

SELECTED POLITICAL, PERSONALITY, AND SOCIO-ECONOMIC
CHARACTERISTICS OF VIRGINIA TECH ARMY ROTC CADETS

by

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I. INTRODUCTION

Objectives

United States Army officers have been studied by social scientists interested in the military with increasing frequency since World War II. The major focus of this inquiry has revolved around efforts to conceptualize the "military mind," and to "type classify" the military officer in the sociology of occupations.

In other words, what kinds or types of individuals fill the officer ranks of the U.S. Armed Forces? According to Samuel P. Huntington, the military mind has been analyzed employing three basic approaches: (1) the ability or quality of the military mind; (2) the attributes or characteristics of the military mind; and (3) the attitudes or substance of the military mind.¹ The latter two approaches are concerned with the qualities which constitute the attitudes, values and perceptions of the "military personality." The content and sources of the social-psychological dimensions of military behavior constitute the major emphasis in these approaches.² This study combines the second and third approaches and limits its investigation to selected socio-economic and service related characteristics, perceptions of job characteristics, and selected personality traits and political attitudes of future Army officers.

¹Samuel P. Huntington, The Soldier and the State (New York: Alfred A. Knopf, Inc., 1957), p. 59.

²Ibid., pp. 59-60.

In the past two years, the Department of Defense has shifted many of its traditional policies and regulations to accommodate the recommendations made by the President's Commission on an All-Volunteer Armed Force and the Modern Volunteer Army Program (MVAP).³ The changes which have been implemented by the Department of the Army in an effort to motivate individuals toward a career in the U.S. Army have caused concern in both military and civilian circles as to the "kinds" of individuals who will be filling the officer ranks of the future. The above concern coupled with the lack of empirical data available on selected attitudes, personality traits, and socio-economic characteristics of future Army officers channels this study into the following objectives:

1. To investigate the socio-economic characteristics of Army ROTC (AROTC) cadets enrolled at Virginia Polytechnic Institute and State University and the relationship these characteristics have to their officer career intentions (Chapter 2).
2. To investigate the perceived importance of various job characteristics of AROTC cadets at VPI & SU (Chapter 3).
3. To investigate and compare selected political attitudes and personality traits between Virginia Tech AROTC cadets and a sample of male civilian students at VPI & SU (Chapter 4).

³The objectives of the MVAP are to improve the image of the Army, to foster increased general respect for the military profession, and to enhance dignity, pride, and motivation of individual members. A summary of the changes that have or will be made can be found in Information on Current Issues - 1972, compiled by the Office of the Coordinator of Army Studies, HQ Department of the Army.

The results of salient studies of military attitudes and behavior are discussed below according to the areas of interest pertaining to this study.

Socio-economic and Service Related Factors

Morris Janowitz states that the military profession is not only an occupation, but also a complete style of life.⁴ In the past, the military has been isolated from the civilian community. Mott points out that the military "lived apart in their tiny secluded garrisons much after the manner of military monks and they rarely came into contact with the mass of our citizens."⁵ This social isolation has been described as assisting the military profession in maintaining "its distinctive characteristics and values."⁶ Today, however, it appears that the officer corps is shifting its style of life from one of community isolation to one of social interaction with the civilian community.

There are several possible explanations for this change in degree of social cohesion. First, many of the army officers are forced to live in the civilian economy because the military installations can no longer accommodate the housing needs of the increased

⁴Morris Janowitz, The Professional Soldier (Glencoe: The Free Press, 1960), p. 176.

⁵COL T. Bentley Mott, Twenty Years as a Military Attache (New York: Oxford University Press, 1937), p. 338, as quoted in Charles H. Coates and Roland J. Pellegrin, Military Sociology: A Study of American Military Institutions and Military Life (University Park: The Social Science Press, 1965), p. 48.

⁶Janowitz, Soldier, p. 176.

size of the officer corps. Second, the military installations which were once composed almost entirely of military personnel now employ a large percentage of civilians. Third, the major military installations today, such as Fort Benning and Fort Bragg, are so large in area and population that they have the problems and impersonal qualities of a city.⁷

The social status of the military as a group has been generally low within our society. In a nationwide survey conducted by Public Opinion Surveys, Inc., in 1955,⁸ the subjects were asked to rank 19 occupational specialities which included "officer" and "enlisted man" in the Armed Services. Officers were ranked seventh while enlisted men were ranked sixteenth. With respect to the social status of the military, Coates and Pellegrin stated that:

. . . despite the enormously expanded role of the military establishment in the United States over the past 20 years, the traditional public image of the career military man seems to have remained relatively constant.⁹

Several socio-economic factors to include region of origin, type of community, neighborhood, education, and father's occupation, have been considered significant in identifying career motivated Army officers.

Concerning education, it appears from the results of research studies that the Army does not motivate the highly educated officer.

⁷Ibid., p. 178.

⁸Attitudes of Adult Civilians Toward the Military Service as a Career, Part I: Attitudes of 16 to 20 Year Old Males Toward the Military Service as a Career, Part II (Princeton: Public Opinion Surveys, 1955).

⁹Coates and Pellegrin, Military Sociology, p. 47.

but educates the highly motivated. In a sample of nearly 3,000 junior officers, not a single officer with a PhD degree and only two with a master's degree chose an Army career. It is also interesting to note that more than 80 per cent of the officers leaving the Army after their required commitment had bachelor's degrees or higher.¹⁰

Also, the five occupational groupings of fathers of Army officers tend to produce more career officers than others. In descending order these are: military or warrant officer; farm or ranch owner or operation; truck, bus, cab driver, or other transportation worker; military enlisted man; and skilled tradesman.¹¹

With respect to race, white officers show a greater tendency to leave the Army than do black officers.¹²

Junior officers from southern states (Alabama, Kentucky, Mississippi, and Tennessee), the southwestern states (Arkansas, Louisiana, Oklahoma, and Texas), and the mountain states (Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming) in that order tend to favor a career as an Army officer.¹³

Family attitudes, especially those of the wife are important in an officer's military career. Mothers' attitudes are more influential than fathers' and friends' attitudes are least significant.¹⁴

¹⁰Career Motivation of Army Personnel - Junior Officers' Duties. Technical Report 1-212 contracted by the Department of the Army to the Franklin Institute Laboratories, 1968, pp. 67-8.

¹¹Ibid., p. 40.

¹²Ibid., Table D-13, p. D-13.

¹³Ibid., Table D-14, p. D-13.

¹⁴Ibid., p. 8.

The career motivated officer comes from a predominately poor to lower-middle class background while those officers from upper-middle class or upper class neighborhoods have a tendency to avoid a military career.¹⁵

Army officers who come from rural neighborhoods have a tendency to remain on active duty until retirement while officers from urban-metropolitan areas tend to leave the Army.¹⁶

Perceived Importance of Selected Job Characteristics

Although many surveys have been conducted to determine the importance an individual places on selected job characteristics (such as pay, prestige, and physical security), very few have been directed toward Army officers. For example, Johnson and Marcum investigated the perceived deficiencies in individual need fulfillment of career Army officers.¹⁷ Using Maslow's hierarchy of needs as a guide they concluded that need fulfillment deficiencies are greatest for the needs in the ego and self-actualization categories.

A more comprehensive study was conducted by the Office of Institutional Research at the United States Military Academy.¹⁸ A sample of West Point graduates from the classes of 1963 through 1967

¹⁵Ibid., Table D-18, p. D-15.

¹⁶Ibid., p. 39.

¹⁷Paul V. Johnson and Robert H. Marcum, "Perceived Deficiencies in Individual Need Fulfillment of Career Army Officers," Journal of Applied Psychology, Vol. 52, No. 6, pp. 457-461.

¹⁸CPT Gerald W. McLaughlin and Dr. Richard P. Butler, Perceived Importance of Various Job Characteristics by West Point Graduates (West Point: Office of Institutional Research, 1971).

were asked to select the degree of importance of 31 items (job characteristics) derived from Maslow's need hierarchy system and Herzberg's theory concerning extrinsic - intrinsic job characteristics. The results showed that the rank ordering of job characteristics from least to most important grouped according to Maslow's need structure was as follows: social, safety/security, self-fulfillment, self-esteem, and reputation.¹⁹ The West Point graduates were mostly concerned with reputation items such as status, recognition, and respect from one's fellows. The authors stated that "when one considers the organizational structure of Army life, this finding is not surprising. An individual's advancement is enhanced by keeping his subordinates from causing trouble, by making the institution look good, and by making himself look good."²⁰

Personality Traits and Political Behavior

Two sets of attitudes, authoritarianism and bellicosity, have been used widely in characterizing the military mind. It has been claimed that the military officer emphasizes the importance of power by maintaining a strong military force with respect to international relations, and places crucial importance on the chain of command hierarchy and separation of duties.²¹ The military ethic has been summarized best by Huntington when he states that the

¹⁹Ibid., pp. 6-7.

²⁰Ibid., p. 13.

²¹Samuel A. Stouffer et al., Studies in Social Psychology in World War II, Vol. I, The American Soldier: Adjustment to Army Life (Princeton: Princeton University Press, 1949), Chapter 1.

military ethic is ". . . pessimistic, collectivist, historically inclined, power oriented, nationalistic, militaristic, pacifist, and instrumentalist in its view of the military profession. It is, in brief, realistic and conservative.²²

The U.S. Army officer corps has been generally categorized into two groups with respect to political orientation - conservatives and liberals. In most studies, the majority of officers have identified themselves as conservatives while only a small percentage considered themselves as liberals.²³

With the exception of political orientation and voting participation (voter turnout), the study of political behavior of military personnel has been limited. This primarily is due to the necessary restrictions imposed on the political activities of military personnel that are based on the traditional belief that politics and the military should be separated. Although the U.S. Constitution gives both the military and the civilian sectors the right to express opinions on public matters, there are certain justifiable restraints placed upon military personnel which do not apply to civilians. Some of the major rights and privileges of military political activism are listed below.

1. Army personnel cannot participate in political management, cannot be members of political committees, and cannot actively participate in political campaigns.²⁴

²²Huntington, Soldier, p. 79.

²³Janowitz, Soldier, Table 28, p. 237.

²⁴Information on Current Issues, p. 6-4.

2. Regular Army personnel can accept nominations for public office but cannot solicit such a nomination. Anyone other than Regular Army personnel can solicit and accept a nomination for public office if they do not engage in any prohibited political activity.²⁵

3. Army personnel can make campaign contributions to any political organization and can display a campaign sticker of a political candidate on their vehicle. They can also express their individual opinion on public matters with the exception of official statements by high ranking officers and other key personnel who have certain clearance requirements imposed upon them.²⁶

Methodology

The experimental group for this study consisted of all Army ROTC cadets enrolled at VPI & SU as of 1 October 1971. A written questionnaire consisting of 130 items was administered to 250 cadets with a 90 per cent response rate.²⁷ A comparative group consisted of a sample of male civilian students enrolled in Government 224 classes at VPI & SU in the Winter Quarter of 1972. A 59 item questionnaire was administered to 249 students with a response rate of 89 per cent.²⁸ The various data analysis procedures and operational definitions used in this study will be described in future chapters.

²⁵Ibid.

²⁶Ibid.

²⁷See Appendix A.

²⁸See Appendix B.

The results of this study are not to be interpreted as conclusions or generalizations applying to all AROTC cadets, but are based strictly on AROTC cadets at VPI & SU.

II. SOCIO-ECONOMIC AND SERVICE RELATED CHARACTERISTICS OF VIRGINIA TECH ARMY ROTC CADETS

Purpose

The purpose of this chapter is to investigate selected socio-economic factors (academic class, marital status, race, size of city, neighborhood class, family income, college major, expected level of schooling, father's occupation, and level of father's education) and selected service related factors (cadet rank, ROTC scholarship, Army branch, acceptance of a Regular Army commission, military service of father, and prestige in the military) in relation to officer career intentions of Virginia Tech Army ROTC cadets.

Methodology

Each cadet was classified either as a potential careerist, potential non-careerist, or undecided with respect to making a career as an officer in the United States Army. The classification was obtained by the respondent's answer to VAR001, Appendix A. The cadets who responded to choice 1 or 2 were considered potential non-careerists; those who responded to choice 3 were classified as undecided; and those who selected response 4 or 5 were grouped as potential careerists.

A potential careerist was defined as an individual who intended to remain on active duty for at least 20 years or until mandatory retirement, whereas a potential non-careerist was a cadet who intended to resign from active duty at the completion of his obligatory service. The undecided cadet was defined as one who is presently

uncertain about his career intention. Out of 225 cadets surveyed, 32.4 per cent were classified as potential non-careerists, 29.8 per cent as potential careerists and 37.8 per cent as undecided.

A cross-tabulation program was used to determine the degree of association that each socio-economic and service related factor (independent variables) has on a cadet's career intention (dependent variable).¹ Two measures of association were employed depending on the level of data analyzed. Gamma was used for ordinal level data while Cramer's V was utilized for nominal level data.

Results and Discussion

With the exception of academic class and size of city, the socio-economic variables had little or no association with a cadet's career intention. The service related factors analyzed were found to be better predictors of a cadet's career intention. Only the cadet rank and ROTC scholarship variables had low associations with career intentions.

The results of the analysis on the variables investigated are presented below with emphasis placed on the differences between potential careerists and potential non-careerists.²

¹The cross-tabulation program used in this chapter was obtained from subprogram FASTABS of the Statistical Package for the Social Sciences (SPSS). See Norman H. Nie, Dale H. Bent, and C. Hadlai Hull, Statistical Package for the Social Sciences (New York: McGraw-Hill Book Company, 1970), pp. 129-134.

²The effects that marital status and race have on a cadet's career intention will not be discussed due to the relatively few non-white and non-single cadets in AROTC at Virginia Tech.

Socio-economic Characteristics³

A pre-requisite for any behavioral or attitudinal study is to become familiar with the personal background characteristics of the population under investigation. A great amount of research has emphasized and demonstrated the importance of socio-economic and other demographic variables. For example, Crotty in his study of county chairmen in North Carolina stated that ". . . reliable evidence on the social attributes of political actors is of immense importance in furthering an understanding of the political system . . ."4

Milbrath stresses that "social conditions . . . do form personalities, beliefs, and attitudes which . . . cause specific acts such as participation in politics."5

Academic Class⁶

The research hypothesis for this variable was that as academic class increases, career intentions of cadets would decline from potential careerists to potential non-careerists. This hypothesis was confirmed although the association ($\Gamma = -.22$) was weak. Freshman and sophomore cadets tend to fall into the potential careerist or

³Refer to Table 2-1 for the supporting data of the socio-economic characteristics of the career intention groups.

⁴William J. Crotty, "The Social Attributes of Party Organizational Activists in a Transitional Political System," The Western Political Quarterly, Vol. XX (September 1967), p. 670.

⁵Lester W. Milbrath, Political Participation (Chicago: Rand McNally and Company, 1965), p. 110.

⁶The dependent variable, career intentions, in Tables 2-1 to 2-3, is shown as the column variable for ease of presentation.

explanations for this finding. Freshman and sophomore cadets are introduced to Army life by way of general courses such as military organization, drill and ceremonies, and military history. The expected role of an Army officer becomes more defined as a cadet progresses upward in academic class. He is taught the fundamentals of unit tactics, the areas of responsibility and missions of the various Army branches and the principles and problems of military leadership within company size units. Between the junior and senior year, the majority of cadets attend summer camp where the "textbook knowledge" a cadet has received in his ROTC classes is enhanced and applied in a military field environment. During this six week training, for example, a cadet partakes in daily physical training, fires the basic weapons found in a company unit, participates in field exercises, and is placed in various leadership positions, such as squad leader, platoon leader, and company commander. The experience a cadet receives at summer camp probably influences his career intention to a considerable extent in a negative direction. Although this study cannot justify such a speculation, it is worth further exploration.

Community Background

Cadets from non-rural areas lean more toward a career in the military than those from rural areas. This result does not correspond to the general contention that officers from rural areas tend to be career motivated.⁷ A cadet's academic major may have some relevance

⁷Career Motivation, p. 39.

in explaining this difference. If the relationship between size of city and career intention is controlled for academic major, one may find that cadets from rural areas are more often than not pursuing courses in agricultural fields. If this speculation was found to be true, then it appears logical that these cadets are not interested in an Army career since the Army provides little opportunity for an individual to apply his agricultural skills.

Cadets who come from upper class neighborhoods also have a tendency to be career motivated while those from lower or middle class neighborhoods do not.

Socio-economic Status (SES)

In reference to family income, the greatest difference noted between the potential careerists and non-careerists was in the high income category. Of the cadets whose families have high incomes, 15 per cent more are non-careerists than careerists. Cadets from high income families probably have fathers engaged in a professional occupation and have professional aspirations themselves. They may feel that the pay and prestige for a professional vocation is better in the civilian community than in the Army. The theory that the Army is a source of upward mobility for many of its officers generally applies to the AROTC cadets at Virginia Tech.

Percentage-wise, more non-careerists than careerists have fathers employed in the higher ranking occupational groups - professional, white collar, and skilled. This result, however, should be taken lightly for two reasons. First, there are a multitude of

different occupational categories and scales that have been used by researchers, each subject to criticism.⁸ Second, since the cadets whose fathers are in the military did not specify a particular occupational skill, this group (19.1 per cent of the total) was omitted. Although arguments could be made to include career military personnel in the professional category, the effect this "occupational group" has on a cadet's career intention is discussed separately on page 23 (see Military Service of Father).

No difference was noted between the level of father's education and the career intention groups. More non-careerists than careerists have fathers in both the non-college and college categories.

Academic Education

More careerists than non-careerists are majoring in arts, sciences, and educational curriculums. Cadets majoring in agriculture, architecture, business and engineering were found to be prominent in the non-career group. A cadet's perception of where he could best utilize or apply his academic training may be relevant in this case. As stated before, the Army provides little opportunity (except for food processing and procurement) for an agriculture major to apply his academic training. Although the Army provides ample career opportunities in the architecture and engineering fields, the pay in the Army is not comparable to what the cadet would receive in civilian

⁸Original occupational categories with the exception of "military" based on listing found in Charles H. Backstrom and Gerald D. Hursh, Survey Research (Evanston: Northwestern University Press, 1963), pp. 99-101.

industry.⁹ The reverse is probably true for education, arts and sciences majors. These cadets more than likely perceive the Army as providing a better opportunity for career development, advancement and pay than they would find in civilian life.

Careerists more so than non-careerists expect to continue their education and receive graduate degrees. The Department of the Army, which is currently stressing the importance of the officer advance degree programs, may have an effect on the academic aspirations of the cadets. This will be discussed further in Chapter III.

Service Related Characteristics¹⁰

Cadet Rank

With the exception of cadet PFC, all other cadet ranks in the Virginia Tech Corps of Cadets tend to fall in the non-career group more so than in the career group. Since the cadet rank structure is highly related to academic class, this tendency is not surprising. Only juniors can achieve the rank of Corporal; only seniors can be cadet Sergeants and cadet officers; and only sophomores can be Privates First Class. Cadet Private is the only rank common to all four academic classes.¹¹

⁹Coates and Pellegrin, Military Sociology, p. 230.

¹⁰Refer to Table 2-2 for the supporting data of the service related characteristics of the career intention groups.

¹¹Refer to academic class discussion on pages 13 and 16.

TABLE 2-2

SERVICE RELATED CHARACTERISTICS OF CAREER INTENTION GROUPS

Variable response and measure of association	Non-Careerist		Undecided		Careerist		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Cadet Rank								
Private	39	32.2	47	38.8	35	28.9	121	100.0
PFC	2	10.5	7	36.8	10	52.6	19	100.0
Corporal	13	34.2	14	36.8	11	28.9	38	100.0
NCO, Officer	19	40.4	17	36.2	11	23.4	47	100.0
Gamma = -.07								
ROTC Scholarship								
No	67	37.2	69	38.3	44	24.4	180	100.0
Yes	6	13.3	16	35.6	23	51.1	45	100.0
Cramer's V = +.26								
Prestige in the Military								
Lower	15	42.9	15	42.9	5	14.2	35	100.0
Same	33	38.4	34	39.5	19	22.1	86	100.0
Higher	25	24.3	36	34.9	42	40.8	103	100.0
Gamma = +.32								
Military Service of Father								
Non-Career	58	37.0	66	42.0	33	21.0	157	100.0
Career	15	22.1	19	27.9	34	50.0	68	100.0
Gamma = +.43								
Army Branch								
Combat Service Support Branches	28	46.7	20	33.0	12	20.0	60	100.0
Combat Support Branches	31	33.0	43	45.7	20	21.3	94	100.0
Combat Branches	14	19.7	22	31.0	35	49.3	71	100.0
Gamma = +.37								

TABLE 2-2 -- Continued

SERVICE RELATED CHARACTERISTICS OF CAREER INTENTION GROUPS

Variable response and measure of association	Non-Careerist		Undecided		Careerist		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
	Regular Army Commission							
No	20	90.9	2	09.1	0	00.0	22	100.0
Undecided	26	53.1	22	44.9	1	02.0	49	100.0
Yes	27	17.5	61	39.6	66	42.9	154	100.0
Gamma = +.82								

ROTC Scholarships

As was expected, more potential careerists than non-careerists have ROTC scholarships. A cadet who applies and is selected for an ROTC scholarship is committed to the Army beyond his normal obligatory time in service. A potential non-careerist would probably view this extra commitment in the Army to gain an ROTC scholarship not worth the sacrifice and seek financial assistance, if needed, by way of another source.

Prestige in the Military

The hypothesis for this variable was that as a cadet's perception of the prestige in the military decreases, so does his career intention. This hypothesis was accepted with a weak association ($\Gamma = .32$). An individual will unlikely enter a profession if he considers it as having a low prestige.

Evidently, the career motivated cadets are not influenced by the widespread anti-military sentiment within our society. The civilian students sampled at Virginia Tech reflect this sentiment. Only 14 per cent of this sample considered the prestige in the military as being higher than that in civilian life.

Some officers within the military claim that the once "elite corps" of officers has vanished. They place part of the blame on the daily news media coverage of anti-war protests, draft resistance, and the Vietnam War. Other factors they cite are internal discipline, drug abuse, and racial discord within the military.

Military Service of Father

A moderate association (Gamma = .43) between military service of father and a cadet's career intention supported the research hypothesis that a cadet whose father had a full career in the military tends to be career motivated. This is understandable since the family has long been considered a major influence group in their offsprings' socialization process. A cadet whose father is a career military man not only has a better understanding of the military way of life than a cadet who has had limited military exposure, but he also sees the military as a worthwhile profession based on the apparent job satisfaction of his father.

Army Branch

One of the primary missions of the Department of the Army includes ". . . the organization, training, and equipping of land forces of the United States for the conduct of prompt and sustained combat operations on land in accordance with plans for national security."¹²

Although all branches of the Army play an important part in executing this mission, the actual combat role is centered around the combat branches (Infantry, Armor, and Field Artillery). Not only do more general officers come from combat branches, but the prestige is higher in a combat branch than in the other branches. Military heroes such as Patton, Pershing, MacArthur and Eisenhower,

¹²United States Government Organization Manual 1971/72
(Washington, D.C.: Government Printing Office, 1971), p. 134.

to mention only a few, were members of a combat branch. Based on the prestige and rank attainment factors, the survey hypothesis was that as a cadet's selection of an Army branch decreases in combat role, so does his career intention. This hypothesis was accepted with a moderate association ($\Gamma = +.37$).

RA Commission

A strong association ($\Gamma = +.82$) exists between a cadet's decision in accepting a Regular Army commission and his career intention. As a cadet's decision to accept a Regular Army commission solidifies, so does his career intention. The Regular Army officer has often been labeled as a "lifer" based on the assumption that Regular Army officers have chosen or intend to make the Army a long term career. Cadets who are potential careerists probably view a Regular Army commission as one of prestige and career security. In the event a Reduction in Force (RIF) occurs within our Armed Forces, the Regular Army officer will unlikely be affected unless his job performance is substandard.¹³

Conclusion¹⁴

In general, the major differences noted between the potential careerist and non-careerist were that the career motivated cadets were more likely to be sophomores, to have fathers in the low income

¹³For a concise discussion of the comparisons between Regular Army and Reserve Officers, see Coates and Pellegrin, Military Sociology pp. 227-233.

¹⁴A summary of the major characteristics between the two career intention groups is shown in Table 2-3.

TABLE 2-3^a

SUMMARY OF SOCIO-ECONOMIC AND SERVICE RELATED CHARACTERISTICS
OF CAREER INTENTION GROUPS

VARIABLE	CAREER INTENTION	
	NON-CAREERIST	CAREERIST
Academic Class	Senior	Sophomore
Size of City	Rural	Non-Rural
Neighborhood Class	Middle	Upper
Family Income	High	Low
Father's Occupation	Professional	Semi-Skilled, Unskilled
Level of Father's Education	College	College
College Major	Agriculture	Education
Expected Level of Education	Undergraduate	Graduate
Cadet Rank	NCO, Officer	Private First Class
ROTC Scholarship	No	Yes
Prestige in Military Service	Lower	Higher
of Father	Non-Career	Career
Army Branch	Combat Service Support	Combat
Regular Army Commission	No	Yes

^aEvery potential non-careerist and potential careerist cadet does not necessarily display all the characteristics listed in the "non-careerist and careerist" columns and thus should not be interpreted as a set of characteristics defining a "typical" non-careerist or careerist cadet.

and occupational groupings, and to have lived in an upper class neighborhood most of their life. In the area of academic education, the careerists tend to major in the arts and education curriculum and expect to continue their education and receive graduate degrees. Also, the careerists more often than the non-careerists consider the prestige in the military higher than in civilian life, plan to serve in a combat branch, have fathers who are military careerists, have an ROTC scholarship and would accept a Regular Army commission.

The general findings of this chapter provide the common ground necessary for further analysis of the AROTC cadets. The next chapter will examine a series of intrinsic and extrinsic needs (job characteristics) as motivational factors of a cadet's behavior.

III. PERCEIVED IMPORTANCE OF SELECTED JOB CHARACTERISTICS OF VPI & SU ROTC CADETS

Purpose

The purpose of this chapter is to investigate the perceived levels of importance Virginia Tech Army ROTC cadets place on selected job characteristics by the use of Maslow's taxonomy of human needs.¹ Maslow's theory on the hierarchy of needs has been acclaimed by many social psychologists as the most fruitful approach in the study of motivation and job satisfaction.² Maslow contends that man's needs revolve around a series of levels. The ordering of these needs from lowest to highest are physiological, safety, social, ego, and self-fulfillment.³ McGregor, a disciple of Maslow, summarizes the relationship of the hierarchy of needs by stating that "man is a wanting animal - as soon as one of his needs is satisfied another appears in its place. This process is unending. It continues from birth to death."⁴

This study as with others considers Maslow's need hierarchy as providing a useful and concise way of interpreting the importance or non-importance of a set of values of a group of individuals.

¹Based on McLaughlin's work, Job Characteristics previously cited.

²Douglas M. McGregor, "The Human Side of Enterprise," in Studies in Personnel and Industrial Psychology, ed. by Edwin A. Fleishman (Homewood, Ill.: The Dorsey Press, 1967), pp. 271-282.

³Abraham H. Maslow, Motivations and Personality, (New York: Harper and Row, 1954).

⁴McGregor, Industrial Psychology, p. 274.

Methodology

The cadets were asked to select the degree of importance they place on each of 31 job characteristic items when answering the following question: How important is this item in selecting a career? A five point response scale ranging from 0-4 was provided for each item: 0 = not relevant; 1 = no influence; 2 = minor importance; 3 = major importance; and 4 = crucial importance.⁵ The items were also placed into a priori groups based on Maslow's need taxonomy. Mean scores and standard deviations were computed for each item and for each group of Maslow's needs. The correlation coefficients were then computed and factored using the principal factoring method with iterations. Initial communalities were estimated using modified squared multiple correlation and re-estimated once after the number of factors to be rotated was determined. Four factors were rotated based on Cattell's scree test and the interpretability of the factor matrix loadings.⁶ The four factors were then rotated to an orthogonal structure using a varimax rotation.

The decision to use factor analysis as a statistical procedure was based on several reasons, the most important being its data reduction capability. Factor analysis looks for a parsimonious set of hypothetical constructs, i.e., factors which would explain the inter-relationship among the items investigated. Assuming that man's mind

⁵The frequency distribution of the cadets responses may be found in Appendix A, VAR029 to VAR059, pp. 66-72.

⁶Raymond B. Cattell, ed., Handbook of Multivariate Experimental Psychology (Chicago: Rand McNally and Company, 1966), pp. 200-211.

is organized and sensitive to specific dimensions, his response to a sample of items related to career motivation when factored would result in hypothetical dimensions. Caution must be exercised, however, in interpreting the results. The researcher must ask himself if the items truly represent the domain.

Results

The means and standard deviation of the 31 job characteristic variables and of Maslow's needs are shown in Table 3-1. The means of the items have a range of 2.1943 for geographic location of job to 3.5498 for interesting work. The items defining a need are grouped immediately below the need. Grouping the items into a Maslow-type need hierarchy shows that the mean for the lowest grouping, safety/security needs, is 2.6987 and that the mean for the highest grouping, ego-self esteem need, is 3.0047.

The results of the factor solution are reported in Table 3-2.⁷ Interpretation of the four factors are discussed below. The loadings which are inclosed in parentheses were used on a basis of interpreting the data.⁸

⁷The various factoring procedures used in this chapter were obtained from the subprogram FACTOR of the Statistical Package for the Social Sciences (SPSS). See Nie, SPSS, pp. 208-244.

⁸Although technically interval level data should be used in factor analysis, recent studies have employed ordinal level data in the factoring procedure. This study considers factor analysis as providing the best means available in the interpretation of the data in this chapter.

TABLE 3-1

RANK ORDER, MEANS, AND STANDARD DEVIATIONS OF JOB CHARACTERISTIC VARIABLES
GROUPED ACCORDING TO MASLOW'S NEED LEVELS

<u>VARIABLE</u>	<u>VARIABLE DESCRIPTION</u>	<u>RANK</u> ^a	<u>MEAN</u>	<u>SD</u>
	SAFETY/SECURITY NEEDS	(1)	2.6987	0.8348
VAR030	Retirement Plan	11	2.7204	0.8742
VAR031	Medical Plan and Other Fringe Benefits	10	2.7014	0.7752
VAR032	Job Security	24	3.1090	0.7319
VAR034	Pay	13	2.8057	0.7465
VAR049	Owning a Home	5	2.3934	1.0150
VAR055	Personal Physical Safety	2	2.3175	0.9455
VAR057	Overall Policies of the Organization Toward Employees	15	2.8436	0.7554
	SOCIAL NEEDS	(2)	2.7355	0.8439
VAR041	Good Interpersonal Relationships with Peers	21	3.0142	0.7203
VAR042	Good Interpersonal Relationships with Superiors	12	2.8009	0.7917
VAR043	Good Interpersonal Relationships with Subordinates	16	2.8768	0.7264
VAR048	Lack of Family Separation	9	2.6682	1.1313
VAR050	Involvement in Community Life	3	2.3175	0.8500

^aThe variables are ranked from least to most important. The rank orders inclosed in parentheses pertain to Maslow's need levels.

TABLE 3-1 -- Continued

<u>VARIABLE</u>	<u>VARIABLE DESCRIPTION</u>	<u>RANK</u>	<u>MEAN</u>	<u>SD</u>
	EGO/SELF-ESTEEM NEEDS	(5)	3.0047	0.7453
VAR029	Chance for Training and Learning on the Job	22	3.0474	0.5500
VAR036	Freedom to do a Job in the Best Way	27	3.1991	0.7796
VAR039	Amount of Personal Responsibility	20	2.9431	0.7346
VAR045	Ability to Use Own Major Technical Skills	25	3.1374	0.7205
VAR052	Participating in Decisions Involving Own Future	29	3.2464	0.7144
VAR054	Opportunity to Attend Further Formal Civilian Schooling	8	2.5403	0.9269
VAR059	Personal Freedom in Expression of Opinions and Individual Behavior	18	2.9194	0.7917
	EGO/REPUTATION NEEDS	(4)	2.9680	0.7380
VAR035	Highly Respected Job	7	2.5403	0.7572
VAR037	Opportunity to be a Leader	19	2.9194	0.7917
VAR038	Fair Evaluation of Performance	23	3.0853	0.6847
VAR040	Chance for Advancement	30	3.3270	0.7186
	SELF-FULFILLMENT NEEDS	(3)	2.9325	0.8354
VAR046	Opportunity to Develop as a Well Rounded Individual	28	3.2133	0.8321
VAR047	Opportunity to Make a Lasting Contribution to Society	14	2.8104	0.9113
VAR053	Producing an Original Result or Product	6	2.5308	0.9065
VAR056	Opportunity to Realize One's Maximum Potential	26	3.1754	0.6918

TABLE 3-1 -- Continued

<u>VARIABLE</u>	<u>VARIABLE DESCRIPTION</u>	<u>RANK</u>	<u>MEAN</u>	<u>SD</u>
	NOT RELEVANT TO MASLOW'S NEEDS			
VAR033	Interesting Work	31	3.5498	0.6025
VAR044	Technical Ability of Supervisors	17	2.8910	0.7700
VAR051	Opportunity to Travel	4	2.3507	0.8509
VAR058	Geographical Location of Job	1	2.1943	0.8865

TABLE 3-2

VARIMAX ROTATED FACTOR MATRIX

<u>VARIABLE</u>	<u>FACTOR 1</u>	<u>FACTOR 2</u>	<u>FACTOR 3</u>	<u>FACTOR 4</u>
VAR029	(0.30217)	0.10004	0.12667	0.12505
VAR030	0.01541	(0.82613)	0.14164	0.16358
VAR031	0.04233	(0.76234)	0.10526	0.14708
VAR032	0.06092	(0.46068)	0.38162	0.11666
VAR033	(0.51493)	0.00889	0.06660	0.02754
VAR034	0.07416	(0.42319)	0.03782	-0.01187
VAR035	(0.40688)	0.30299	0.09438	0.12046
VAR036	(0.47873)	0.06947	0.17799	0.16795
VAR037	(0.56380)	0.21058	-0.00816	0.10349
VAR038	(0.45707)	0.20216	0.10281	0.18663
VAR039	(0.59806)	0.10700	0.02191	0.26320
VAR040	(0.44891)	0.36062	0.17462	0.15912
VAR041	0.23528	0.13881	0.18439	(0.68900)
VAR042	0.23402	0.21035	0.12096	(0.74861)
VAR043	0.22598	0.04460	0.10918	(0.81632)
VAR044	(0.43106)	0.22580	0.13027	0.20751
VAR045	(0.52653)	-0.14413	0.04259	0.08241
VAR046	(0.41497)	0.10409	0.21212	0.09185
VAR047	(0.42875)	-0.00632	0.12036	0.14833
VAR048	-0.02445	0.00333	(0.73266)	0.12978
VAR049	0.15592	0.03460	(0.73453)	0.08873
VAR050	0.21108	0.09480	(0.52921)	0.18184
VAR051	0.25748	(0.46806)	-0.12965	0.00077
VAR052	(0.55219)	0.17931	0.21746	-0.00484
VAR053	(0.48701)	0.07804	-0.07563	0.08763
VAR054	(0.44848)	0.19671	0.08991	-0.14909
VAR055	0.11671	0.01817	(0.51909)	0.09656
VAR056	(0.69016)	-0.05322	0.10502	0.01762
VAR057	(0.40579)	0.33087	0.13367	0.26795
VAR058	0.10370	0.14877	(0.37146)	-0.17647
VAR059	(0.27350)	0.13129	0.25428	0.10477

Factor 1

This is a general factor which appears to represent a combination of Maslow's higher need levels (ego and self-fulfillment needs) and has thus been labeled Self-fulfillment in a Career. The items in this factor not only signify a concern for more general aspects of work than the other factors, but also indicate an awareness to self-development, contribution to society, and personal freedom and responsibility.

Factor 2

This factor is a dimension of Maslow's safety and security need. It has, however, been labeled Military Career Benefits because the items (retirement plan, medical plan and other fringe benefits, steady work, pay and opportunity to travel) are the major inducements or selling points that the Army uses to describe the advantages of a military career.

Factor 3

The items loading in this factor (lack of family separation, involvement in community life, owning a home, personal physical safety, and geographic location of job) can be classified as that part of Maslow's social needs pertaining to Home and Community Involvement.

Factor 4

This factor completes Maslow's social need and pertains clearly to man's Social Relationship at Work. Good interpersonal relationships with peers, superiors and subordinates were all loaded relatively high, indicating that good rapport is important regardless of position.

Discussion

Based on the a priori grouping, the cadets considered the ego/self-esteem need as being most important. When one considers the social and organizational environment of the Virginia Tech Corps of Cadets, this result is not surprising. The advancement of an individual within the VTCC structure is determined by a number of criteria all of which can be considered self-esteem factors. An entering freshman cadet has little responsibility except to himself and his freshman contemporaries. He is taught the fundamentals of leadership, drill, and self-discipline. His on-the-job training begins as a squad member, the lowest position in the cadet hierarchy structure. As he progresses upward in cadet class status and has fulfilled the training requirements of his position, he has the opportunity to move upward in the hierarchy structure and increase his area of responsibility. In addition to job performance and cadet class status, academic requirements must be satisfied before a cadet can be promoted to a higher rank. Not only do the Virginia Tech Corps of Cadets (VTCC) and AROTC provide a competitive atmosphere between cadets, but the system also generates competition between individual units. Individuals compete against each other for position related to rank, ROTC scholarships, academic excellence, and for Distinguished Military Student (DMS). Units compete against each other for Battalion and Corps points based upon a wide variety of areas such as barracks inspection, marching ability, unit academic standing, and intramural events.

Since the VTCC is basically a self operating organization, the policies and operational regulations of the Corps in general and of

specific units are determined by the cadets themselves with limited supervision and guidelines from the Administrative Staff of the University. Consequently, participation in decisions involving a cadet's future and freely expressing a cadet's opinion is considered important and is highly encouraged. The VTCC provides two avenues for this participation and opinion expression. First, cadets can utilize the chain of command structure and second, they can let their opinions be known at the various company, platoon, squad and cadet class meetings.

The last item in the self-esteem group is the opportunity to take advantage of advanced education in civilian universities. The cadets were asked what their expected level of schooling would be. Sixty-four per cent of the cadets stated that they expected to receive a MA, PhD or equivalent degree.⁹ The same question was administered to the male civilian students. Their response was 43.1 per cent expected to receive an MA, PhD or equivalent.¹⁰ The higher rate of the AROTC cadets can partially be explained by the present emphasis the Department of Army is placing on graduate degrees. The Department is working toward a goal of having twenty percent of all active officers complete a graduate or equivalent degree. There are numerous opportunities for advanced degrees for AROTC cadets and army officers such as ROTC competitive exams, bootstrap, and advanced degree programs.¹¹

⁹Refer to Appendix A, VAR011, p. 62.

¹⁰Refer to Appendix B, VAR009, p. 88.

¹¹For a detailed discussion of these programs see Department of the Army Regulations AR 621-5, AR 621-101, and AR 625-1.

The cadets probably feel that the emphasis placed on further civilian schooling is a need which must be completed to enhance their career advancement.

The second most important need level is that of ego/reputation while the third is the self-fulfillment need. Since both of these need groupings are higher in the hierarchy of needs, Maslow would interpret the results to mean that the lower level needs as defined in physiological, safety/security, and social terms, generally have been satisfied.

This interpretation appears to be reasonable since the AROTC cadets will enter the officer corps and feel that the Army satisfies the lower level needs. The cadets realize that the Army will provide them with the necessary physiological needs - food, shelter, and protection from the elements. They also feel that their safety and security needs are satisfied based on their response to variables seventy-six to seventy-eight, eighty-one, and eighty-two in Appendix A. The majority of AROTC cadets indicated that pay, commissary and post exchange privileges, medical and dental care, retirement benefits and opportunity for a lifetime career are factors which influence an individual toward a military career. With respect to the social needs, the cadets are generally satisfied with the comradeship that exists in the officer corps, a pattern of social interactions that are very similar to those found in the cadet corps environment.

Of the five needs of Maslow that were investigated in this study, the higher level needs - ego/reputation, self-esteem, and self-fulfillment failed to appear as unique dimensions in the factor

analysis, but were collectively found in Factor 1. It appears that although the individual needs are viewed as important, the higher level needs are not organized systematically enough in the cadets mind to emerge as unique dimensions. This may be due primarily to the lack of variance in the higher level needs. Also, Maslow has argued that before the next higher level need can emerge in the development of an individual, the lower needs must be adequately satisfied.¹²

Up to this point, my study has focused on general background information and various needs which tend to be motivators of behavior of the cadet population. The next chapter will examine and compare specific personality and political attitudes between the cadets and a sample of civilian students.

¹²David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society (New York: McGraw-Hill Book Company, Inc., 1962), p. 76.

IV. POLITICAL AND PERSONALITY CHARACTERISTICS OF VIRGINIA TECH ARMY ROTC CADETS

Purpose

The purpose of this chapter is to investigate and compare significant differences between the Virginia Tech AROTC cadets and the Virginia Tech male civilian group with respect to their political orientation; i.e., "ideology," party identification, attitudes toward an All-Volunteer Army and United States military commitments overseas, and scores obtained on political efficacy,¹ sense of citizen duty,² personal competence,³ strong mindedness,⁴ and trust in people⁵ scales.

Methodology

The scores for the various scales analyzed were obtained by using subprogram GUTTMAN of the Statistical Package for the Social

¹Based on Campbell's work found in Angus Campbell, Gerald Gurin, and Warren Miller, The Voter Decides (Evanston: Row Peterson and Company, 1954), pp. 187-189.

²Ibid., pp. 194-199.

³Derived from Survey Research Center Study found in John P. Robinson, Jerrold G. Rusk, and Kendra B. Head, Measures of Political Attitudes (Ann Arbor: Institute for Social Research, 1968), pp. 659-660.

⁴Ibid., p. 661.

⁵Ibid., p. 662.

Sciences.⁶ The scores for each scale were then classified into high, medium, and low groupings for ease of presentation. To test for significant differences between the cadet and civilian groups and the variables investigated, the chi-square test (χ^2) was used. Cramer's V, Gamma or Yule's Q was employed as a measure of association depending on the measurement level of data and size of tables.

Results and Discussion

The scores obtained by the cadet and civilian groups on the political efficacy, sense of citizen duty, and trust in people scales did not differ significantly.

The results of the analysis on the variables which had acceptable levels of significance ($p < .05$) are presented below with emphasis placed on the differences between the cadets and civilians.

Political Orientation

The term "ideology" has been defined in many ways. For the purpose of this study it will be used in its broadest sense to mean a "set of values and attitudes oriented about the problems of the state."⁷

Numerous scales have been devised in an attempt to measure or characterize an individual's or a group's political orientation or ideology. These scales have met with little analytical success. As

⁶Nie, Statistical Package, pp. 196-207.

⁷Huntington, Soldier and State, p. 90.

Flanigan stated: ". . . Americans are not consistently liberal, conservative, or moderate on a wide range of issues."⁸ A person may be liberal on a specific public issue and conservative on another.

McClosky⁹ and Lane¹⁰ have suggested that some people have liberal or conservative beliefs that are based on personality traits. It is my view, however, that a better way to characterize a person's general political ideology is by way of self-identification.

When the students were asked to identify their political orientation, significant differences were noted between the cadet and civilian groups. As expected, a larger percentage of cadets than civilians identified themselves as conservatives (Table 4-1). Family and community beliefs appear to be influential factors in this case. For example, the cadets are exposed to the military ethic in their daily corps environment and Military Science classes. The fact that approximately twenty percent of the cadets come from military family backgrounds also appears to be important in this context. While analyzing the relationship of several ideologies with the military environment, Huntington presents the following judgement:

⁸William H. Flanigan, Political Behavior of the American Electorate (Boston: Allyn and Bacon, Inc., 1968), p. 87.

⁹Herbert McClosky, "Conservatism and Personality," American Political Science Review, Vol. 52 (March 1958), pp. 27-45.

¹⁰Robert Lane, Political Ideology (New York: The Free Press of Glencoe, 1962).

TABLE 4-1

POLITICAL ORIENTATION BY STUDENT CATEGORY

	Liberal		Moderate		Conservative		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
AROTC Cadets	36	16.4	97	44.3	86	39.3	219	100.0
Civilians	90	44.1	76	37.3	38	18.6	204	100.0

$\chi^2 = 43.7957$, $df = 2$ $p < .001$

Cramer's V = .32

In its theories of man, society, and history, its recognition of the role of power in human relations, its acceptance of existing institutions, its limited goals, and its trust of grand designs, conservatism is at one with the military ethic.¹¹

Party Identification

The distribution patterns of the cadets and civilians differ significantly with respect to party identification (Table 4-2).

Although more cadets than civilians labeled themselves as Republicans and conversely more civilians than cadets tended to be Democrats, the majority of both groups are non-partisan or independent. This finding concurs with other studies which have shown a decrease in partisanship and an increase in the independent stature of college students.¹²

The influence of the family has been a strong factor in formulating the acquisition of a party identification by offspring. In 1928, Gordon Allport conducted a survey with the results showing that 79 percent of the respondents had the same party preference as their father.¹³ Results of similar studies have upheld the hypothesis that

¹¹Huntington, Soldier and State, p. 93.

¹²For example, see News Release, American Institute of Public Opinion, May 22, 1968, as cited in Dan Nimmo and Thomas D. Unga, American Political Patterns (Boston: Little, Brown and Company, 1969), p. 197.

¹³Gordon W. Allport, "The Composition of Political Attitudes," American Journal of Sociology, Vol. 35 (1929), pp. 220-238.

TABLE 4-2

PARTY IDENTIFICATION BY STUDENT CATEGORY

	Republican		Independent		Democrat		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
AROTC	65	32.0	117	57.6	21	10.4	203	100.0
Civilians	41	20.0	129	62.9	35	17.1	205	100.0

$\chi^2 = 9.5097$, $df = 2$ $p < .01$

Cramer's V = .15

there is a positive relationship between the party identification of parents and their offspring.¹⁴ This study supports that hypothesis.

A moderately strong relationship exists between the party identification of the respondents of both groups and that of their parents. The cadets and civilians alike tend to be influenced more by their mother than their father (Table 4-3).

According to Flanigan, most individuals do not select a political party based on ideological principles.¹⁵ Although this may be true, a moderate association ($\Gamma = .42$) was found between the party identification and political ideology of the two groups surveyed (Table 4-4). A strong association ($Q = .87$) appeared when cross-tabulating the conservative and liberal ideologies with Republican and Democrat party identification. The major differences noted were that the students who perceived themselves as conservatives identified with the Republican party whereas those who considered themselves as liberals tended to be Democrats.¹⁶ The same distribution pattern was found when controlling for each group - civilians and cadets.

¹⁴For examples, see Valdimer O. Key, Jr., Public Opinion and American Democracy (New York: Alfred A. Knopf, Inc., 1964), p. 296; Eleanor E. Maccoby et al., "Youth and Political Change," in Political Behavior, ed., by Heinz Eulau et al., (Glencoe: The Free Press, 1956), p. 300; Angus Campbell et al., The American Voter (New York: John Wiley & Sons, 1960), p. 147; M. Kent Jennings et al., "The Transmission of Political Values from Parent to Child," The American Political Science Review, LXII, (March 1968), p. 173.

¹⁵Flanigan, Political Behavior, p. 87.

¹⁶For a discussion on the association between ideological meaning and party identification see Philip E. Converse, "The Nature of Belief Systems in Mass Publics" as found in Public Opinion and Politics edited by William J. Crotty (New York: Holt, Rinehart, and Winston, Inc., 1970), pp. 129-155.

TABLE 4-3

PARTY IDENTIFICATION OF PARENTS AND RESPONDENTS

Party of Respondent	Republican		Independent		Democrat	
	Number	Percent	Number	Percent	Number	Percent
Father						
Cadets						
Republican	46	56.8	2	04.3	11	16.9
Independent	36	39.5	41	87.2	29	38.5
Democrat	3	03.7	4	08.5	25	44.6
Total	<u>81</u>	<u>100.0</u>	<u>47</u>	<u>100.0</u>	<u>95</u>	<u>100.0</u>
$\chi^2 = 75.6156$	df = 4, p < .001		Gamma = .68			
Mother						
Cadets						
Republican	49	57.0	2	04.7	6	11.1
Independent	31	36.0	39	90.6	25	46.3
Democrat	6	07.0	2	04.7	23	42.6
Total	<u>86</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>54</u>	<u>100.0</u>
$\chi^2 = 81.8810$	df = 4, p < .001		Gamma = .72			
Father						
Civilians						
Republican	29	43.9	3	07.0	7	09.9
Independent	31	47.0	36	83.7	43	60.5
Democrat	6	09.1	4	09.3	21	29.6
Total	<u>66</u>	<u>100.0</u>	<u>43</u>	<u>100.0</u>	<u>71</u>	<u>100.0</u>
$\chi^2 = 40.1159$	df = 4, p < .001		Gamma = .57			
Mother						
Civilians						
Republican	29	41.4	4	09.5	4	06.8
Independent	37	52.9	35	83.3	35	59.3
Democrat	4	05.7	3	07.2	20	33.9
Total	<u>70</u>	<u>100.0</u>	<u>42</u>	<u>100.0</u>	<u>59</u>	<u>100.0</u>
$\chi^2 = 44.3305$	df = 4, p < .001		Gamma = .68			

TABLE 4-4

POLITICAL ORIENTATION BY PARTY IDENTIFICATION
(CADETS AND CIVILIANS)

	Conservative		Moderate		Liberal		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Republican	51	42.5	46	27.4	7	05.9	104	100.0
Independent	54	45.0	96	57.1	82	69.5	232	100.0
Democrat	15	12.5	26	15.5	29	24.6	70	100.0

$\chi^2 = 43.2025, df = 4$

$p < .001$

Gamma = .42

Yule's Q = .87 when cross-tabulating Conservative and Liberal
with Republican and Democrat.

Personal Competence

A significant chi square value between the two groups was obtained on this variable. A greater percentage of cadets (61.2) than civilians (41.6) scored in the high category on this scale (Table 4-5). When analyzing the component items of the scale, the major difference noted was that 18 percent more cadets than civilians felt that they have more will power than other people.

The cadets, unlike the civilians, have a dual responsibility at Virginia Tech. They must satisfactorily complete both the academic and military requirements necessary for a degree and an officer's commission. The cadets may tend to view this dual responsibility as one which requires more self-discipline, drive, and initiative than if they had not been members of the Corps of Cadets.

Strong-Mindedness

In general, the civilians tend to be less strong-minded than the cadets (Table 4-6). The cadets more so than the civilians felt that they usually got their own way when engaged in an argument, seemed reluctant to change their minds once it was made up, and perceived themselves as having strong opinions on most matters.

It seems logical to assume that an individual who perceives himself as being highly competent would also have firm or steadfast opinions on most matters. When testing this assumption, a significant but modest positive relationship existed between the measures of personal competence and strong-mindedness of the cadet group (Kendall's tau = .19) and the civilian group (Kendall's tau = .15).

TABLE 4-5

PERSONAL COMPETENCE SCALE SCORES OF AROTC CADETS AND CIVILIANS

	High		Medium		Low		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
AROTC Cadets	137	61.2	78	34.8	9	04.0	224	100.0
Civilians	87	41.6	99	47.4	23	11.0	209	100.0

$\chi^2 = 19.2807$, $df = 2$ $p < .001$

Cramer's $V = .21$

TABLE 4-6

STRONG-MINDEDNESS SCALE SCORES OF AROTC CADETS AND CIVILIANS

	High		Medium		Low		Total	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
AROTC Cadets	58	26.0	75	33.6	90	40.4	123	100.0
Civilians	39	18.2	62	29.0	113	52.8	214	100.0

$\chi^2 = 7.3789$, $df = 2$ $p < .01$

Cramer's $V = .13$

Attitudes Toward United States
Military Involvement Overseas

A considerable difference in attitude was noted between the cadets and civilians in relation to United States military involvement in the international arena (Table 4-7).

The majority of the civilian students felt that the United States should not become involved militarily in the Middle East if Israel was in danger of losing her independence, and in general thought that the United States should mind its own affairs and stop acting like the policeman of the world. The cadets took a completely opposite stand. The civilian group (68.2 percent) also felt that the European nations be given more responsibility in providing their own defense and that American troop reduction in Europe was in order. The cadets were evenly divided on this matter. Both groups, however, support the theory that military agreements with other nations are necessary for the defense of the United States.

It seems that the cadets reinforce the attitudes consistent with a military world view. The effectiveness of the Military Science classes in presenting the role of the military in world affairs is probably a dominating factor. The civilians in contrast, tend to be heading in the direction of military isolationism. They may partially view the military in terms of dollars and cents. By reducing the U.S. commitments in the international scene, more funds would be freed for what they probably consider to be more important domestic priorities.

TABLE 4-7

ATTITUDES TOWARD UNITED STATES MILITARY INVOLVEMENT OVERSEAS
BY CIVILIAN AND CADET STUDENTS (PERCENTAGES)

	Civilians		Cadets	
	Yes	No	Yes	No
Do you think the U.S. should get militarily involved in the Middle East if Israel was in grave danger of losing her independence?	21.4	57.3	60.1	23.1
	Agree	Disagree	Agree	Disagree
America should take some of its troops out of Europe and let those nations have more responsibility for their own defense.	68.2	13.6	45.3	41.3
Military agreements with other nations are not necessary for the defense of a nation as powerful as ours.	14.1	71.4	08.9	86.7
America ought to stop acting like the policeman of the world and mind its own affairs.	56.4	21.4	29.8	54.7

Attitudes Toward an All-Volunteer Army

Sixty-eight percent of the civilian students as opposed to only twenty-seven percent of the AROTC cadets favored an All-Volunteer Army (Table 4-8). The major objections offered by the cadets toward an All-Volunteer Army were that they felt it would not only lack the flexibility to expand rapidly in times of crises, but would also be ineffective because not enough highly qualified youths would enlist and pursue military careers. The cadets more so than the civilians also believed that the All-Volunteer Army will undermine patriotism by weakening the traditional belief that each citizen has a moral obligation to serve his country. The civilians in contrast may feel that the elimination of the draft would erradicate the fear of compelling service in a profession for which they have no interest and consider in contradiction to their values and beliefs. Both groups, however, believe that an All-Volunteer Army will enhance military professionalism and service life. This agreement by both groups reflects the effectiveness of the new Army advertising campaign. The Army, which is presently undergoing an "identity crises" has changed its traditional recruiting slogan to "Today's Army Wants to Join You." This slogan has met with remarkable success in conveying the ideas of a modern volunteer Army to the youth of our nation.¹⁷ The news media has stressed the multitude of changes that are taking place within the Army which are designed to enhance service life such as liberal leave and pass policies, elimination of KP duties, increased pay,

¹⁷Army, Vol. 22 (April 1972), p. 6.

TABLE 4-8

ATTITUDES TOWARD AN ALL-VOLUNTEER ARMY
BY CIVILIAN AND CADET STUDENTS (PERCENTAGES)

	Civilians		Cadets	
	All-Volunteer	Draft	All-Volunteer	Draft
Do you favor an All-Volunteer Army or the present Volunteer/Draft system?	68.6	14.1	27.6	59.1
	Agree	Disagree	Agree	Disagree
An All-Volunteer Army will lack the flexibility to expand rapidly in times of sudden crises.	35.0	45.9	68.4	17.8
An All-Volunteer Army will enhance professionalism.	77.3	09.5	72.4	15.6
An All-Volunteer Army will undermine patriotism by weakening the traditional belief that each citizen has a moral responsibility to serve his country.	13.6	73.6	41.3	40.9
An All-Volunteer Army will improve military service life.	80.9	06.8	57.3	21.8
An All-Volunteer Army will be ineffective because not enough highly qualified youths will be likely to enlist and pursue military careers.	13.6	63.2	40.9	33.8

better living accommodations, liberal haircut policies, and career opportunities. The entire modern volunteer Army concept is centered around elevating the Army's professionalism.

V. CONCLUSION

The basic objectives of this study were to examine personal background characteristics, needs, perceptions, and attitudes of Army ROTC cadets at Virginia Polytechnic Institute and State University in an attempt to acquire a better understanding of "who" will be filling the officer ranks of the future in the United States Army. Although this study has focused on a specific population, it does provide a rather substantial empirical data base and starting point for an in depth inquiry into the social psychological dimensions of Army ROTC cadets in general.

Specifically, the salient results of this study indicate that the Virginia Tech Army ROTC cadets when compared to the civilian student sample are more conservative with respect to their political orientation, perceive themselves as having a higher degree of personal competence, and are more strong-minded. Both the civilians and cadets are strongly influenced by their parents, especially their mothers, in the area of party identification. The cadets, however, lean more toward the Republican party than their civilian counterparts. The cadets have little faith in the All-Volunteer Army concept whereas the civilians strongly support it. Another significant difference noted between the two groups is in their attitude toward U.S. military involvement in the international arena. The cadets generally conform

with what has been labeled the military world view. The civilians on the other hand tend to be heading in the direction of military isolationism.

When examining the intrinsic and extrinsic needs (job characteristics) based on Maslow's need taxonomy, the results showed that the rank ordering of the needs from most to least important was as follows: ego/self-esteem, ego/reputation, self-fulfillment, social, and safety/security. Although the individual needs were viewed as important, the higher level needs (ego/reputation, self-esteem, and self-fulfillment) did not appear as unique dimensions in the factor analysis, indicating that these needs are presently not organized systematically enough in the cadets' minds.

In general, the demographic variables and service related factors examined in Chapter II provided several distinguishing characteristics between the cadets in terms of their career intentions. On the average, the non-careerists more than the careerists were likely to be juniors or seniors, to have fathers in the high income and high occupational groupings, and have lived in a middle class neighborhood most of their life. Also, the non-careerists more often than the careerists consider the prestige in the military lower than in civilian life, do not have a ROTC scholarship, and plan to serve in a combat service support branch during their stay in the Army. In the area of academic education, the non-careerists, more often than not, tend to major in agriculture, business, architecture and engineering fields and do not intend to continue their education above the BA or BS level.

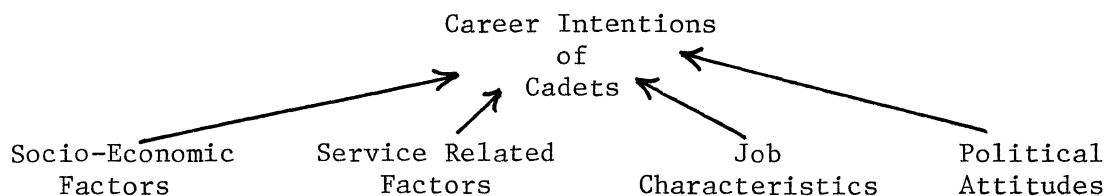
Although the major objectives of this survey have been accomplished, there is considerable room for further exploration. Four recommendations are offered for possible future studies.

First, due to the breadth and scope of the data collected in this study, several variables were not examined, especially those which pertain to the Army factors thought to be related to career decisions.¹ It would be interesting to compare the relationship of these factors with the job characteristics in Chapter III in order to determine to what degree the cadets perceive the Army as a "satisfier" of their individual needs.

Second, as mentioned earlier, the findings of this study and the overall data collected may be used as a guide or model for a nation-wide survey of Army ROTC cadets.

Third, for purposes of this study, the undecided group was not stressed in Chapter II, but should be analyzed separately. By examining the characteristics of this group, the Army may obtain information which would establish new incentives to motivate this group toward a career in the military.

Fourth, it appears feasible that a regression model, as the one shown below could be generated with minor modifications to the data collected in this study. By examining the linear relationship



¹Refer to VAR071 to VAR087 in Appendix A.

between the socio-economic factors, service related factors, job characteristics, political attitudes, personality traits (independent variables) and the career intentions of cadets (dependent variable), the result would be a linear combination that could be used to predict the values of the career intention variable by way of a regression equation. The utility of this procedure would enable the researcher to understand the relationship each independent variable has on the career intention variable. The regression equation could be used as an aid by AROTC recruiting staffs in selecting future AROTC cadets.

APPENDIX A

OPINION AND ATTITUDE SURVEY OF VIRGINIA TECH ARMY ROTC CADETS

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR001	Card 1 7	<p>What are your present intentions with regard to making the Army a career?</p> <p>(08.0) 1. I definitely will not make the Army my career.</p> <p>(24.4) 2. I probably will not make the Army my career.</p> <p>(37.8) 3. Undecided as to my career intentions in the Army.</p> <p>(20.4) 4. I probably will make the Army my career.</p> <p>(09.3) 5. I definitely will make the Army my career.</p>
VAR002	8	<p>What is your current class?</p> <p>(20.9) 1. Freshman (1975)</p> <p>(24.0) 2. Sophomore (1974)</p> <p>(28.9) 3. Junior (1973)</p> <p>(26.2) 4. Senior (1972)</p>
VAR003	9	<p>What is your cadet rank?</p> <p>(53.8) 1. Private</p> <p>(08.4) 2. Private First Class</p> <p>(16.9) 3. Corporal</p> <p>(01.8) 4. Sergeant</p> <p>(12.0) 5. 2d Lieutenant</p> <p>(01.3) 6. 1st Lieutenant</p> <p>(03.6) 7. Captain</p> <p>(01.3) 8. Major</p> <p>(00.9) 9. Lieutenant Colonel</p>
VAR004	10	<p>What is your present marital status?</p> <p>(05.3) 1. Married</p> <p>(93.8) 2. Single</p> <p>(00.4) 3. Divorced, Separated or Widowed</p> <p>(00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR005	11-12	<p>How old were you on your last birthday?</p> <p>(02.7) 17. Seventeen (20.9) 21. Twenty-one (19.6) 18. Eighteen (07.1) 22. Twenty-two (22.2) 19. Nineteen (01.8) 23. Twenty-three (25.3) 20. Twenty (00.4) 24. Twenty-four</p>
VAR006	13	<p>To what race do you belong?</p> <p>(03.1) 1. Black (95.6) 2. White (01.3) 3. Other</p>
VAR007	14	<p>Which of the following best describes the place where you lived most of your life?</p> <p>(22.2) 1. Big city (over 100,000) (34.7) 2. Small city (20,000-100,000) (20.4) 3. Small town (5,000-20,000) (22.2) 4. Rural community (00.4) 9. No response</p>
VAR008	15	<p>Which of the following best describes the kind of neighborhood you lived in most of your life?</p> <p>(01.3) 1. Poor (10.7) 2. Lower middle class (57.3) 3. Middle class (28.4) 4. Upper middle class (02.2) 5. Upper class</p>
VAR009	16	<p>What is the total income of your family?</p> <p>(01.8) 1. \$0-4000 (07.6) 2. \$4001-8000 (33.3) 3. \$8001-12,000 (25.8) 4. \$12,001-16,000 (31.1) 5. Over \$16,000 (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR010	17	<p>What is your major field in college?</p> <p>(13.3) 1. Agriculture (04.9) 2. Architecture (16.9) 3. Arts (18.7) 4. Sciences (15.6) 5. Business (05.3) 6. Education (25.3) 7. Engineering</p>
VAR011	18	<p>What is your expected highest level of civilian schooling?</p> <p>(36.0) 1. BA, BS, or equivalent (51.1) 2. MA, MS, or equivalent (12.9) 3. PhD or equivalent</p>
VAR012	19	<p>If you plan to go to Graduate School, what field of Graduate Study would you prefer?</p> <p>(09.3) 1. Agriculture (12.9) 5. Business (03.6) 2. Architecture (03.1) 6. Education (16.0) 3. Arts (13.3) 7. Engineering (16.0) 4. Sciences (25.8) 9. No response</p>
VAR013	20	<p>What is your father's occupation?</p> <p>(19.1) 0. Military (09.3) 5. Sales (27.1) 1. Professional (09.8) 6. Craftsman (06.7) 2. Farmer (04.9) 7. Operative (18.7) 3. Manager (01.8) 8. Services (01.3) 4. Clerical (01.3) 9. Laborer</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR014	21	<p data-bbox="580 298 1307 364">What is the highest level of formal education that your father completed?</p> <p data-bbox="580 395 1240 425">(11.1) 1. Did not complete high school.</p> <p data-bbox="580 429 1129 459">(26.7) 2. Completed high school.</p> <p data-bbox="580 463 1225 530">(13.8) 3. Attended college but did not receive degree.</p> <p data-bbox="580 534 1337 600">(25.3) 4. Received college degree (BA, BS, or equivalent).</p> <p data-bbox="580 604 1307 671">(04.9) 5. Completed some post-graduate work but did not receive degree.</p> <p data-bbox="580 675 1210 741">(13.3) 6. Received Master's degree or equivalent.</p> <p data-bbox="580 745 1210 812">(03.6) 7. Received Doctor's degree or equivalent.</p> <p data-bbox="580 816 966 846">(01.3) 9. No response.</p>
VAR015	22	<p data-bbox="580 889 1240 955">How much money (approx) do you contribute toward your educational expenses?</p> <p data-bbox="580 985 810 1016">(24.4) 1. 0%</p> <p data-bbox="580 1020 921 1050">(46.2) 2. About 25%</p> <p data-bbox="580 1054 921 1084">(15.6) 3. About 50%</p> <p data-bbox="580 1088 921 1118">(05.8) 4. About 75%</p> <p data-bbox="580 1122 936 1153">(07.6) 5. About 100%</p> <p data-bbox="580 1157 951 1187">(00.4) 9. No response</p>
VAR016	23	<p data-bbox="580 1245 1292 1312">What percentage (approx) of your educational expenses is paid by your family?</p> <p data-bbox="580 1342 810 1372">(21.3) 1. 0%</p> <p data-bbox="580 1376 921 1407">(19.6) 2. About 25%</p> <p data-bbox="580 1411 921 1441">(12.4) 3. About 50%</p> <p data-bbox="580 1445 921 1475">(29.8) 4. About 75%</p> <p data-bbox="580 1479 936 1509">(16.0) 5. About 100%</p> <p data-bbox="580 1514 951 1544">(00.9) 9. No response</p>
VAR017	24	<p data-bbox="580 1602 1292 1669">What percentage (approx) of your educational expenses is paid by scholarship or loan?</p> <p data-bbox="580 1699 810 1729">(56.9) 1. 0%</p> <p data-bbox="580 1733 921 1764">(12.4) 2. About 25%</p> <p data-bbox="580 1768 921 1798">(16.0) 3. About 50%</p> <p data-bbox="580 1802 921 1832">(11.6) 4. About 75%</p> <p data-bbox="580 1836 936 1866">(02.7) 5. About 100%</p> <p data-bbox="580 1870 951 1901">(00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR018	25	<p>What is your Political Orientation?</p> <p>(00.4) 1. Radical Left (15.6) 2. Liberal (43.1) 3. Moderate (37.8) 4. Conservative (00.4) 5. Radical Right (02.4) 6. Other (specify) (00.4) 9. No response</p>
VAR019	26	<p>Do you think of yourself as a:</p> <p>(28.9) 1. Republican (16.0) 2. Democrat (52.0) 3. Independent (02.7) 4. Other (00.4) 9. No response</p>
VAR020	27	<p>What is the Party Identification of your father?</p> <p>(36.9) 1. Republican (29.8) 2. Democrat (20.9) 3. Independent (00.4) 4. Other (11.6) 5. Don't know (00.4) 9. No response</p>
VAR021	28	<p>What is the Party Identification of your mother?</p> <p>(39.6) 1. Republican (24.4) 2. Democrat (19.1) 3. Independent (01.8) 4. Other (13.8) 5. Don't know (01.3) 9. No response</p>
VAR022	29	<p>Do you presently have an ROTC scholarship?</p> <p>(20.0) 1. Yes (80.0) 2. No</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR023	30	<p>In how many military organizations are you a member? (Ranger Company, AUSA, SAME, Scabbard and Blade, Gregory Guard)</p> <p>(65.8) 0. None (00.9) 3. Three (21.8) 1. One (00.9) 4. Four (10.2) 2. Two (00.4) 5. Five</p>
VAR024	31	<p>When during your life did you seriously consider a career as an officer in the military?</p> <p>(15.6) 1. Before high school (49.3) 2. During high school (18.2) 3. At Virginia Tech (16.4) 4. Never seriously considered one</p>
VAR025	32-33	<p>To which branch would you like to be assigned upon entering active duty?</p> <p>(13.3) 1. Infantry (14.7) 2. Armor (04.0) 3. Air defense (03.6) 4. Field Artillery (18.7) 5. Engineer (04.9) 6. Signal (02.7) 7. Military Police (11.6) 8. Military Intelligence (02.2) 9. Chemical (01.8) 10. Finance (07.6) 11. Medical Service (03.6) 12. Quartermaster (01.8) 13. Ordnance (03.1) 14. Transportation (02.7) 15. Adjutant General (04.0) 16. Other</p>
VAR026	34	<p>If you were offered a Regular Army commission, would you accept it?</p> <p>(68.4) 1. Yes (09.8) 2. No (21.8) 3. Undecided</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR027	35	<p>Did your father have a career in a Military Service?</p> <p>(30.2) 1. Yes, a full career until retirement. (15.1) 2. Yes, served several tours but not enough to qualify for retirement. (40.0) 3. Only served one tour. (14.7) 4. No, he did not serve in a military service.</p>
VAR028	36	<p>How do you perceive the prestige in the military when compared to the prestige in civilian life?</p> <p>(09.8) 1. Much higher in the military. (36.0) 2. Higher in the military. (38.2) 3. About the same. (13.8) 4. Less in the military. (01.8) 5. Much less in the military.</p>
VAR029 ¹	37	<p>Chance for training and learning on the job.</p> <p>(00.0) 0. Not relevant (00.0) 1. No influence (13.3) 2. Minor importance (67.6) 3. Major importance (17.3) 4. Crucial (01.8) 9. No response</p>
VAR030	38	<p>Retirement Plan.</p> <p>(02.2) 0. Not relevant (04.0) 1. No influence (32.4) 2. Minor importance (44.4) 3. Major importance (16.9) 4. Crucial</p>

¹Variables 029 through 059 list a number of job characteristics. The cadets were asked to indicate, on a 0 to 4 scale, the importance they placed on each item in selecting a job or career.

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR031	39	<p>Medical Plan and other fringe benefits.</p> <p>(00.9) 0. Not relevant (02.7) 1. No influence (37.8) 2. Minor importance (44.4) 3. Major importance (14.2) 4. Crucial</p>
VAR032	40	<p>Job security.</p> <p>(00.9) 0. Not relevant (00.0) 1. No influence (15.6) 2. Minor importance (52.9) 3. Major importance (28.0) 4. Crucial</p>
VAR033	41	<p>Interesting work.</p> <p>(00.4) 0. Not relevant (00.0) 1. No influence (04.0) 2. Minor importance (37.8) 3. Major importance (57.3) 4. Crucial</p>
VAR034	42	<p>Pay.</p> <p>(01.3) 0. Not relevant (01.8) 1. No influence (27.1) 2. Minor importance (54.7) 3. Major importance (14.7) 4. Crucial (00.4) 9. No response</p>
VAR035	43	<p>Highly respected job.</p> <p>(01.8) 0. Not relevant (03.1) 1. No influence (42.7) 2. Minor importance (45.3) 3. Major importance (06.7) 4. Crucial (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR036	44	<p>Freedom to a job in the best way.</p> <p>(00.9) 0. Not relevant (00.4) 1. No influence (15.6) 2. Minor importance (45.8) 3. Major importance (36.9) 4. Crucial (00.4) 9. No response</p>
VAR037	45	<p>Opportunity to be a leader.</p> <p>(00.0) 0. Not relevant (03.6) 1. No influence (24.9) 2. Minor importance (48.0) 3. Major importance (23.1) 4. Crucial (00.4) 9. No response</p>
VAR038	46	<p>Fair evaluation of performance.</p> <p>(00.4) 0. Not relevant (00.4) 1. No influence (14.7) 2. Minor importance (58.7) 3. Major importance (25.3) 4. Crucial (00.4) 9. No response</p>
VAR039	47	<p>Amount of personal responsibility.</p> <p>(00.4) 0. Not relevant (03.1) 1. No influence (18.7) 2. Minor importance (58.7) 3. Major importance (18.7) 4. Crucial (00.4) 9. No response</p>
VAR040	48	<p>Chance for advancement.</p> <p>(00.4) 0. Not relevant (00.9) 1. No influence (08.9) 2. Minor importance (46.2) 3. Major importance (43.1) 4. Crucial (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR041	49	<p>Good interpersonal relationships with peers.</p> <p>(00.4) 0. Not relevant (01.3) 1. No influence (18.2) 2. Minor importance (56.4) 3. Major importance (22.7) 4. Crucial (00.9) 9. No response</p>
VAR042	50	<p>Good interpersonal relationships with superiors.</p> <p>(00.4) 0. Not relevant (03.1) 1. No influence (30.7) 2. Minor importance (47.1) 3. Major importance (17.8) 4. Crucial (00.9) 9. No response</p>
VAR043	51	<p>Good interpersonal relationships with subordinates.</p> <p>(00.4) 0. Not relevant (03.6) 1. No influence (26.6) 2. Minor importance (55.6) 3. Major importance (16.4) 4. Crucial (00.9) 9. No response</p>
VAR044	52	<p>Technical ability of supervisors.</p> <p>(00.4) 0. Not relevant (02.2) 1. No influence (26.2) 2. Minor importance (48.4) 3. Major importance (20.9) 4. Crucial (01.8) 9. No response</p>
VAR045	53	<p>Ability to use own major technical skills.</p> <p>(00.0) 0. Not relevant (00.9) 1. No influence (18.7) 2. Minor importance (48.4) 3. Major importance (31.6) 4. Crucial (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR046	54	<p>Opportunity to develop as a well rounded individual.</p> <p>(01.8) 0. Not relevant (01.3) 1. No influence (14.7) 2. Minor importance (40.4) 3. Major importance (40.9) 4. Crucial (00.9) 9. No response</p>
VAR047	55	<p>Opportunity to make a lasting contribution to society.</p> <p>(00.9) 0. Not relevant (06.2) 1. No influence (29.3) 2. Minor importance (39.1) 3. Major importance (24.0) 4. Crucial (00.4) 9. No response</p>
VAR048	56	<p>Lack of family separation</p> <p>(05.8) 0. Not relevant (07.6) 1. No influence (25.8) 2. Minor importance (34.2) 3. Major importance (25.8) 4. Crucial (00.9) 9. No response</p>
VAR049	57	<p>Owning a home.</p> <p>(06.2) 0. Not relevant (08.9) 1. No influence (34.7) 2. Minor importance (37.8) 3. Major importance (11.6) 4. Crucial (00.9) 9. No response</p>
VAR050	58	<p>Involvement in community life.</p> <p>(03.1) 0. Not relevant (10.2) 1. No influence (45.8) 2. Minor importance (34.7) 3. Major importance (05.8) 4. Crucial (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR051	59	<p>Opportunity to travel.</p> <p>(02.7) 0. Not relevant (08.0) 1. No influence (50.7) 2. Minor importance (29.8) 3. Major importance (08.4) 4. Crucial (00.4) 9. No response</p>
VAR052	60	<p>Participating in decisions involving own future.</p> <p>(00.4) 0. Not relevant (00.9) 1. No influence (10.7) 2. Minor importance (49.3) 3. Major importance (37.3) 4. Crucial (01.3) 9. No response</p>
VAR053	61	<p>Producing an original result or product.</p> <p>(01.8) 0. Not relevant (08.0) 1. No influence (40.4) 2. Minor importance (36.0) 3. Major importance (13.3) 4. Crucial (00.4) 9. No response</p>
VAR054	62	<p>Opportunity to attend further formal civilian schooling.</p> <p>(01.8) 0. Not relevant (07.6) 1. No influence (42.7) 2. Minor importance (32.0) 3. Major importance (15.6) 4. Crucial (00.4) 9. No response</p>
VAR055	63	<p>Personal physical safety.</p> <p>(04.0) 0. Not relevant (11.1) 1. No influence (41.8) 2. Minor importance (33.8) 3. Major importance (08.9) 4. Crucial (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR056	64	<p>Opportunity to realize one's maximum potential.</p> <p>(00.0) 0. Not relevant (01.3) 1. No influence (13.8) 2. Minor importance (52.9) 3. Major importance (32.0) 4. Crucial</p>
VAR057	65	<p>Overall policies of the organization toward employees.</p> <p>(01.3) 0. Not relevant (03.6) 1. No influence (21.3) 2. Minor importance (59.6) 3. Major importance (13.8) 4. Crucial (00.4) 9. No response</p>
VAR058	66	<p>Geographical location of job.</p> <p>(05.3) 0. Not relevant (11.6) 1. No influence (48.4) 2. Minor importance (29.3) 3. Major importance (05.3) 4. Crucial</p>
VAR059	67	<p>Personal freedom in expression of opinions and individual behavior.</p> <p>(00.4) 0. Not relevant (03.1) 1. No influence (22.2) 2. Minor importance (52.0) 3. Major importance (22.2) 4. Crucial</p>
VAR060 ²	68	<p>Best way to complete my military obligation.</p> <p>(10.2) 1. No influence (11.1) 2. Minor influence (21.8) 3. Moderate influence (42.7) 4. Major influence (12.4) 5. Crucial influence (01.8) 9. No response</p>

²Variables 060 through 070 are explanations frequently offered for seeking a commission in the United States Army. The cadets were asked to indicate on a 1 to 5 scale the extent to which item is relevant to their decision to become an officer.

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR061	69	<p>Believe I can serve my country better as an officer than as an enlisted man.</p> <p>(11.1) 1. No influence (14.7) 2. Minor influence (28.0) 3. Moderate influence (31.6) 4. Major influence (14.7) 5. Crucial influence</p>
VAR062	70	<p>Hope to find excitement and adventure.</p> <p>(12.0) 1. No influence (23.6) 2. Minor influence (40.0) 3. Moderate influence (20.4) 4. Major influence (04.0) 5. Crucial influence</p>
VAR063	71	<p>Hope to receive responsibility and challenge; lead others.</p> <p>(03.6) 1. No influence (10.7) 2. Minor influence (29.8) 3. Moderate influence (42.7) 4. Major influence (12.9) 5. Crucial influence (00.4) 9. No response</p>
VAR064	72	<p>Think I would like the prestige and respect.</p> <p>(09.8) 1. No influence (23.1) 2. Minor influence (42.2) 3. Moderate influence (19.1) 4. Major influence (05.8) 5. Crucial influence</p>
VAR065	73	<p>Believe I will associate with men of good character, education, and social level.</p> <p>(14.7) 1. No influence (20.9) 2. Minor influence (35.1) 3. Moderate influence (23.6) 4. Major influence (05.8) 5. Crucial influence</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR066	74	<p>A tradition in my family, expected by relatives.</p> <p>(64.9) 1. No influence (19.1) 2. Minor influence (12.0) 3. Moderate influence (02.2) 4. Major influence (01.8) 5. Crucial influence</p>
VAR067	75	<p>Chance for travel and to meet new people.</p> <p>(07.6) 1. No influence (22.7) 2. Minor influence (30.7) 3. Moderate influence (30.2) 4. Major influence (08.9) 5. Crucial influence</p>
VAR068	76	<p>Good pay and living conditions.</p> <p>(10.2) 1. No influence (21.3) 2. Minor influence (35.6) 3. Moderate influence (29.3) 4. Major influence (03.6) 5. Crucial influence</p>
VAR069	77	<p>Chance to get more Army education and training; advance professionally.</p> <p>(14.2) 1. No influence (16.9) 2. Minor influence (23.1) 3. Moderate influence (32.9) 4. Major influence (12.9) 5. Crucial influence</p>
VAR070	78	<p>To obtain interesting and worthwhile duties.</p> <p>(07.1) 1. No influence (13.8) 2. Minor influence (29.8) 3. Moderate influence (40.9) 4. Major influence (08.4) 5. Crucial influence</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR071 ³	Card 2 7	Variety of duties. (00.4) 1. Strong influence against a career (03.6) 2. Slight influence against a career (20.0) 3. No influence (44.0) 4. Slight influence for a career (28.4) 5. Strong influence for a career (03.6) 9. No response
VAR072	8	Family separation. (40.4) 1. Strong influence against a career (32.4) 2. Slight influence against a career (20.0) 3. No influence (03.1) 4. Slight influence for a career (03.6) 5. Strong influence for a career (00.4) 9. No response
VAR073	9	Opportunity for travel. (00.1) 1. Strong influence against a career (03.1) 2. Slight influence against a career (13.8) 3. No influence (51.6) 4. Slight influence for a career (30.2) 5. Strong influence for a career (01.3) 9. No response
VAR074	10	Geographical location of assignments. (02.7) 1. Strong influence against a career (10.7) 2. Slight influence against a career (38.2) 3. No influence (35.6) 4. Slight influence for a career (12.4) 5. Strong influence for a career (00.4) 9. No response

³Variables 071 through 087 are Army factors thought to be related to career decisions. The cadets were asked to indicate on a 1 to 5 scale what they felt to be the relationship between each factor and the influence it has on their Army career decision.

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR075	11	<p>Frequent relocation.</p> <p>(22.7) 1. Strong influence against a career (43.1) 2. Slight influence against a career (16.9) 3. No influence (10.2) 4. Slight influence for a career (06.7) 5. Strong influence for a career (00.4) 9. No response</p>
VAR076	12	<p>Pay.</p> <p>(02.7) 1. Strong influence against a career (11.1) 2. Slight influence against a career (25.8) 3. No influence (41.8) 4. Slight influence for a career (18.7) 5. Strong influence for a career</p>
VAR077	13	<p>Commissary and Post Exchange.</p> <p>(00.0) 1. Strong influence against a career (00.9) 2. Slight influence against a career (20.0) 3. No influence (54.7) 4. Slight influence for a career (24.4) 5. Strong influence for a career</p>
VAR078	14	<p>Medical and dental care.</p> <p>(00.0) 1. Strong influence against a career (00.0) 2. Slight influence against a career (11.6) 3. No influence (52.4) 4. Slight influence for a career (36.0) 5. Strong influence for a career</p>
VAR079	15	<p>Housing.</p> <p>(01.3) 1. Strong influence against a career (07.6) 2. Slight influence against a career (26.2) 3. No influence (53.3) 4. Slight influence for a career (11.6) 5. Strong influence for a career</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR080	16	<p>Promotion policy.</p> <p>(00.4) 1. Strong influence against a career (04.4) 2. Slight influence against a career (19.6) 3. No influence (55.1) 4. Slight influence for a career (20.4) 5. Strong influence for a career</p>
VAR081	17	<p>Retirement benefits.</p> <p>(00.0) 1. Strong influence against a career (00.0) 2. Slight influence against a career (08.9) 3. No influence (43.1) 4. Slight influence for a career (48.0) 5. Strong influence for a career</p>
VAR082	18	<p>Opportunity for a life time career.</p> <p>(01.3) 1. Strong influence against a career (01.8) 2. Slight influence against a career (23.6) 3. No influence (37.8) 4. Slight influence for a career (35.6) 5. Strong influence for a career</p>
VAR083	19	<p>How do the economic conditions in the civilian society influence your Army career decision?</p> <p>(01.8) 1. Strong influence against a career (12.4) 2. Slight influence against a career (32.0) 3. No influence (37.8) 4. Slight influence for a career (15.6) 5. Strong influence for a career (00.4) 9. No response</p>
VAR084	20	<p>What influence does the Vietnam War have on your Army career decision?</p> <p>(12.9) 1. Strong influence against a career (16.9) 2. Slight influence against a career (50.2) 3. No influence (08.9) 4. Slight influence for a career (11.1) 5. Strong influence for a career</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR085	21	<p>What influence do the recent My Lai Court Martials have on your Army career decision?</p> <p>(12.9) 1. Strong influence against a career (21.3) 2. Slight influence against a career (58.7) 3. No influence (04.0) 4. Slight influence for a career (03.1) 5. Strong influence for a career</p>
VAR086	22	<p>What influence do the racial problems within the military have on your Army career decision?</p> <p>(05.3) 1. Strong influence against a career (16.9) 2. Slight influence against a career (71.6) 3. No influence (04.0) 4. Slight influence for a career (01.8) 5. Strong influence for a career (00.4) 9. No response</p>
VAR087	23	<p>What influence does the drug problem within the military have on your Army career decision?</p> <p>(08.4) 1. Strong influence against a career (18.7) 2. Slight influence against a career (65.3) 3. No influence (05.3) 4. Slight influence for a career (02.2) 5. Strong influence for a career</p>
VAR088	24	<p>Do you favor an All-Volunteer Army or the pre- sent Volunteer/Draft system?</p> <p>(27.6) 1. All-Volunteer (59.1) 2. Volunteer/Draft (12.9) 3. Undecided (00.4) 9. No response</p>
VAR089	25	<p>An All-Volunteer Army will lack the flexibility to expand rapidly in times of sudden crises.</p> <p>(68.4) 1. Agree (17.8) 2. Disagree (13.8) 3. Undecided</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR090	26	<p>An All-Volunteer Army will enhance professionalism.</p> <p>(72.4) 1. Agree (15.6) 2. Disagree (12.0) 3. Undecided</p>
VAR091	27	<p>An All-Volunteer Army will undermine patriotism by weakening the traditional belief that each citizen has a moral responsibility to serve his country.</p> <p>(41.3) 1. Agree (40.9) 2. Disagree (17.3) 3. Undecided (00.4) 9. No response</p>
VAR092	28	<p>An All-Volunteer Army will improve military service life.</p> <p>(57.3) 1. Agree (21.8) 2. Disagree (20.9) 3. Undecided</p>
VAR093	29	<p>Those joining an All-Volunteer Army will be men from the lowest economic classes motivated primarily by pay and not patriotism.</p> <p>(29.8) 1. Agree (49.8) 2. Disagree (20.0) 3. Undecided (00.4) 9. No response</p>
VAR094	30	<p>Public understanding and support of the Army will be increased with an All-Volunteer Army.</p> <p>(23.6) 1. Agree (53.8) 2. Disagree (22.7) 3. Undecided</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR095	31	<p>An All-Volunteer Army will become isolated from society and threaten civilian control of the military.</p> <p>(31.1) 1. Agree (51.6) 2. Disagree (16.9) 3. Undecided (00.4) 9. No response</p>
VAR096	32	<p>An All-Volunteer Army will be ineffective because not enough highly qualified youths will be likely to enlist and pursue military careers.</p> <p>(40.9) 1. Agree (33.8) 2. Disagree (25.3) 3. Undecided</p>
VAR097	33	<p>I don't think public officials care much about what people like me think.</p> <p>(28.0) 1. Agree (51.1) 2. Disagree (20.4) 3. Undecided (00.4) 9. No response</p>
VAR098	34	<p>Voting is the only way that people like me can have any say about how the government runs things.</p> <p>(35.1) 1. Agree (59.6) 2. Disagree (04.9) 3. Undecided (00.4) 9. No response</p>
VAR099	35	<p>People like me don't have any say about what the government does.</p> <p>(14.2) 1. Agree (81.3) 2. Disagree (04.0) 3. Undecided (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR100	36	<p>Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.</p> <p>(42.2) 1. Agree (49.3) 2. Disagree (08.0) 3. Undecided (00.4) 9. No response</p>
VAR101	37	<p>It isn't so important to vote when you know your party doesn't have a chance to win.</p> <p>(01.8) 1. Agree (96.9) 2. Disagree (01.3) 3. Undecided</p>
VAR102	38	<p>A good many local elections aren't important enough to bother with.</p> <p>(08.4) 1. Agree (87.1) 2. Disagree (04.4) 3. Undecided</p>
VAR103	39	<p>So many people vote in the national elections that it doesn't matter much to me whether I vote or not.</p> <p>(03.6) 1. Agree (95.1) 2. Disagree (01.3) 3. Undecided</p>
VAR104	40	<p>If a person doesn't care how an election comes out he shouldn't vote in it.</p> <p>(45.3) 1. Agree (38.2) 2. Disagree (16.0) 3. Undecided (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR105	41	<p>Are you the kind of person that plans his life ahead all the time or do you live more from day to day?</p> <p>(71.1) 1. Plans ahead (19.1) 2. Live from day to day (09.8) 3. Don't know</p>
VAR106	42	<p>Some people feel like other people push them around a good bit. Others feel that they run their lives pretty much the way they want to. How is it with you?</p> <p>(80.9) 1. Run your own life (08.9) 2. Get pushed around (09.8) 3. Don't know (00.4) 9. No response</p>
VAR107	43	<p>Would you say you nearly always finish things once you start them or do you sometimes have to give up before they are finished?</p> <p>(76.0) 1. Nearly always finish (22.7) 2. Sometimes give up (01.3) 3. Don't know</p>
VAR108	44	<p>If you had your choice, would you rather have a job where you gave the orders or a job where somebody else told you what to do?</p> <p>(76.9) 1. Rather give orders (06.7) 2. Rather be told what to do (16.4) 3. Don't know</p>
VAR109	45	<p>I have always felt that I have more will power than most people have.</p> <p>(61.3) 1. Agree (12.9) 2. Disagree (25.8) 3. Don't know</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR110	46	<p>When you get into an argument do you usually get your own way or do you often give in?</p> <p>(42.7) 1. Usually get my own way (17.3) 2. Often give in (39.1) 3. Don't know (00.9) 9. No response</p>
VAR111	47	<p>Some people have strong opinions about a good many things. Other people are more in the middle of the road. Which kind of person are you?</p> <p>(60.0) 1. Strong opinions (39.1) 2. Middle of the road (00.9) 3. Don't know</p>
VAR112	48	<p>When you make up your mind about something is it pretty hard to argue you out of it or do you change your mind pretty easily?</p> <p>(71.1) 1. Hard to change (12.0) 2. Change mind easily (16.9) 3. Don't know</p>
VAR113	49	<p>Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?</p> <p>(51.1) 1. Most people can be trusted (37.3) 2. Can't be too careful (11.6) 3. Don't know</p>
VAR114	50	<p>Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?</p> <p>(44.4) 1. Try to be helpful (43.6) 2. Just look out for themselves (11.6) 3. Don't know (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR115	51	<p>Do you think most people would try to take advantage of you if they got a chance or would they try to be fair?</p> <p>(53.3) 1. Would try to be fair (31.1) 2. Would take advantage of you (15.1) 3. Don't know (00.4) 9. No response</p>
VAR116	52	<p>Do you think the U.S. should increase or decrease its trade with communist countries?</p> <p>(49.8) 1. Increase (29.8) 2. Decrease (20.0) 3. Don't know (00.4) 9. No response</p>
VAR117	53	<p>Do you think the U.S. should get militarily involved in the Middle East if Israel was in grave danger of losing its independence?</p> <p>(60.0) 1. Yes (23.1) 2. No (16.4) 3. Don't know (00.4) 9. No response</p>
VAR118	54	<p>America should take some of its troops out of Europe and let those nations have more responsibility for their own defense.</p> <p>(45.3) 1. Agree (41.3) 2. Disagree (12.4) 3. Don't know (00.9) 9. No response</p>
VAR119	55	<p>America should care for its own before giving foreign aid to nations.</p> <p>(65.8) 1. Agree (25.3) 2. Disagree (08.4) 3. Don't know (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VARI20	56	<p>Do you think that U.S. support of the United Nations should increase, decrease or stay like it is now?</p> <p>(24.9) 1. Increase (35.1) 2. Decrease (39.6) 3. Don't know (00.4) 9. No response</p>
VARI21	57	<p>Military agreements with other nations are not necessary for the defense of a nation as powerful as the U.S.</p> <p>(08.9) 1. Agree (86.7) 2. Disagree (03.1) 3. Don't know (01.3) 9. No response</p>
VARI22	58	<p>America ought to stop acting like the policeman of the world and mind its own affairs.</p> <p>(29.8) 1. Agree (54.7) 2. Disagree (14.7) 3. Don't know (00.9) 9. No response</p>
VARI23	59	<p>Most of the countries which have gotten economic help from America end up resenting what we have done for them.</p> <p>(52.9) 1. Agree (24.9) 2. Disagree (21.3) 3. Don't know (00.9) 9. No response</p>
VARI24	60	<p>By belonging to the UN we are running the danger of losing our constitutional right to control our own affairs.</p> <p>(09.8) 1. Agree (79.1) 2. Disagree (10.7) 3. Don't know (00.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VARI25	61	<p>What is the frequency of your church attendance?</p> <p>(35.1) 1. Almost every week. (17.3) 2. At least once a month. (12.0) 3. Less than once a month. (23.6) 4. Seldom (11.1) 5. Never (00.9) 9. No response</p>
VARI26	62	<p>Are you a member of the Ranger Company?</p> <p>(17.8) 1. Yes (82.2) 2. No</p>
VARI27	63	<p>Are you a member of the Association of the United States Army?</p> <p>(11.6) 1. Yes (88.4) 2. No</p>
VARI28	64	<p>Are you a member of the Society of American Military Engineers?</p> <p>(08.0) 1. Yes (92.0) 2. No</p>
VARI29	65	<p>Are you a member of Scabbard and Blade?</p> <p>(04.4) 1. Yes (95.6) 2. No</p>
VARI30	66	<p>Are you a member of the Gregory Guard?</p> <p>(07.1) 1. Yes (92.9) 2. No</p>

APPENDIX B

OPINION AND ATTITUDE SURVEY OF STUDENTS IN GOVERNMENT 224 CLASSES

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR001	7	<p>What is your current class?</p> <p>(08.6) 1. Freshman (1975) (66.4) 2. Sophomore (1974) (19.5) 3. Junior (1973) (05.5) 4. Senior (1972)</p>
VAR002	8	<p>What is your present marital status?</p> <p>(10.9) 1. Married (88.6) 2. Single (00.5) 3. Divorced, Separated, or Widowed</p>
VAR003	9-10	<p>How old were you on your last birthday?</p> <p>(07.3) 18. Eighteen (00.5) 24. Twenty-four (51.4) 19. Nineteen (01.4) 25. Twenty-five (23.2) 20. Twenty (00.5) 26. Twenty-six (10.9) 21. Twenty-one (00.5) 28. Twenty-eight (02.7) 22. Twenty-two (00.5) 43. Forty-three (01.4) 23. Twenty-three</p>
VAR004	11	<p>To what ethnic origin do you belong?</p> <p>(00.9) 1. Black (98.6) 2. White (00.5) 3. Other</p>
VAR005	12	<p>Which of the following best describes the place where you lived most of your life?</p> <p>(25.5) 1. Big city (over 100,000) (29.5) 2. Small city (20,000-100,000) (23.2) 3. Small town (5,000-20,000) (21.4) 4. Rural community (00.5) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR006	13	<p>Which of the following best describes the kind of neighborhood you lived in most of your life?</p> <p>(00.5) 1. Poor (08.5) 2. Lower middle class (59.5) 3. Middle class (29.5) 4. Upper middle class (01.8) 5. Upper class (00.5) 9. No response</p>
VAR007	14	<p>What is the total income of your family?</p> <p>(00.9) 1. \$0-4000 (07.3) 2. \$4001-8000 (23.2) 3. \$8001-12,000 (30.9) 4. \$12,001-16,000 (35.5) 5. Over \$16,000 (02.3) 9. No response</p>
VAR008	15	<p>What is your major field in college?</p> <p>(01.4) 1. Agriculture (63.6) 5. Business (04.5) 2. Architecture (01.8) 6. Education (13.2) 3. Arts (05.9) 7. Engineering (08.2) 4. Sciences (01.4) 9. No response</p>
VAR009	16	<p>What is your expected highest level of civilian schooling?</p> <p>(55.0) 1. BA, BS, or equivalent (34.5) 2. MA, MS, or equivalent (08.6) 3. PhD or equivalent (01.8) 9. No response</p>
VAR010	17	<p>What is your father's occupation?</p> <p>(07.3) 0. Military (12.3) 5. Sales (28.2) 1. Professional (09.5) 6. Craftsman (05.0) 2. Farmer (04.5) 7. Operative (20.5) 3. Manager (06.4) 8. Service (03.6) 4. Clerical (02.7) 9. Laborer</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR011	18	<p>If you plan to go to Graduate School, what field of Graduate Study would you prefer?</p> <p>(01.4) 1. Agriculture (02.3) 6. Education (04.5) 2. Architecture (02.7) 7. Engineering (10.0) 3. Arts (10.0) 8. Other (06.8) 4. Sciences (18.6) 9. No response (43.6) 5. Business</p>
VAR012	19	<p>What is the highest level of formal education that your father completed?</p> <p>(15.9) 1. Did not complete high school. (35.5) 2. Completed high school. (20.9) 3. Attended college but did not receive degree. (13.6) 4. Received college degree (BA, BS, or equivalent). (02.7) 5. Completed some post-graduate work but did not receive degree. (07.3) 6. Received Master's degree or equivalent. (03.6) 7. Received PhD or equivalent. (00.5) 9. No response.</p>
VAR013	20	<p>How much money (approx) do you contribute toward your educational expenses?</p> <p>(18.6) 1. 0% (45.5) 2. About 25% (15.0) 3. About 50% (06.8) 4. About 75% (14.1) 5. About 100%</p>
VAR014	21	<p>What percentage (approx) of your educational expenses is paid by your family?</p> <p>(20.0) 1. 0% (11.4) 2. About 25% (15.5) 3. About 50% (37.3) 4. About 75% (15.9) 5. About 100%</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR015	22	<p>What percentage (approx) of your educational expenses is paid by scholarship or loan?</p> <p>(73.2) 1. 0% (10.5) 2. About 25% (09.1) 3. About 50% (03.2) 4. About 75% (03.6) 5. About 100% (00.5) 9. No response</p>
VAR016	23	<p>What is your Political Orientation?</p> <p>(02.3) 1. Radical Left (38.6) 2. Liberal (34.5) 3. Moderate (16.4) 4. Conservative (00.9) 5. Radical Right (05.5) 6. Other (01.8) 9. No response</p>
VAR017	24	<p>Do you think of yourself as a:</p> <p>(18.6) 1. Republican (15.9) 2. Democrat (58.6) 3. Independent (05.5) 4. Other (01.4) 9. No response</p>
VAR018	25	<p>What is the Party Identification of your father?</p> <p>(30.0) 1. Republican (34.1) 2. Democrat (20.5) 3. Independent (02.7) 4. Other (11.4) 5. Don't know (01.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR019	26	<p>What is the Party Identification of your mother?</p> <p>(31.8) 1. Republican (28.2) 2. Democrat (20.0) 3. Independent (05.9) 4. Other (13.2) 5. Don't know (00.9) 9. No response</p>
VAR020	27	<p>Did your father have a career in a military service?</p> <p>(12.3) 1. Yes, a full career until retirement. (16.8) 2. Yes, served several tours but not enough to qualify for retirement. (47.3) 3. Only served one tour. (23.2) 4. No, he did not serve in a military service. (00.5) 9. No response.</p>
VAR021	28	<p>How do you perceive the prestige in the military when compared to the prestige in civilian life?</p> <p>(01.8) 1. Much higher in the military. (11.8) 2. Higher in the military. (38.6) 3. About the same. (32.7) 4. Less in the military. (12.7) 5. Much less in the military. (02.3) 9. No response.</p>
VAR022	29	<p>Do you favor an All-Volunteer Army or the present Volunteer/Draft system?</p> <p>(68.6) 1. All-Volunteer (14.1) 2. Volunteer/Draft (16.8) 3. Undecided (00.5) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR023	30	<p>An All-Volunteer Army will lack the flexibility to expand rapidly in times of sudden crises.</p> <p>(35.0) 1. Agree (45.9) 2. Disagree (17.7) 3. Undecided (01.4) 9. No response</p>
VAR024	31	<p>An All-Volunteer Army will enhance professionalism.</p> <p>(77.3) 1. Agree (09.5) 2. Disagree (12.3) 3. Undecided (00.9) 9. No response</p>
VAR025	32	<p>An All-Volunteer Army will undermine patriotism by weakening the traditional belief that each citizen has a moral responsibility to serve his country.</p> <p>(13.6) 1. Agree (73.6) 2. Disagree (11.4) 3. Undecided (01.4) 9. No response</p>
VAR026	33	<p>An All-Volunteer Army will improve military service life.</p> <p>(80.9) 1. Agree (06.8) 2. Disagree (12.3) 3. Undecided</p>
VAR027	34	<p>Those joining an All-Volunteer Army will be men from the lowest economic classes motivated primarily by pay and not patriotism.</p> <p>(20.0) 1. Agree (57.3) 2. Disagree (22.3) 3. Undecided (00.5) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR028	35	<p>Public understanding and support of the Army will be increased with an All-Volunteer Army.</p> <p>(54.5) 1. Agree (21.4) 2. Disagree (23.2) 3. Undecided (00.9) 9. No response</p>
VAR029	36	<p>An All-Volunteer Army will become isolated from society and threaten civilian control of the military.</p> <p>(11.4) 1. Agree (68.6) 2. Disagree (18.6) 3. Undecided (01.4) 9. No response</p>
VAR030	37	<p>An All-Volunteer Army will be ineffective because not enough highly qualified youths will enlist and pursue military careers.</p> <p>(13.6) 1. Agree (63.2) 2. Disagree (23.2) 3. Undecided</p>
VAR031	38	<p>I don't think public officials care much about what people like me think.</p> <p>(34.5) 1. Agree (45.9) 2. Disagree (19.5) 3. Undecided</p>
VAR032	39	<p>Voting is the only way that people like me can have any say about how the government runs things.</p> <p>(26.8) 1. Agree (69.1) 2. Disagree (03.6) 3. Undecided (00.5) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR033	40	<p>People like me don't have any say about what the government does.</p> <p>(17.7) 1. Agree (75.0) 2. Disagree (07.3) 3. Undecided</p>
VAR034	41	<p>Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.</p> <p>(45.5) 1. Agree (46.4) 2. Disagree (08.2) 3. Undecided</p>
VAR035	42	<p>It isn't so important to vote when you know your party doesn't have a chance to win.</p> <p>(03.6) 1. Agree (92.3) 2. Disagree (02.7) 3. Undecided (01.4) 9. No response</p>
VAR036	43	<p>A good many local elections aren't important enough to bother with.</p> <p>(11.8) 1. Agree (80.0) 2. Disagree (06.8) 3. Undecided (01.4) 9. No response</p>
VAR037	44	<p>So many other people vote in the national elections that it doesn't matter much to me whether I vote or not.</p> <p>(03.2) 1. Agree (93.2) 2. Disagree (02.3) 3. Undecided (01.4) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR038	45	<p>If a person doesn't care how an election comes out he shouldn't vote in it.</p> <p>(51.4) 1. Agree (32.7) 2. Disagree (15.0) 3. Undecided (00.9) 9. No response</p>
VAR039	46	<p>Are you the kind of person that plans his life ahead all the time or do you live more from day to day?</p> <p>(57.7) 1. Plans ahead (29.5) 2. Live from day to day (11.4) 3. Don't know (01.4) 9. No response</p>
VAR040	47	<p>Some people feel like other people push them around a good bit. Others feel that they run their lives pretty much the way they want to. How is it with you?</p> <p>(70.0) 1. Run your own life (12.7) 2. Get pushed around (15.0) 3. Don't know (02.3) 9. No response</p>
VAR041	48	<p>Would you say you nearly always finish things once you start them or do you sometimes have to give up before they are finished?</p> <p>(61.4) 1. Nearly always finish (34.5) 2. Sometimes give up (02.7) 3. Don't know (01.4) 9. No response</p>
VAR042	49	<p>If you had your choice, would you rather have a job where you gave the orders or a job where somebody else told you what to do?</p> <p>(71.4) 1. Rather give orders (09.5) 2. Rather be told what to do (17.3) 3. Don't know (01.8) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR043	50	<p>I have always felt that I have more will power than most people.</p> <p>(43.2) 1. Agree (20.0) 2. Disagree (34.5) 3. Don't know (02.3) 9. No response</p>
VAR044	51	<p>When you get into an argument do you usually get your own way or do you often give in?</p> <p>(35.0) 1. Usually get my own way (26.8) 2. Often give in (36.4) 3. Don't know (01.8) 9. No response</p>
VAR045	52	<p>Some people have strong opinions about a good many things. Other people are more in the middle of the road. Which kind of person are you?</p> <p>(43.6) 1. Strong opinions (48.2) 2. Middle of the road (06.8) 3. Don't know (01.4) 9. No response</p>
VAR046	53	<p>When you make up your mind about something is it pretty hard to argue you out of it or do you change your mind pretty easily?</p> <p>(65.0) 1. Hard to change (17.7) 2. Change mind easily (15.9) 3. Don't know (01.4) 9. No response</p>
VAR047	54	<p>Generally speaking, would you say that most people can be trusted or that you can't be too careful in dealing with people?</p> <p>(51.8) 1. Most people can be trusted (39.1) 2. Can't be too careful (07.3) 3. Don't know (01.8) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR048	55	<p data-bbox="598 284 1344 379">Would you say that most of the time people try to be helpful, or that they are mostly just looking out for themselves?</p> <p data-bbox="598 415 1248 540">(37.7) 1. Try to be helpful (45.9) 2. Just look out for themselves (14.5) 3. Don't know (01.8) 9. No response</p>
VAR049	56	<p data-bbox="598 610 1344 705">Do you think most people would try to take advantage of you if they got a chance or would they try to be fair?</p> <p data-bbox="598 741 1233 866">(47.7) 1. Would try to be fair (30.9) 2. Would take advantage of you (19.5) 3. Don't know (01.8) 9. No response</p>
VAR050	57	<p data-bbox="598 933 1310 993">Do you think the U.S. should increase or decrease its trade with communist countries?</p> <p data-bbox="598 1030 970 1155">(53.2) 1. Increase (15.5) 2. Decrease (29.5) 3. Don't know (01.8) 9. No response</p>
VAR051	58	<p data-bbox="598 1225 1295 1320">Do you think the U.S. should get militarily involved in the Middle East if Israel was in grave danger of losing its independence?</p> <p data-bbox="598 1356 970 1481">(21.4) 1. Yes (57.3) 2. No (20.0) 3. Don't know (01.4) 9. No response</p>
VAR052	59	<p data-bbox="598 1548 1329 1608">America should care for its own before giving foreign aid to nations.</p> <p data-bbox="598 1645 970 1770">(74.5) 1. Agree (14.5) 2. Disagree (09.1) 3. Don't know (01.8) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR053	60	<p>America should take some of its troops out of Europe and let those nations have more responsibility for their own defense.</p> <p>(68.2) 1. Agree (13.6) 2. Disagree (17.3) 3. Don't know (00.9) 9. No response</p>
VAR054	61	<p>Do you think that U.S. support of the United Nations should increase, decrease or stay like it is now?</p> <p>(23.2) 1. Increase (26.8) 2. Decrease (35.0) 3. Stay like it is (13.2) 4. Don't know (01.8) 9. No response</p>
VAR055	62	<p>Military agreements with other nations are not necessary for the defense of a nation as powerful as the U.S.</p> <p>(14.1) 1. Agree (71.4) 2. Disagree (12.7) 3. Undecided (01.8) 9. No response</p>
VAR056	63	<p>America ought to stop acting like the policeman of the world and mind its own affairs.</p> <p>(56.4) 1. Agree (21.4) 2. Disagree (19.1) 3. Don't know (03.2) 9. No response</p>
VAR057	64	<p>Most of the countries which have gotten economic help from America end up resenting what we have done for them.</p> <p>(55.0) 1. Agree (19.1) 2. Disagree (24.1) 3. Don't know (01.8) 9. No response</p>

VARIABLE	COLUMN	FREQUENCY DISTRIBUTION OF RESPONSES
VAR058	65	<p data-bbox="598 310 1310 405">By belonging to the UN we are running the danger of losing our constitutional right to control our own affairs.</p> <p data-bbox="598 439 970 566"> (08.6) 1. Agree (70.0) 2. Disagree (19.5) 3. Don't know (01.8) 9. No response </p>
VAR059	66	<p data-bbox="598 633 1181 693">What is the frequency of your church attendance?</p> <p data-bbox="598 727 1148 923"> (19.5) 1. Almost every week (26.4) 2. At least once a month (11.8) 3. Less than once a month (28.6) 4. Seldom (11.8) 5. Never (01.8) 9. No response </p>

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SELECTED POLITICAL, PERSONALITY AND SOCIO-ECONOMIC
CHARACTERISTICS OF VIRGINIA TECH ARMY ROTC CADETS

by

Robert Francis Manning

(ABSTRACT)

The basic objectives of this thesis were to examine selected political, personality, and socio-economic characteristics of Virginia Tech Army ROTC cadets in an attempt to acquire a better understanding of "who" will be filling the future officer ranks of the U.S. Army. Although this study focuses on a specific population, it provides a substantial data base and starting point for an in depth inquiry into the social-psychological dimensions of Army ROTC cadets in general.

Specifically, the study examined selected socio-economic and service related factors in relation to the officer career intentions of the cadets. Major differences were noted between the potential careerist and non-careerist groups with respect to the following variables: academic class status, size of city, class of neighborhood, family income, father's occupation, college major, expected level of education, cadet rank, ROTC scholarship, prestige in the military, military service of father, and selection of Army branch.

Significant differences were also found between the cadets and a sample of male civilian students in the areas of political orientation, party identification, attitudes toward an All-Volunteer Army and U.S. military involvement overseas, and scores achieved on the personal competence and strongmindedness scales.

This thesis also examined the perceived levels of importance the cadets place on selected intrinsic and extrinsic needs using Maslow's need taxonomy as a guide. The results showed that the rank ordering of the needs from most to least important was as follows: ego/self-esteem, ego/reputation, self-fulfillment, social, and safety/security.