College has no religious affiliation

7. Did you at some time previous to your present employment attend a Bible college as a student?

____(1) Yes
____(2) No

8. Do you hold a degree from a Bible college?

____(1) Yes
____(2) No

9. Were you hired with the expectation that you would earn an additional degree?

____(1) Yes
____(2) No

10. Your last previous employment (including student status) was:

____(1) In the same state in which you now work
____(2) In a different state but in the same geographic region
____(3) In a different geographic region

11. Last regular employment before accepting your present position:

____(1) Student
____(2) Public elementary or secondary school teacher
____(3) Private elementary or secondary school teacher
____(4) Public-control college teacher or administrator
____(5) Christian liberal arts college teacher or administrator
____(6) Bible college teacher or administrator
____(7) Other secular employment

12. Income at your present position is:

____(1) More than at previous job
____(2) Less than at previous job
____(3) Same as at previous job
____(4) Was not employed before present job

13. Academic rank at present position is:

____(1) Higher than at previous job
____(2) Lower than at previous job
____(3) Same as at previous job
____(4) Institution has no academic ranking

14. How important were each of these factors in your decision to choose your current job instead of other alternatives available to you? Check one in each row.

Job Characteristics	Very Important	Important	Not Important
Congeniality of colleagues			
Competency of colleagues			
Reputation of school among scholars			
Courses taught			
Teaching load			
Administration and administrators			
Quality of students			
Academic rank			
Research facilities and opportunities			
Salary			
Fringe benefits			
Opportunities for outside income			
Future salary prospects			
Nearness to graduate school			
Nearness to friends and relatives			
Climate			
Cultural opportunities			

15. Were there other factors, not listed above, which were of greater importance in influencing your decision? If so, please list them:

_____

_____

16. At the time you first joined a Bible college faculty, which of the following statements best described your attitude?

____(1) Expected to make Bible college teaching or administration my career.
____(2) Considered Bible college teaching as temporary, intending to go into a different kind of ministry eventually.
____(3) Considered Bible college teaching a beginning, hoping eventually to obtain a position in a more prestigious college or university.
____(4) Considered Bible college teaching an unsatisfactory but necessary expedient for the time.

17. At the present time, which of the following statements best describes your attitude?

____(1) Expect to make Bible college teaching or administration my career.
____(2) Consider Bible college teaching as temporary; intend to go into a different kind of ministry eventually.
____(3) Consider Bible college teaching a beginning; hope eventually to obtain a position in a more prestigious college or university.
____(4) Consider Bible college teaching an unsatisfactory but necessary expedient for the time.

18. When did you take your present job?

____(1) 1971
____(2) 1970
____(3) 1969
____(4) Prior to 1969

19. Is this your first teaching position?

____(1) Yes
____(2) No

20. Did you have tenure at your previous job?

____(1) Yes
____(2) No

21. Your present employment is:

____(1) Student
____(2) Public elementary or secondary school teacher
____(3) Private elementary or secondary school teacher
____(4) Public-control college teacher or administrator
____(5) Christian liberal arts college teacher or administrator
____(6) Bible college teacher or administrator
____(7) Other secular employment