

4-1981

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ROTC VS NON-ROTC STUDENTS: DEMOGRAPHIC,  
ATTITUDES, BEHAVIOR, AND PERSONALITY DIFFERENCES

BY  
MARK A. PIEFFER

A THESIS  
SUBMITTED TO THE GRADUATE FACULTY  
OF THE UNIVERSITY OF RICHMOND  
IN CANDIDACY  
FOR THE DEGREE OF  
MASTER OF ARTS  
IN PSYCHOLOGY

APRIL 1981

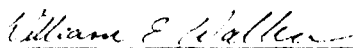
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ATTITUDES, BEHAVIOR, AND PERSONALITY DIFFERENCES

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## ACKNOWLEDGEMENTS

The author would like to express his sincere thanks to all of those whose contributions made this study possible. This especially true of those on my thesis committee: Dr. Walker, who always seemed to find time when questions needed answered, advice was sought, and encouragement was critical whether it be at home or at school; Dr. Blick, whose encouragement throughout the two years of Graduate School made the worst times seem bearable; and Dr. Tromater, whose enthusiasm and expertise on the OPI made it all possible. Also to Betsy Keyes who typed, re-typed, and typed again so that this project could be completed on time. Furthermore, to those hundreds of students who gave up classroom time and study time to fill out the questionnaires.

Above all, the most sincere thanks must go to my wife Bridget, who put up with late nights of endless study and research and is the second happiest person on earth that this project is complete, and my two sons who encouraged me all the way.

## Abstract

This study looked at similarities and differences between those students who take ROTC at the college level and those who do not. Two hundred sixteen male students at the University of Richmond who had taken the Omnibus Personality Inventory (OPI) as freshmen completed a 26-item questionnaire concerning their family economic levels, homes, and past and present school situations. One hundred of the students were past or present ROTC students, while the remainder of the students have never taken a ROTC course at the college level. A contingency analysis was run on the questionnaire answers and it was found that ROTC students earn more athletic awards in high school and report lower college grade point averages. A discriminant analysis was run on the OPI results and it was found that ROTC students score significantly higher on the Social Extroversion and Impulse Expression scales, while they score lower on the Theoretical Orientation scale. All of which indicated that there are differences between ROTC students and non-ROTC students suggesting that with further research a screening tool for ROTC enrollment officers could be developed.

ROTC VS NON-ROTC STUDENTS: DEMOGRAPHIC,  
ATTITUDE/BEHAVIOR, AND PERSONALITY DIFFERENCES

The use of personality tests to examine differences between those in the military and those who are civilians is not new. Cummings, Harnett, and Schmidt (1973) used a modified version of the Shure-Meeker Personality Attitude Schedule (PAS) to look at the extent of which professional executives in the military (career officers) and those in the private industrial employment sector exhibit different factor structures of personality. They selected four scales which were chosen on the basis of relatedness to interpersonal bargaining behavior. The scales included the dimensions of conciliation versus belligerence in interpersonal relations, risk avoidance versus risk taking, external versus internal control, and suspiciousness versus trust. The dimensions were measured by the means of a seven-point and three-point scale, as well as forced-choice questions. The answers were then factor analyzed separately. The factor of conciliation-belligerence in interpersonal relations was identical between the two groups; however when the other three factors were examined military officers appear to manifest different structural profiles from those of private executives.

Herrman, Post, Wittmaire, and Elasser (1977) compared

the results of the Cattell Sixteen Personality Factor Questionnaire of plebes and former plebes at the United States Naval Academy. The personality questionnaires were given to all freshmen and then just prior to the end of the first semester two groups of plebes were compared: those who had dropped-out of school during the first term not due to medical or academic reasons and those who continued. It was found that those who dropped out of the Academy scored lower on the category of group dependency/self-sufficiency than students who remained.

Andes and Kulhavy (1971) found by using a 26-item questionnaire assessing political attitudes toward the University of Illinois, government, and military activities that there are differences between ROTC students and the general college population in terms of the relationship between political attitudes and scholastic achievement. The responses on a 5-point agree-disagree scale to each questionnaire item were correlated with reported college GPA's. A lack of relationship between the attitude measure and college GPA for ROTC students was found (4% of the attitude measure by GPA differed from zero) but a 35% value was found in the non-ROTC student correlation.

Card (1977) while investigating personal value choices of ROTC and non-ROTC students found 10 significant differences between choices of the two groups. The students were asked to

choose from among 14 personal values the three most important to them. Leadership, patriotism, conformity, acceptance of authority, and recognition were significantly more important to ROTC students while aestheticism, benevolence, religiousness, independence, and support were significantly more important to the non-ROTC students.

Congemi (1971) suggests the use of psychometric testing of personality in the selection of military officers so that there can be a complete profile for each officer. He further states that "By looking at these profiles in the choice of military officers, such tragedies as My Lai may be prevented or at least the chance of them happening be decreased".

#### DEMOGEPHIC FACTORS

A 1974 survey conducted by a Virginia Polytechnic Institute and State University (VPI&SU) research group found that a higher percentage of minority students join ROTC and take government jobs than non-minority or whites. The Response Analysis Corporation (1973) found that a disproportionate number of blacks men were in the available pool for enlisting in the Army and Radway (1971) found that the number of blacks in the West Point classes has increased from less than one per year from 1870-1961 to more than forty a year in 1972 and 1973. Glazer-Malbin (1971) states that, "The military services are a more likely career for the black man who faces somewhat less



discrimination in government service than elsewhere, than for many civilian opportunities open to them" (p. 85).

Janowitz (1960) found that high ranking officers (especially the Army) tend to come from small towns located in agricultural communities, removed from major industrialized metropolitan areas. The VPI&SU research group (1974) found that 64% of their cadet sample came from a small city, small town, or rural areas. However, Radway (1974) found that the Army leaders were no longer coming from rural backgrounds and Johnston and Bachman (1972) stated that "The urbanicity of the area that ROTC cadets come from does not seem to be important".

Johnston and Bachman (1972) further found that socioeconomic levels are slightly lower of ROTC families than those of non-ROTC families. Radway (1971) discovered that the largest number of cadets in the West Point Class of 1973 were in the middle or lower middle class group. The VPI&SU group found that Women Freshman Cadets tend to belong to families with lower socioeconomic standings and Janowitz states that a large part of the officers in the Army come from lower socioeconomic backgrounds.

The occupation of the fathers of ROTC cadets as found by Johnston and Bachman(1972) and Janowitz is about one-half in the professional and business categories. The West Point fathers of the class of 1973 are predominately professional and managerial (Radway). Forty-three percent of the cadets' parents were business

owners, Army Officers, managers or officials as found by the VPI&SU group. However, Karsten (1971) found that non-ROTC students had better educated parents and more of them were from the professional category than ROTC students.

As far as fathers' military experience is concerned, Karsten stated that "Apparently many of the sons of military officers seek programs that will allow them to emulate their fathers," after he found that 12.4% of his ROTC sample had fathers who were commissioned, compared to 2.3% of the non-ROTC sample (p.49). He also found that ROTC fathers in some type of military was 81.7% compared to 68.2% of the non-ROTC fathers. Card and the VPI&SU group found that fathers relating to participation to ROTC or the military, correlated positively with the length of the fathers military experience. However, Johnston and Bachman found that the fathers military experience is not important, although they did find a small tendency for males whose fathers have more than eight years of military service to enroll in ROTC.

#### ATTITUDE AND BEHAVIOR FACTORS

Johnston and Bachman found that on the General Aptitude Battery-Part J (GTAB-J, verbal) the mean scores of the ROTC students and non-ROTC students were identical. They further found that the grades as freshmen and high school students of ROTC and non-ROTC were not significantly different. Contrary to this, Card found that

ROTC college students report lower high school and college grades than non-ROTC students and Glazer-Malbin reported that non-ROTC students at Ivy League Universities had higher GPA's than ROTC cadets.

In other areas of the attitudes and behaviors of the military, Radway found that West Pointers are much more likely than civilian freshmen to have won a varsity letter in high school and much more likely to have been elected president of a high school organization. The VPI&SU research team had similar findings with their ROTC survey and concluded that a "comparison of total scores of Cadets with those of college freshmen indicates a pattern of greater activity of the cadets in specialized clubs, elected offices, debate and speech activities, and varsity athletics" (p. III-5).

William Lucas (1971) cited Douvan and Adelson who found strong support for the view that our culture pushes the male into considering his vocation even before he reaches high school. Lucas states that "The attitudinal differences of the ROTC students are already evident among freshmen, suggesting that a major component of professional socialization must operate prior to the time the individual enters either ROTC or a military academy" (p. 131). Hence, if a student is a member of ROTC in high school, he will more likely be a member of ROTC in college than those who were not members of Junior ROTC.

## PERSONALITY FACTORS

Gage and Lucas (1971) have compared the attitudes of ROTC and non-ROTC students and both have concluded that ROTC students are significantly more accepting of authority. Lovall (1971) as cited by Radway, concluded that West Point Cadets are "Less likely to be turned-off by an emphasis on authority, conformity, tradition, or patriotism" than other college students (p. 6). Karsten also found that Annapolis students were consistently more authoritarian and militaristic than ROTC and non-ROTC students, which appears to be pointing out that the more military the student, the more authoritarian he is. Card found that conformity and acceptance of authority were values of ROTC cadets where independence was held with less value to ROTC cadets.

As stated previously West Point Cadets and ROTC Cadets were more apt to have earned more varsity athletic awards, been elected as an official to more clubs and organizations, and participated in more extra groups than "civilian students."

Even though Card found that there were significant differences discovered between ROTC and non-ROTC students such as aestheticism, benevolence, and religiousness, no other research was found measuring these characteristics using this category of student. However, in the characteristics of acceptance of authority, there was wide support stating that ROTC students

vs non-ROTC students were significantly more accepting of authority (Gage and Lucas 1971, Karsten 1971, and Radway 1971).

The research leads this author to conclude that there are differences in the personality scales between ROTC and non-ROTC students in the areas of Autonomy, Impulse Expression, Personal Integration, Practical Outlook, and Social Extroversion.

According to the research found, the typical ROTC cadet is from a lower socioeconomic group than non-ROTC students, is from the South, and is not from a large city or suburb of a city. His/her father is likely to be a business or professional man. Minorities more than not will be cadets and if parents were career military people there would be a good chance that the student would be a member of a ROTC Corps. If a college student was a member of ROTC in high school, he would be a member of ROTC in college.

The ROTC member will have also been a member of more clubs and athletic teams in high school and will have been elected as an officer in more associations in high school. The GPA's of ROTC and non-ROTC students in high school and college will be the same.

On the Omnibus Personality Inventory (OPI) the ROTC student will score significantly higher than the non-ROTC student on the following scales: Practical Outlook, Social Extroversion, and Practical Integration and significantly lower than the non-ROTC students on the Autonomy and Impulse Expression

scales.

In looking at the University of Richmond students as a whole (not independent of ROTC and non-ROTC students) they are white, 52.7% consider themselves middle of the road in political orientation, while 21.7% feel that they are liberal and 27% feel that they are conservative. Sixty-eight percent of the students had a "B" average in high school while 22% were "A" students in high school. Eighteen percent of the students' parents make \$20,000 a year or less, 20% make between \$20,000-\$30,000 a year, 23% make \$30,000-\$40,000 a year, 12% make \$40,000-\$50,000 a year, and 27.4% of the parents make in excess of \$50,000 a year. Forty-seven percent of the students' fathers are businessmen, 10% are doctors, 7% Engineers, and 6% are lawyers, while the other 30% have other means of employment. Thirty-three percent of the beginning freshmen expect to join a fraternity or sorority while 46% of them expect to maintain at least a "B" average at the University of Richmond. Fifty-three percent of the total freshman classes are out of state students (Cooperative Institute Research Program Surveys of 1977,1978,1979).

#### METHOD

##### Subjects

Subjects were 216 male University of Richmond students who had taken the Omnibus Personality Inventory (OPI) prior

to the beginning of classes their freshman year. These students were contacted in Psychology classes, ROTC classes, Fraternity meetings, athletic practices, and dormitory rooms.

### Materials

The materials consisted of a consent form (Appendix A) requesting the permission of the students to use their OPI scores for group purposes, a 26-item questionnaire asking about the students background, their family background, and their past and present school status (Appendix B), and the OPI results from their freshman year at the University of Richmond.

### Procedure

The subjects signed the consent form and filled-out the 26-item questionnaire. Due to the number of questions asked on the questionnaire and the number of scales on the OPI, it was determined that at least 100 students who had taken the OPI as freshmen at Richmond who had never taken a Reserve Officers Training Corps (ROTC) course at the college level and at least 100 students who had taken the OPI and had taken a minimum of one ROTC course in college were needed. The students were asked by the author to take 5-10 minutes of their time to fill-out the questionnaire and sign the consent form which was the first page of the questionnaire. After students had completed the form, their names and social security numbers were checked against a listing of all students who had completed the OPI

in the years of 1977, 1978, 1979. These students were Seniors, Juniors, and Sophomores at the University of Richmond at the time of the study (school year 1980-81). If the student had filled-out the questionnaire and had taken the OPI, he was selected for the study.

After the appropriate numbers of subjects were selected, two analysis were run. A contingency analysis (crosstabs) was run on the results of the 26-item questionnaire to see if there were any significant differences found between ROTC students and non-ROTC students. Following this a discriminant analysis was run on the OPI scale results of each subject to see if there was a set profile of a ROTC student which differed from non-ROTC students or any specific personality differences between the two groups. The discriminant analysis and contingency analysis were run in the University computer center using the Statistical Package for Social Sciences (SPSS) programs.

### RESULTS

The contingency analyses which was run on the questionnaire items showed a significant difference between the 2 groups of students in the areas of number of athletic letters earned in high school and the present reported college GPA's. It was found that the ROTC students did earn a significantly larger number of athletic letters in high school (.05) while the non-ROTC group reported higher college GPA's (.05). The areas of



family reported income and high school GPA approached significance with the ROTC group reporting in the lower area of each category.

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Insert Figures 1,2,3,4, about here

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The discriminant analysis did not outline a significant profile difference between the two groups of students, however there were three scales in which there were significant differences. The scale of Theoretical Orientation which Heist and Yonge describe high scorers as those who "endorse items reflecting on interest in reading about science, like speculating about problems which have challenged experts, enjoy conducting research and doing assignments requiring original research work..." and low scorers as those who "do not like to read scientific or mathematical articles, or to write about the possible outcomes of a significant research discovery; prefer having a theory explained to them rather than attempting to understand it on their own...", ROTC students score lower than non-ROTC students. The Social Extroversion scale is described by Heist and Yonge as high scorers "usually enjoy parties, do not avoid large gatherings, do not prefer to stay at home rather than attend social functions, do not mind appearing on programs or giving oral reports..." and low

scorers "do not enjoy teas and receptions, and their free time is not usually filled by social demands; do not enjoy being in a crowd just to be with people, do not like to take the lead at social gatherings..." ROTC students scored higher on this scale than non-ROTC students. The final scale where there was a significant difference found with the discriminant analysis was the Impulse Expression scale. ROTC students also scored higher on this scale than non-ROTC students. Heist and Yonge describe high scorers on this scale as "at times they feel like swearing and at times like smashing things, that they often act on the spur of the moment without stopping to think, and that some of their friends think their ideas are impractical if not a bit wild" and low scorers "did not give teachers much trouble in school, were not sent to the principal for misbehaving, do not hate regulations..."

Figure two has a listing of the results of the discriminant analysis by scale and figure three has the profile of ROTC students and non-ROTC students.

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Insert Figure 5, Tables 1 and 2 about here

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#### DISCUSSION

The two groups of students, ROTC and non-ROTC, did not differ in the sections of the country from which they come.

Even though the University of Richmond is in the Southeastern part of the country, 47% of the subjects were from other sections, so there was enough dispersion to find a difference if one existed. There were also no differences in the size of towns students are from. Therefore, the University of Richmond ROTC students are from the same sections of the country and the same size towns or cities that non-ROTC students are from. Even though research has found that ROTC students are from lower socioeconomic levels (Johnston and Bachman 1972, Radway 1971) it was not found at this University. There was a tendency for ROTC students to come from lower economic families but there was no significant difference. This may be explained by the cost of this private university. With the cost of tuition in excess of \$4,000 per year, the lower and lower-middle class student probably looks for less expensive state supported institutions for their education.

Fathers' and Mothers' occupations were found to be no different in the two groups, as Radway (1971) had found in his research. However, due to the fact that there is no difference in economic levels and parts of the country, it would follow that the occupations would be the same.

The tendency for blacks to be members of the ROTC was found here in agreement with the research of Glazer-Malbin (1971), Radway (1971), and the VPI&SU Survey (1971) with 10 of 11

blacks filling out the survey being members of the ROTC; however the number of blacks filling out the survey and attending the University of Richmond are too small to make a conclusive statement.

As found by Glazer-Malbin and Card (1977) ROTC members did report lower college GPA's (.05). The reporting of lower high school GPA's also approached significance in this study. Whether this finding is due to ROTC students being interested in the program because they cannot compete with higher ranking students in the job market or because lower GPA students take ROTC to try to increase their averages due to the reputation of "easy grades" in ROTC at this University cannot be explained. However it is felt that it should be pointed out that at the University of Richmond, the first two years of ROTC grades have traditionally been higher than the grades in other departments of the school.

There were not enough past high school ROTC students found to make a statement about the junior ROTC students continuing with ROTC.

Contrary to findings by Radway, the ROTC students in this study did not belong to more clubs or held more offices in clubs in high school. However, as expected and found by Radway and the VPI&SU survey the ROTC cadets at the University of Richmond did earn more athletic awards in high school than

the non-ROTC students.

As predicted ROTC students are more Socially Extroverted than their counter-parts, supporting the future job description of an ROTC cadet: Appearing in front of groups of people and giving directions. On the other hand, not wanting to take the lead at social gatherings or working better alone does not follow the future line of work.

Two surprises were found in the analysis; first being that there was a significant difference in the Theoretical Orientation scale with the non-ROTC students scoring higher and secondly ROTC cadets scoring higher on the Impulse Expression scale. With the finding of lower GPA's for ROTC cadets, it is felt that scoring lower on a scale that stands for one who wants "theory explained to him rather than attempting to understand it on his own", or "one who prefers several shorter problems to a long one" would follow. Further research must be found to support this finding. The low score on the Impulse Expression scale for ROTC cadets was not expected. With the research findings of Gage and Lucas (1971) and Lovell (1971) the ROTC students are more accepting of authority and West Point Cadets being less turned-off by an emphasis on authority, it would follow that they would score lower on this scale. This follows especially when the definition of a low scorer is one who "did not give teachers much trouble in school, were not sent to the principal for misbehaving, or do not hate regulations".

There is a possibility that with the expense of this University, all of the students are accepting of authority and have not been in trouble in school. It would not figure to spend this amount of money if one did not get along with teachers and regulations. ROTC students may just be the more impulsive of the group.

The results of this study are based on students in a private Baptist affiliated University in the Southeastern section section of the United States where the tuition is in excess of \$4,000 a year. If a similar study would be made at another university, results might be expected to differ. The ROTC contingent of the study might be expected to remain the same due to their similar goals for life after graduation; however, the non-ROTC contingent might differ. These students who have varied goals for after graduation are; on the one hand at this university, conservative, spend a large amount of money for school each year, and are from higher economic areas, and on the other hand there are students who spend \$500-\$1,000 a year for school and attend possibly more liberal state supported institutions. These differences might be expected to affect comparison of scales on the Omnibus Personality Inventory.

With the large amounts of money that the Army is spending today for the recruitment of new officers and enlisted men,

having a profile of those who normally join ROTC would seem to be worthwhile. As Congemi suggests, psychometric testing of personality in the selection of military officers seems to be important. It appears that by using profiles of advanced ROTC cadets and profiles of successful Army Officers a screening tool could be made. This tool could be made available to enrollment officers when selecting cadets for the Advanced ROTC course; therefore, saving time and money.

Some of the predicted results of this study could still be found in future studies which deal with just advanced ROTC students. There are two categories of ROTC cadets at the college level, those who are taking the 100 and 200 level courses who have not signed a contract with the Army, and those taking the 300 level courses who have signed a contract and are obligated to the Army. It is within the realm of understanding that many of the subjects in the ROTC category in this study are like the non-ROTC students, but just took a ROTC course as an elective with no intention of going further in the program. Before future studies are tested and used, it would have to be administered to advanced ROTC cadets and carried-out from there. As pointed-out in this study there are differences and this makes the idea of personality testing a possibility for future recruitment.

It should also be pointed out that due to the cross-sectional nature of this study, it cannot be determined if

these differences are due to; a) the changes of cadets in ROTC toward the military, b) the reasons that students are joining ROTC at the moment (i.e. traditional high grades given in ROTC the Afganistan invasion by Russia, the Polish crises, or the possible re-institution of the draft), and/or as mentioned before. c) the differences between the students who complete the full 4 years of ROTC or those who do not complete the 4 full years.



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Figure 1

Frequencies, Proportions, and Resultant Chi-Square  
for Question 11 from the 26-item questionnaire

In the last three years of high school did you earn a letter  
in athletics? (If so, how many?)

- A. More than 7
- B. 4-6
- C. 1-3
- D. None

Count Row Pct Col Pct Tot Pct	A	B	C	D	Row Total
ROTC	21 21.0 72.4 9.7	24 24.0 48.0 11.1	42 42.0 43.8 19.4	13 13.0 31.7 6.0	100 46.3
non-ROTC	8 6.9 27.9 3.7	26 22.4 52.0 12.0	54 46.6 56.3 25	28 24.1 68.3 13.0	116 53.7
Column Total	29 13.4	50 23.1	96 44.4	41 19	216 100

Raw Chi-Square = 11.774

3 Degrees of Freedom. Significance = .008

Figure 2

Frequencies, Proportions, and Resultant Chi-Square  
for Question 15 from the 26-item questionnaire

What is your present college GPA?

- |             |                                  |
|-------------|----------------------------------|
| A. 3.5-4.0  | D. 2.0-2.49                      |
| B. 3.0-3.49 | E. Below 2.0                     |
| C. 2.5-2.99 | F. Have not completed a semester |

Count						Row Total
Row Pct						
Col Pct						
Tot Pct	A	B	C	D	E	
ROTC	7 7.0 58.3 3.2	18 18.0 29.5 8.3	41 41.0 49.4 19.0	27 27.0 58.7 12.5	7 7.0 50.0 3.2	100 46.3
non-ROTC	5 4.3 41.7 2.3	43 37.1 70.5 19.9	42 36.2 50.6 19.4	19 16.4 41.3 8.8	7 6.0 50.0 3.2	116 53.7
Column Total	12 5.6	61 28.2	83 38.4	46 21.3	14 6.5	216 100

Raw Chi-Square = 10.85

4 Degrees of Freedom. Significance = .028

Figure 3

Frequencies, Proportions, and Resultant Chi-Square  
for Question 8 from the 26-item questionnaire

What is the appropriate income level of your family?

- A. Less than \$20,000 a year
- B. \$20,000-\$29,999 a year
- C. \$30,000-\$39,999 a year
- D. \$40,000-\$49,999 a year
- E. Over \$50,000 a year

Count						Row
Row Pct						Total
Col Pct	A	B	C	D	E	
Tot Pct						
ROTC	11 11.7 73.3 5.3	18 19.1 52.9 8.7	21 22.3 51.2 10.2	13 13.8 35.1 6.3	31 33.0 39.2 15.0	94 45.6
non-ROTC	4 3.6 26.7 1.9	16 14.3 47.1 7.8	20 17.9 48.8 9.7	24 21.4 64.9 11.7	48 42.9 60.8 23.3	112 54.4
Column Total	15 7.3	34 16.5	41 19.9	37 18.0	79 38.3	

Raw Chi-Square = 8.83

4 Degrees of Freedom. Significance = .065

Figure 4

Frequencies, Proportions, and Resultant Chi-Square  
for Question 13 from the 26-item questionnaire

Was your grade point average in high school (4.0 scale):

- A. Above 3.5
- B. From 2.51 to and including 3.5
- C. From 2.0 to and including 2.5
- D. 2.0 and below

Count	A	B	C	Row Total
Row Pct				
Col Pct				
Tot Pct				
ROTC	15 15.0 34.1 6.9	74 74.0 47.7 34.3	11 11.0 64.7 5.1	100 46.3
non-ROTC	29 25.0 65.9 13.4	81 69.8 52.3 37.5	6 5.2 35.3 2.8	116 53.7
Column Total	44 20.4	155 71.8	17 7.9	216 100

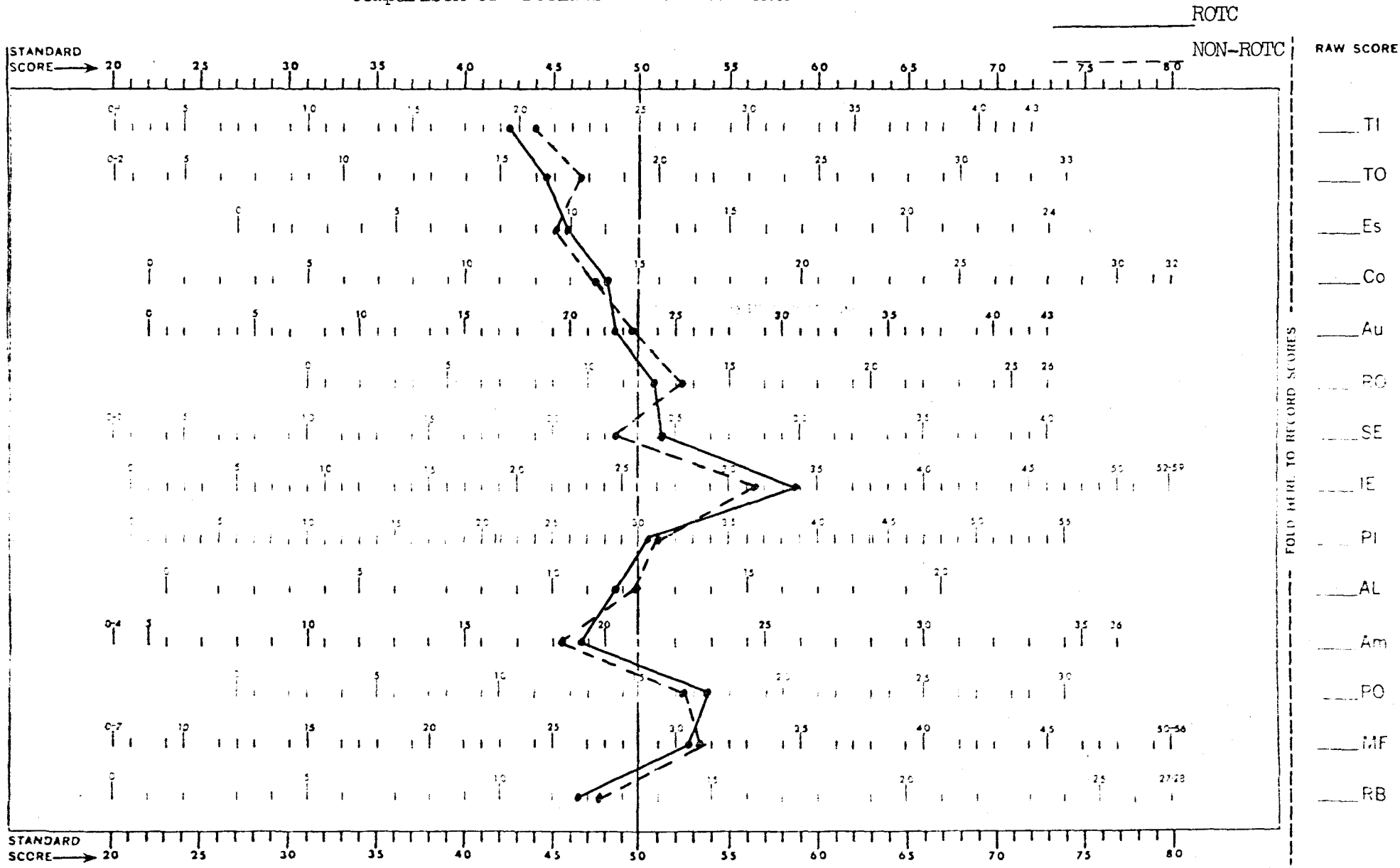
Raw Chi-Square = 5.08

2 Degrees of Freedom. Significance = .074

Figure 5

Comparison of Profiles of ROTC and non-ROTC Students

ROTC VS NON-ROTC  
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FOLD HERE TO RECORD SCORES



Table 1  
 Group Means for ROTC and non-ROTC on Subscales of  
 Omnibus Personality Inventory

<u>Thinking Introversion</u> 19.44000 ROTC 20.53448 non-ROTC	<u>Theoretical Orientation</u> 16.57000 ROTC 17.97414 non-ROTC
<u>Estheticism</u> 9.956000 ROTC 9.73276 non-ROTC	<u>Complexity</u> 14.03000 ROTC 13.93103 non-ROTC
<u>Autonomy</u> 22.49000 ROTC 23.34483 non-ROTC	<u>Religious Orientation</u> 12.49000 ROTC 13.31034 non-ROTC
<u>Social Extroversion</u> 24.13000 ROTC 22.45690 non-ROTC	<u>Impulse Expression</u> 33.85000 ROTC 31.51724 non-ROTC
<u>Personal Integration</u> 30.49000 ROTC 31.11207 non-ROTC	<u>Anxiety Level</u> 11.88000 ROTC 12.27586 non-ROTC
<u>Altruism</u> 18.81000 ROTC 18.22414 non-ROTC	<u>Practical Outlook</u> 17.34000 ROTC 16.43103 non-ROTC
<u>Masculinity-Femininity</u> 30.34000 ROTC 30.68966 non-ROTC	<u>Response Bias</u> 11.87000 ROTC 12.33621 non-ROTC

Table 2

Results of Single Factor Analysis of Variance

Comparisons for OPI Subscales on ROTC and non-ROTC Groups

	<u>F</u>	<u>Significance</u>
Thinking Introversion	1.446	.2305
Theoretical Orientation	5.236	.0231*
Estheticism	.9061E-01	.7637
Complexity	.2734E-01	.8688
Autonomy	1.114	.2925
Religious Orientation	1.677	.1967
Social Extroversion	3.811	.0522*
Impulse Expression	4.678	.0317*
Personal Integration	.2117	.6459
Anxiety Level	.5000	.4803
Altruism	.6450	.4228
Practical Outlook	2.062	.1525
Masculinity-Femininity	.2077	.6490
Response Bias	.7998	.3722

ROTC VS NON-ROTC

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APPENDIX A

Consent Form

CONSENT FORM

Consent to use the results of the Omnibus Personality Inventory that you took as a freshman (if you took it) is sought and will be appreciated. These results along with the data in the attached 26-item questionnaire will be used in a study which in final form will be submitted as a Master's Thesis in the Graduate School at the University of Richmond. The study is only concerned with group results and individuals will not be identified separately.

Your signature below will indicate that you understand the explanation above and that you are completing the questionnaire on a voluntary basis. Thank you for your cooperation.

---

ROTC VS NON-ROTC

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APPENDIX B

Twenty-six Item Questionnaire

Twenty-six Item Questionnaire

NAME \_\_\_\_\_  
 (Please Print)

SOCIAL SECURITY NUMBER \_\_\_\_\_

1. Are you
  - A. Male
  - B. Female
  
2. What is your race?
  - A. Caucasian
  - B. Black/Afro-American
  - C. Other
  
3. What state do you consider to be your home?  
 \_\_\_\_\_
  
4. Is your hometown:
  - A. Rural
  - B. A small town (1500-20,000)
  - C. A small city (20,000-100,000)
  - D. A suburb of a city
  - E. A large city (over 100,000)
  
5. What is (was) your father's occupation?
  - A. Professional (Lawyer, Doctor, Minister, Engineer, Scientist)
  - B. Business owner, Army Officer, Manager or Official (e.g., political office holder)
  - C. Other
  
6. What is (was) your mother's occupation?
  - A. Professional
  - B. Business Owner, Manager, or Official
  - C. Educator
  - D. Homemaker
  - E. Other

7. Which of the following best match your father's military experience?  
Was/is he:
- A. Never on active duty
  - B. An officer, longer than 6 years
  - C. An officer, less than 6 years
  - D. An enlisted man, longer than 6 years
  - E. An enlisted man, less than 6 years
8. What is the appropriate income level of your family?
- A. Less than \$20,000 a year
  - B. \$20,000 - \$29,999 a year
  - C. \$30,000 - \$39,999 a year
  - D. \$40,000 - \$49,999 a year
  - E. Over \$50,000 a year
9. How many clubs did you belong to while in high school (e.g., mathematics, science, chemistry, etc.) (Grades 10-12)?
- A. None
  - B. 1-2
  - C. 3-5
  - D. 6-7
  - E. 8 or more
10. How many elected offices did you hold in social, science, religious, or student government associations? (Grades 10-12)
- A. None
  - B. 1-2
  - C. 3-5
  - D. 6-7
  - E. 8 or more
11. In the last three years of high school did you earn a letter in athletics? (If so how many)
- A. More than 7
  - B. 4-6
  - C. 1-3
  - D. None

12. If you are a ROTC student or have been a ROTC student at the college level what year did you start?
  - A. Freshman year
  - B. Sophomore year
  - C. Junior year
  - D. Senior year
  
13. Was your grade point average in high school (4.0 scale)
  - A. Above 3.5
  - B. From 2.51 to and including 3.5
  - C. From 2.0 to and including 2.5
  - D. 2.0 and below
  
14. Were you in ROTC in high school?
  - A. Yes
  - B. No
  
15. What is your present college GPA?
  - A. 3.5 - 4.0
  - B. 3.0 - 3.49
  - C. 2.5 - 2.99
  - D. 2.0 - 2.49
  - E. Below 2.0
  - F. Have not completed a semester
  
16. Were you a member or have you ever been a member of the Armed Forces of the United States? (Army, Navy, Air Force, Marines, National Guard, Reserves)
  - A. Yes
  - B. No
  
17. At this time, do you plan to join one of the services?
  - A. Yes
  - B. No
  
18. Are you now or have you ever taken ROTC instruction at the college level?
  - A. Yes
  - B. No
  
19. What freshman class do you belong to?
  - A. 1980
  - B. 1979
  - C. 1978
  - D. 1977
  - E. 1976



20. If you are a ROTC student, do you plan to continue ROTC and earn a commission after graduation?

- A. Yes
- B. No
- C. Undecided
- D. Not in ROTC

\*If you are not a ROTC student or never have been a college ROTC student, answer question 21 - 23.

21. What is your opinion of ROTC on campus?

- A. In favor of having ROTC available for those interested
- B. Against having ROTC on campus
- C. Does not matter to me

22. If the draft were re-instated, would you join ROTC?

- A. Yes
- B. No
- C. Undecided

23. If the United States became involved in a war, would you join ROTC?

- A. Yes
- B. No
- C. Undecided

24. Are you in favor of the draft?

- A. Yes
- B. No
- C. Undecided

25. Do you feel that the draft is necessary for National Security?

- A. Yes
- B. No
- C. Undecided

26. If the draft were re-instated, do you feel that women as well as men should be drafted?

- A. Yes
- B. No
- C. Undecided

## VITA

I was born in Springfield, Ohio on 24 October 1948. I graduated from Central State University in Ohio with a Bachelor of Arts in Psychology and as a Distinguished Military Graduate in ROTC. I was immediately commissioned as a Second Lieutenant in the Regular Army and entered active duty. As an Infantry Officer, I have served at Ft. Benning, Georgia, the Republic of West Germany, Denver, Colorado, and the Republic of Korea. I have graduated from the Infantry Officers Basic Course, the Advanced Officers Infantry Course, Airborne and Ranger Schools at Ft. Benning, Georgia. My current assignment is an assistant professor of Military Science at the University of Richmond. My wife is the former Bridget A. Dillon of Springfield, Ohio and we have two sons, Matthew John and Aaron Mark.