RES MILITARIS
REVUE EUROPEENNE D ETUDES EUROPEAN JOURNAL OF MILITARY STUDIES
Social Science Journal

A STUDY OF RELATIONSHIP BETWEEN ORGANIZATIONALCULTURE AND PERFORMANCE

Manish Dhingra, Vaishali Dhingra

Faculty of Commerce & Management, Rama University, Mandhana, Kanpur India

Abstract

The study tries to find out the relationship between organizational culture and performance of the faculty members in undergraduate and post graduate private institutes of the state of Uttar Pradesh.

Factors in each category are selected based on eigenvalues. So many dimensions of organizational culture and parameters of faculty performance have immerged in this study. Dimensions like Belief, Role Clarity and Care for the Job, Quality Consciousness, Discipline and Research Orientation have come up. In academic organizational culture they play important roles not only in making the culture but also in influencing the performance of the faculty-members.

An analytical study has been done to find out the most dominating variables of the academic organizational culture and performance of the faculty members. The results of the VARIMAX rotation of the selected extracted factors are displayed. The rotated factor pattern matrix is calculated by post multiplying the original factor pattern matrix. Interestingly it has been noticed that there is a relationship between organizational culture and performance for the faculty members in different private institutes in Uttar Pradesh.

Key Words*: Organizational Culture, Performance, Eigen value, College, Faculty Members, Variable, Dimension, factor analysis, Principal Component analysis*

Introduction

State of higher education in general

Education is the backbone of the Nation. In a developing country like India, higher education plays a very important role in shaping the young minds of the country. It gives future direction to the Nation. But the state of higher education is not so rosy in Uttar Pradesh as well as in India.

Background and statement of the research problem

Change is going on in every spares of life. Along with the changing nature of the society and the economy, a sea change is experienced in the domain of higher education too. New disciplines, subjects, methods of teaching are introduced. Distance education, self study, internet study modes are practiced and they have become very popular among the students.

Quality is very important in higher education. There is a perception that quality human resources are not coming to teaching profession. It has become very difficult to have Post Graduate faculty members. Faculty members with PhD qualification have become rare in the domain of higher education. Those bright candidates who have done their PhDs have joined or joining corporate organizations. But Uttar Pradesh can boost of having several highly qualified, experienced people who are serving the colleges and universities. Young people have become less interested in

making a career in academics. There are several colleges that often flout the norms, rules and regulations of the affiliating universities.Their motto are to make money and more money.

So many opportunities are there but young generation is showing less interest to become researchers or professors. Few people are going for research degrees. Those who are going, they are not coming to teaching. Those highly qualified people who are coming to teaching at higher levels are not staying in this profession. The academic institutes be it government or private are unable to retain them for a sustainable period of time. Both public and private sector corporate organizations are hiring these talented people with sky-kissing salaries. Several faculties who are working in colleges in India are unable to produce high quality performance. They have qualification, attitude and a willing mind. Then also they are unable to give cent percent output. Either they are poor in their teaching or in their research work. Many of them lack in their communication. They can not communicate their feelings, thoughts in a lucid manner. So teachers are also very poor in inter-personal relations. Several faculty members of the colleges are lacking in confidence. They fumble a lot when they start their lectures.

Difference in the Performance of the Faculty Members

On the other hand performance of the faculty members varies from college to college, place to place and subject to subject. Age also becomes a barrier sometime. All these are making the situation a grave one. Acute shortage of faculties in the colleges is faced all over India and Uttar Pradesh is no exception.

Dearth of Efficient, Competent and Qualified Faculties

General colleges particularly the engineering and management colleges are facing a mammoth task of having good faculties for running the academic assignments. It has become a serious Human Resource Management problem.

This study is to look at the way higher-education institutions are responding to the challenges of an ever increasing diverse academic force and the extent to which organizational culture welcomes and values diversity, thus allowing the institutions to benefit from recruiting and retaining the highly qualified talented faculty members with diverse backgrounds, skills, abilities and efficiencies for a sustainable period of time.

In this research study an attempt has been made to what extent the organizational culture has a role to play in this situation and also it is to be found how the entire situation percolates down to the performance of the faculty members. In view of the above, we like to see the association between organizational culture and performance of the faculty members in the Private Institutes in the state of Uttar Pradesh.

Literature Review

Organizational culture has significant and dominating role to play in the performance of the faculty members.

A lot of study and research works have been done (1927 to 1932) at western electric's work-site at Hawthorne in Illinois. Great scientist Elton Mayo was the principal investigator who invented 'people relation' to control performance of the employees in an organization.

In 1983 famous social scientist Schein studied that the performance of workers not only depends upon on the ability and capability of these workers but also upon the environment, surroundings and the organization they work in. Also

Peters and Waterman (1982) contributed a lot to the study of organizational culture in their famous book titled “In Search Of Excellence”.

C. Greets (1973) in famous Interpretation of Cultures have given a vivid interpretation of the different constructs of culture. He has also described the close relationship between organizational culture and organizational characteristics.

Hofstade (1985) conducted a very famous path-finding research in the area of culture by analyzing the data collected from the subsidiaries of a Trans -national organization. This research study had identified four dimensions namely:-

(a) Individualism,

(b) Masculinity,

(c) Power distance and

(d) Uncertainly Avoidance.

A.D. Chandler (1962) in his famous book Strategy and Structure: Chapters in the history of American Industrial Enterprise has vividly described different characteristics of an Industrial Organization.

P. Lawrence and J. Lorsch (1967) in their research article in Administrative Science Quarterly had given an insight into the complex cities of the organization.

The Frame Work

In Indian context different cultural aspects like family, community, social system, religion, food habit, language, size of the organization should be considered. But based on available literature different organizational factors are selected. They are:-

1. Unity in diversity: Unity in diversity
2. Code of conduct,
3. Quality consciousness,
4. Student care,
5. Creativity-adaptability,
6. Culture nurturing,
7. Empowerment,
8. Collaboration,
9. Open Communication,
10. Conflict Management,
11. Role clarity and
12. Faculty concern.

On the other hand available study indicates the measurement of faculty performances in terms of the following:-

1. Teaching,
2. Research output,
3. Academic Administration,

4. Publication,
5. Participation in corporate life,
6. Association with the professional bodies.

Assessing the above performance parameters, the performance of the faculty members of the colleges would be measured and relationship would be established with the job characteristics. This study is helpful for framing the questationnaires in such a way that the details of the academic culture can be measured. On the other hand frame work is helpful in making the five point scale for the performance related questions. This study also helps to assess different aspects of the society that influence the day to day activities of the faculty members of these colleges. These societal dimensions not only influence but also monitor the performance of the faculties in the colleges.

Research Methodology:

The study has been done in two phases:-
1) Data Collection
2) Tailoring the data collected to fit in with the objective of the study.

Instruments; Questationnaires.

Data have been collected with the help of questationnaires on organizational culture and faculty performance developed and adapted in both the cases. Total fifty five questions are there in these questionnaires. Out of these fifty five questions, forty six represent organizational culture and rest nine questions throw light upon the performance of the faculty members.

In both the cases a five point scale is used. In respect of the nine questions of the faculty performance, the scale is derived from the quantitative information obtained from the performance related questions.

The Development Phase focuses on tailoring the models and the assessment tools to the population of interest. For example, interviews and focus groups with subject matter experts have been conducted.

Profile of the Subjects:

42 subjects (faculty members) have been selected from different private institutes across different districts of Uttar Pradesh.

Duration of the study: 03 Months.

Number of Male Faculty Members- 24

Number of Female Faculty Members- 18

Faculty with MPhil – 04

Faculty with PhD- 14

Lecturer- 16

Senior Lecturer- 03

Selection Grade Lecturer/Assistant Professor- 12

Reader- 10

Professor- 01

Age

20-29 Years	30-39 years	40-49 years	50-59 years	60 and above
10	11	11	09	01

Income

10,000& less	10,000-15000	16,000-20,000	21,000-25,000	26,000-30,000	31,000-35,000	36,000-40,000	41,000-45,000
Nil	Nil	15	05	08	11	02	01

Experience

0-5 years	6-10 years	11-15 years	16-20 years	20+ years
15	05	05	03	14

The study uses factor analysis to identify principal variables – both independent and dependent, affecting or associated with culture and performance.

Before proceeding to factor analysis, appropriateness of factor analysis to the data is to be evaluated; in particular, the variables must be correlated to each other, for the factor analysis to be appropriate or the correlation matrix of the given variables must not be an identity matrix, which indicates that the data is appropriate for factor analysis.

Factor Analysis is used to model the relationships (correlations or covariances)

between objects (in the applications discussed here the objects are questions/items from an inventory like the Organizational culture).

The Factor Analysis Model assumes that the interrelationships are due to latent variables called “common factors”.

Factor analysis is conducted on the product-moments (correlations or covariances) between items. The items therefore should be interval scales; (it should be noted that by definition dichotomous variables are interval scales). No assumption is made about the distribution of the variables during Factor Analysis and this only becomes an issue if various statistical tests are then conducted on the factors.

The second key output is the “Rotated Factor Matrix”. This matrix displays how each variable ‘loads’ on each factor. A loading is the partial correlation between the item and the factor. Loadings higher than specified benchmark indicate that the variable is highly correlated with the factor. It is preferable that each variable included in the analysis load high on one of the retained factors.

By examining the pattern of variables that load high on a given factor, one can begin to interpret the results.

Factor analysis is conducted with the explanatory variables, using Principal Component analysis. Using eigen value criteria, factors are extracted whose eigen value is at least greater than one. To enhance the interpretability of the factors selected, the varimax factor rotation is used in PCA. This method minimizes the number of variables that have high loadings on a factor.

After interpretation of the principal factors, estimated values of the common factors, called factor scores, will be computed, as part of further research, which will be subsequently used as inputs for multiple regression analysis.

However, on the basis of further cut-offs in respect of eigenvalues, for each of the categories(A total of all the three categories-full and Private) in the different frames[(46-Frame)with 46questions/items and the other(55-Frame) with 46questions plus 9 questions extra], we make further selection, limiting the choice to most dominant factors

The initial factor pattern matrices are then displayed in the respective Figures. The factor pattern matrix represents standardized regression coefficients for predicting the variables using the selected extracted factors. Because the initial factors are uncorrelated, the pattern matrix is also equal to the correlations between variables and the common factors.

On the basis of factor loadings (which have been arranged in descending order, given in respective Appendices – A46- Private and A55-- Private)-our selection for factor nomenclature is as follows :

The major questions/items are selected on the basis of (1) dominant factor loadings and (2) for being sufficiently close, excluding stray outlying ones, even though they may have high loadings.

Findings

46- Frame- full:

Four factors are selected.

Factor-1-

Questions-selected-Q20, 37,41,42,46.

They broadly represent: **Role Clarity**.

Factor 2:

Question selected – Q-13, Q-7, Q-40

They broadly represent: **Belief**

Factor-3:

Question Selected – Q-10, Q-11, Q-32 and Q-38.

They broadly represent: **Academic Integrity.**

Factor – 4:

Question Selected – Q-22, Q-2 and Q-21.

They broadly represent: **Customer (student) care**.

46 – Frame Private:

Four Factors are selected.

Factor -1:

Questions Selected- Q-37, Q-42, Q-43.

They broadly represent: **Job orientation.**

Factor – 2:

Questions Selected –Q-6, Q-19, Q-27.

They broadly represent: **Care for the Job**.

Factor – 3:

Questions selected: Q-5, Q-15 and Q-25and Q-26.

They broadly represent: **Discipline**.

Factor – 4:

Questions Selected – Q-10, Q-11 and Q-3.

They broadly represent: **Sincerity**.

55 Frame Full :

Four factors are selected:

Factor – 1:

Questions Selected: Q-37, Q-41, Q-42, Q-46.

They broadly represent: **Role Clarity.**

Factor -2:

Questions Selected: Q-50, Q-51, Q-55.

They broadly represent: **Research Orientation.**

Factor – 3:

Questions Selected: Q-9, Q-10, Q-11.

They broadly represent: **Quality Consciousness**.

Factor – 4:

Questions Selected: Q-22, Q-43, Q-49.

They broadly represent: **Customer (Student) care**.

55 Frame Private:

Four factors are selected:

Factor – 1:

Questions selected: Q-37,Q-41,Q-42,Q-43.

They broadly represent : **Quality Consciousness.**

Factor -2:

Questions selected : Q-51, Q-52, Q-54.

They broadly represent : **Research Orientation.**

Factor – 3:

Questions selected : Q-11, Q-55, Q-50.

They broadly represent : **Research Orientation.**

Factor -4:

Questions selected : Q-30, Q-35, Q-45.

They broadly represent : **Role Clarity.**

Concluding remarks

The study has found out so many new dimensions of organizational culture and performance of the faculty members. Many researchers have pointed out many dimensions of organizational culture. Even few of them have discussed about the performance of the academic staffs including faculties. But in this study few dimensions like **role clarity,**

quality consciousness, discipline, sincerity, free flow of communication, task integrity have immerged. Thus this study has pointed out a changing trend of the dimensions of organizational culture and also a changing trend of relationship between organizational culture and performance of the faculty members.

On the other hand performance dimensions of the faculty members like **academic orientation throwing light upon the teaching related performance of the faculty members, research orientation pointing towards the research inclination of the faculty members have become very prominent.**

Retention of the faculty members has become a challenging task for the private institutes of Uttar Pradesh. In this respect culture of the academic institutes play a very important role. Effective and positive work culture and organization can give birth to effective, productive and sustainable growth for the organization.

There are limitations of this study. Because of the time constrain many colleges could not be covered. The size of the sample is short. Enough literature was not available on faculty performance. While framing the questions on faculty performance, researcher had to face difficulty. It would have been better if same aged faculty members were subjects of this study. Questions were administered with utmost care and sincerity. There is a good opportunity for further research on this topic. This study can act as a guiding force for the future study on organizational culture and performance of the faculty members in academic institutions in India.

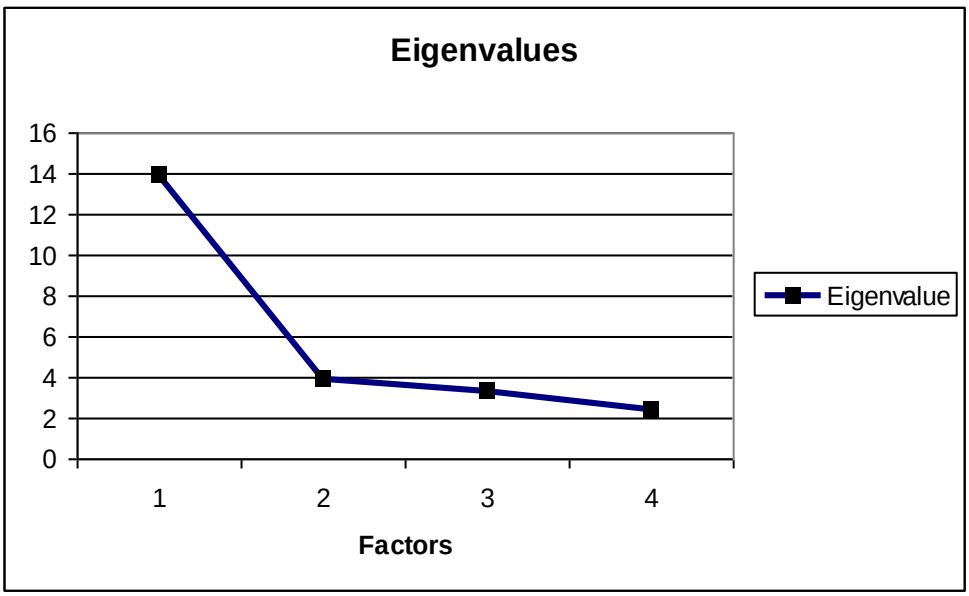
References

1. Hofstede, Geert (1998), attitudes, values and organisational culture:disentangling the concepts, organisational studies, 19(3),pp.447-493
2. Chatman, Jennifer A and Karen A Jehn (1994), Assessing The Relationship Between Industry Characteristics And Organizational Culture: How Different Can You Be? Academy Of Management Journal, 37 (3), Pp. 522-553
3. Cooke R.A and Rousseau, D.M (1988), Behaviral norms and expectations:a quanitiative approach to the assessment of organisational culture, gruoup and organisational studies, 13, pp.245-273
4. Dayal, (1987), Work Culture In India , Inaugural Address, Patna: Seminar At A.N.S. Institute Of Social Studies
5. Deal, Terrance. E and Kennedy Allan(1982), Corporate Cultures: The Rites And Rituals Of Corporate Life, Reading, Massachusetts: Addison-Wesley
6. Enz, C (1988), the role of value congruity in intra organisational power, administrative science quarterly, 33, pp.284-304
7. Baba Marietta, (1996), Organizational Culture In: David Levinson And Melvin Ember (Eds) Encyclopedia Of Cultural Anthropology, Vol.3, New York, Henry Holt And Company.
8. Rao P.K.Koteswara, P.T.Srinivasan, J.P.S.George, Development of a tool to assess organizational culture in Indian Organizations.
9. Koteswara Rao P.K (2002), Organizational culture and Knowledge Management: A study conducted in selected organizations from manufacturing and information technology sectors, Unpublished Ph.D thesis, Dep. Of Management Studies, University of Madras, Chennai.
10. Moore, W.E(1961), The social framework of economic development in : R.Braibanti and J.J

11. Spenglers(Eds), the traditional values and socio-economic development, Durham:Duke University.
12. Schein, Edgar H(1983), Organizational Psychology, New Delhi, Prentice Hall Of India Private Ltd
13. Sinha, Jai B.P and and Sinha Durganand(1994), Role of social values in indian organizations, in:
14. Henry S.R.Kao, Durganand sinha and Ng Hong (Eds), effective organizations and social values, pp- 164-173, New Delhi:Sage Publications.
15. Sinha,J.B.P(1988), Work Culture In Indian Organisatins, New Delhi: ICSSR.
16. Pareek Udai(1979), 'Culture & Organization designing: Proactive or Reactive Strategy'?
17. Vikalpa [2(4):303-08].

Eigenvalues of the Correlation Matrix: Total = 46 Average = 1

	Eigenvalue	Difference	Proportion	Cumulative
1	13.9245090	10.0006361	0.3027	0.3027
2	3.9238728	0.6299177	0.0853	0.3880
3	3.2939552	0.9046360	0.0716	0.4596
4	2.3893192	0.0965914	0.0519	0.5116



The FACTOR Procedure

Initial Factor Method: Principal Components

Factor Pattern

Factor1 Factor2 Factor3 Factor4

Q1	0.53077	0.15019	-0.17802	-0.29372
Q2	0.45437	-0.26733	0.07947	0.42918
Q3	0.47366	-0.18926	0.07179	0.37402
Q4	0.45188	-0.36891	-0.01432	-0.03038
Q5	0.57736	0.31618	0.15099	-0.07185
Q6	0.65149	0.26651	0.31547	0.05689
Q7	0.46883	0.48821	0.18957	0.18247
Q8	-0.63520	0.17001	-0.07625	-0.05270
Q9	0.48423	-0.00422	0.40870	0.20931
Q10	0.50172	-0.14952	0.43357	0.21951
Q11	0.38824	-0.38719	0.57282	0.03767
Q12	-0.45519	-0.41538	0.21719	0.21155
Q13	0.17159	0.61522	-0.31473	-0.00214
Q14	-0.64601	0.30974	-0.22995	0.15773
Q15	0.56539	-0.38833	-0.29310	0.11357
Q16	0.57449	-0.15157	0.25713	-0.16381
Q17	-0.76417	0.23240	0.13731	0.22104
Q18	0.64044	-0.23578	-0.33279	-0.19503
Q19	0.51589	0.27709	0.07061	-0.36194
Q20	0.73351	0.24369	0.03429	-0.07279
Q21	0.55334	-0.15349	-0.16397	0.32405
Q22	0.58507	0.39725	-0.22237	0.54051
Q23	0.68840	-0.14794	-0.31303	0.07584
Q24	0.62120	0.54293	-0.17899	0.02569
Q25	-0.41363	0.09435	-0.25149	0.26334
Q26	-0.04363	0.00961	-0.43050	-0.07433
Q27	0.19509	-0.28458	-0.28033	-0.42115
Q28	0.46968	0.01035	-0.08740	-0.29311
Q29	0.52976	-0.52732	-0.36074	0.05759
Q30	0.42675	0.34224	-0.24576	-0.27067
Q31	0.56016	-0.24577	0.06172	-0.42343
Q32	-0.62129	0.16768	0.45169	-0.25442
Q33	0.19133	0.07323	0.37473	-0.05482
Q34	0.49040	-0.36690	-0.18162	0.19543
Q35	-0.45028	0.19505	0.18139	0.09880
Q36	0.57360	-0.14465	0.26763	-0.21617
Q37	0.74523	0.30480	0.15956	-0.18791
Q38	0.60987	-0.02190	0.44799	-0.16781
Q39	0.51041	0.38681	0.03765	0.21097
Q40	0.52614	0.43724	-0.37304	0.11148

Q41	0.72455	0.04052	0.25936	0.16387
Q42	0.71858	0.11053	-0.16905	0.08082
Q43	0.65496	-0.39371	-0.33658	0.22818
Q44	0.58197	-0.05448	-0.11604	-0.30991
Q45	0.40932	-0.02314	0.26044	0.17944
Q46	0.73165	0.32179	0.20461	0.11601

Variance Explained by Each Factor

Factor1	Factor2	Factor3	Factor4
13.924509	3.923873	3.293955	2.389319

The FACTOR Procedure

Initial Factor Method: Principal Components

Final Communality Estimates: Total = 37.724372

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
0.73857076	0.84083644	0.91250429	0.79793458	0.83355948	0.89840149	0.84236848	0.76985770
Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
0.84266230	0.81090905	0.86771400	0.85359102	0.67657035	0.87501755	0.76153877	0.88571138
Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
0.80383445	0.87220849	0.79701434	0.86111656	0.79217100	0.89963526	0.83291371	0.86549319
Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
0.63429089	0.80062798	0.74021160	0.86634001	0.80617618	0.85816227	0.72726878	0.79554281
Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40
0.83278494	0.82821471	0.81992423	0.83506212	0.81476979	0.87609693	0.69791874	0.83112997
Q41	Q42	Q43	Q44	Q45	Q46		
0.83466919	0.69877111	0.87081678	0.88479084	0.91210442	0.82656306		

The FACTOR Procedure

Rotation Method: Varimax

Rotated Factor Pattern

	Factor1	Factor2	Factor3	Factor4
Q1	0.28646	0.39892	-0.03195	-0.15808
Q2	0.45841	0.29214	0.00644	0.49127
Q3	0.20584	0.25136	0.08942	0.05188
Q4	0.26986	-0.09548	-0.07611	0.24963
Q5	0.05444	0.86011	0.12408	0.08828
Q6	0.03940	0.76893	0.28504	0.35023
Q7	-0.04439	0.38113	0.27236	0.11497
Q8	-0.47112	-0.43958	0.01484	-0.07442
Q9	0.14961	0.06789	0.10924	0.24566
Q10	0.11893	0.31868	0.10843	0.69625
Q11	0.13274	-0.04508	-0.15082	0.84621
Q12	-0.06238	-0.09280	-0.26894	-0.13569
Q13	-0.08747	0.18784	0.60875	-0.27368
Q14	-0.25904	-0.06720	-0.11428	-0.31986
Q15	0.58303	-0.02476	0.08215	0.23809
Q16	0.20602	0.19758	-0.03018	0.55929
Q17	-0.56539	-0.16175	-0.14470	-0.09381
Q18	0.66341	0.25410	0.06704	0.07621
Q19	-0.03030	0.21927	0.20871	0.11169
Q20	0.22775	0.41244	0.31129	0.24853
Q21	0.48966	-0.08455	0.43848	0.28023
Q22	0.23786	0.22931	0.69979	0.06288
Q23	0.53965	0.33799	0.16505	0.09301
Q24	0.14942	0.54014	0.42731	0.02003
Q25	-0.05166	-0.03192	-0.05144	-0.10995
Q26	0.06486	-0.07705	0.05300	-0.07400
Q27	0.20032	0.08829	-0.05167	0.09662
Q28	0.08706	-0.02012	0.50186	0.14420
Q29	0.81480	-0.14564	0.01558	-0.01777
Q30	0.07084	0.05041	0.15160	-0.17725
Q31	0.33415	0.19342	-0.13892	0.04971
Q32	-0.63474	0.03009	-0.48947	-0.06295
Q33	-0.00274	0.06920	-0.00222	0.11511

Q34	0.78575	0.22015	0.08923	0.17014
Q35	-0.21149	-0.12076	-0.02803	0.02625
Q36	0.12780	0.22495	0.09908	0.20200
Q37	0.09274	0.45334	0.38609	0.13646
Q38	0.01439	0.25876	0.04433	0.74026
Q39	-0.00729	0.20788	0.31589	0.13341
Q40	0.16769	0.21793	0.81459	-0.08777
Q41	0.29301	0.20742	0.48105	0.46895
Q42	0.39001	0.07182	0.45960	0.25396
Q43	0.85138	0.06750	0.11714	0.06435
Q44	0.38959	0.18322	-0.01348	0.14858
Q45	0.20987	0.11508	0.02126	0.12860
Q46	0.17768	0.46095	0.24072	0.29288

Variance Explained by Each Factor

Factor1	Factor2	Factor3	Factor4
5.7171454	3.8280622	3.7436055	3.6618426

Final Communality Estimates: Total = 37.724372

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
0.73857076	0.84083644	0.91250429	0.79793458	0.83355948	0.89840149	0.84236848	0.76985770
Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16
0.84266230	0.81090905	0.86771400	0.85359102	0.67657035	0.87501755	0.76153877	0.88571138
Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24
0.80383445	0.87220849	0.79701434	0.86111656	0.79217100	0.89963526	0.83291371	0.86549319
Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32
0.63429089	0.80062798	0.74021160	0.86634001	0.80617618	0.85816227	0.72726878	0.79554281
Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40

0.83278494 0.82821471 0.81992423 0.83506212 0.81476979 0.87609693 0.69791874 0.83112997

Q41 Q42 Q43 Q44 Q45 Q46

0.83466919 0.69877111 0.87081678 0.88479084 0.91210442 0.82656306

55- FRAME RESULT PRIVATE COLLEGE

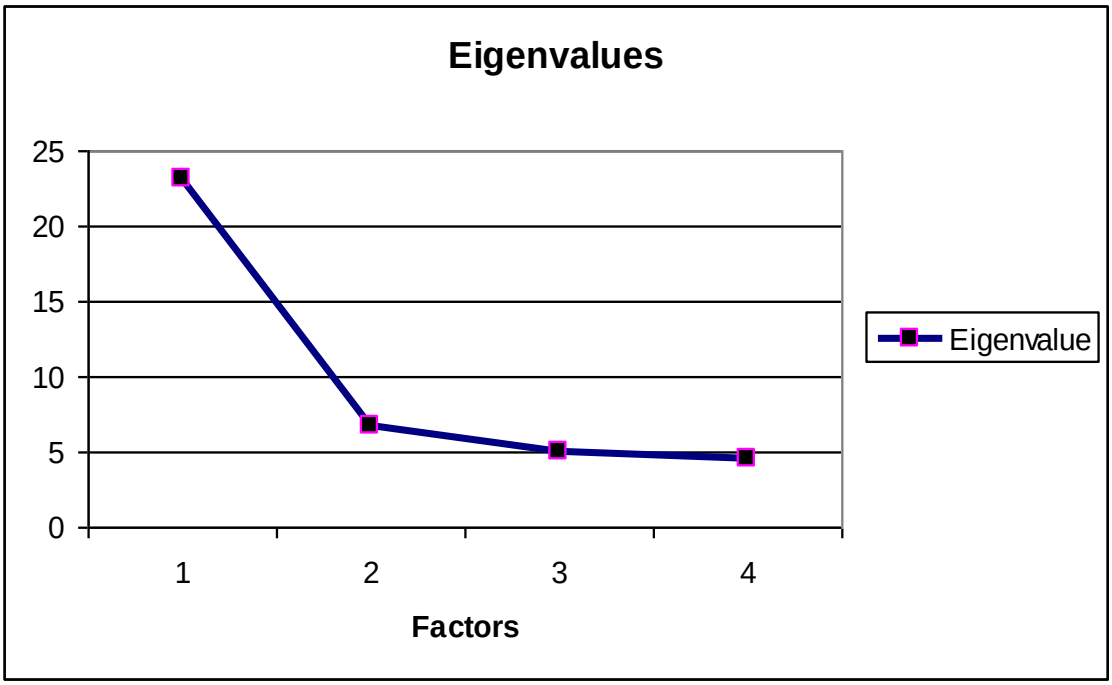
The FACTOR Procedure

Initial Factor Method: Principal Components

Prior Communality Estimates: ONE

Eigenvalues of the Correlation Matrix: Total = 55 Average = 1

	Eigenvalue	Difference	Proportion	Cumulative
1	23.1255503	16.3681538	0.4205	0.4205
2	6.7573965	1.8249167	0.1229	0.5433
3	4.9324798	0.4313487	0.0897	0.6330
4	4.5011311	1.0014249	0.0818	0.7148



The FACTOR Procedure

Initial Factor Method: Principal Components

Factor Pattern

	Factor1	Factor2	Factor3	Factor4
Q1	0.34615	0.04575	-0.35716	0.25168
Q2	0.58809	-0.50261	-0.17301	0.15247

Q3	0.42283	0.16970	0.26351	0.36009
Q4	0.67373	-0.02780	-0.14963	-0.04481
Q5	-0.02966	-0.08609	0.35189	-0.04762
Q6	0.78155	-0.31997	0.15086	0.24140
Q7	0.40287	0.77482	-0.28672	-0.00263
Q8	-0.87626	0.05925	0.14897	0.00837
Q9	0.57228	0.06344	-0.05804	0.68916
Q10	0.63254	0.55371	0.16227	0.16753
Q11	0.42518	-0.16893	0.68451	0.27289
Q12	-0.81718	-0.08330	0.16432	0.14756
Q13	0.10433	0.24669	-0.30257	0.40230
Q14	-0.95131	0.05273	0.00785	0.24129
Q15	0.71800	0.13988	0.14070	-0.22163
Q16	0.76409	0.31133	-0.05841	-0.39469
Q17	-0.88750	0.21809	0.17888	-0.11230
Q18	0.73921	0.30657	-0.00395	-0.26809
Q19	0.51972	-0.41531	0.18950	0.34372
Q20	0.72102	0.36227	-0.24917	-0.35487
Q21	0.73018	0.54591	-0.09176	-0.04243
Q22	0.83986	0.45121	0.03131	-0.07506
Q23	0.62893	0.26041	-0.43744	-0.20961
Q24	0.81742	-0.27467	0.07090	0.06645
Q25	-0.37857	0.22079	-0.09045	-0.06098
Q26	0.10282	-0.30186	-0.48598	-0.02914
Q27	0.28023	-0.61181	-0.27832	0.28322
Q28	0.86526	-0.02858	0.26055	-0.17478
Q29	0.89698	0.24715	0.03814	-0.22444
Q30	0.25237	0.15647	-0.16364	0.58123
Q31	0.73600	-0.18112	-0.29850	-0.20073
Q32	-0.92148	-0.12643	-0.01480	0.09290
Q33	0.28343	0.84901	-0.38797	-0.14305
Q34	0.82784	-0.12545	-0.34765	-0.04203
Q35	-0.56556	0.12957	0.21174	0.61662
Q36	0.72944	-0.18897	0.12904	0.43294
Q37	0.93748	-0.05560	0.14247	0.12955
Q38	0.81682	-0.33697	0.22176	0.14001
Q39	0.62892	0.22091	0.12166	0.08545
Q40	0.88915	-0.29703	-0.02975	0.08607
Q41	0.95701	0.14741	0.04816	-0.04917
Q42	0.96225	0.12400	0.03496	-0.08428

Q43	0.95663	0.13657	-0.01391	-0.01284
Q44	0.50784	-0.36475	-0.20742	0.28519
Q45	0.58615	0.03434	0.21199	0.56215
Q46	0.77257	-0.18490	-0.05623	0.38884
Q47	-0.56371	0.44973	-0.38671	0.24326
Q48	0.53130	-0.12249	0.55846	-0.28475
Q49	-0.31096	0.47061	-0.52691	0.48215
Q50	-0.03866	0.42023	0.72536	0.16785
Q51	-0.02488	0.65763	0.31514	0.49309
Q52	0.02973	0.65513	0.16605	0.02036
Q53	0.13056	-0.28314	0.58335	-0.63671
Q54	-0.41676	0.74834	0.36088	0.03001
Q55	0.17865	0.33121	0.75732	0.10616

Variance Explained by Each Factor

Factor1	Factor2	Factor3	Factor4
23.125550	6.757396	4.932480	4.501131