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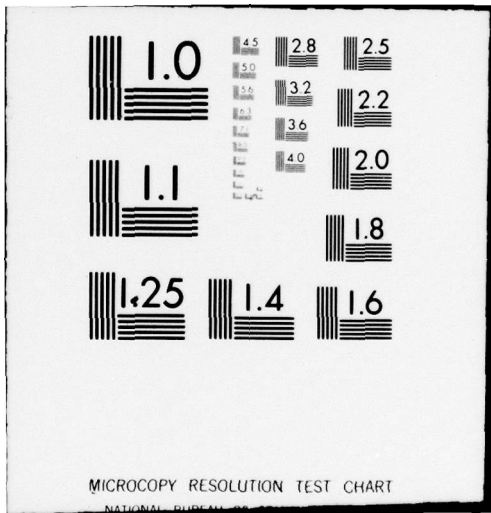
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MARCH 1975

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6 CORRELATES OF CADET EXPOSURE TO RESEARCH QUESTIONNAIRES, 1

14 Report No. 4E0.00-75-017

Project No. 175

Prepared by: Dr. Robert F. Priest

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11 ABSTRACT

The purpose of this study was to discover what patterns of attitudes are associated with cadet perception of the frequency and usefulness of questionnaire surveys of cadet opinion.

The responses of 150 cadets to the 1971 First Class Questionnaire were scaled and intercorrelated. Significantly, cadets who believed that West Point had done "extremely well" in developing their leadership skills tended to believe that "changes at West Point" could be attributed in part to questionnaire surveys of cadet opinion.

Other findings are complex but tend to demonstrate that the group profile of the "typical" cadet attitude on any given topic is probably misleading. Further correlational studies of this type which aim at uncovering patterns of related attitudes would be more accurate.

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

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PART I

NON-TECHNICAL SUMMARY: HIGHLIGHTS OF THE TECHNICAL REPORT PATTERNS OF ATTITUDES AMONG GRADUATING CADETS

In the typical report on cadet attitudes, one can learn how strongly cadets hold certain attitudes: for example, toward the education they received, toward Army problems such as drugs, and toward the federal government. Unfortunately, such reports often convey the impression that all cadets feel and think like the group average. Actually in most attitude surveys, there tend to be sub-groups of cadets who hold widely differing opinions to related groups of issues.

In this non-technical section of the report, the patterns of attitudes among graduating cadets in the Class of 1971 will be described. Responses of 150 cadets to the First Class Questionnaire were grouped into homogeneous sets which were scaled and intercorrelated. Most of the analysis is based upon correlations between responses to groups of related questions rather than comparison between single responses to isolated questions. The correlations thus describe moderately reliable attitude components. In the presentation below, the basic findings are correlational (see Appendix B). Correlation does not prove causation, as everyone knows. Nevertheless, the discussion frankly speculates about causes: its purpose is to stimulate a search for answers rather than to defend a position.

Graduating cadets were asked a series of questions concerning their evaluation of the skills that were developed in them at USMA. It appears that cadets differ in their evaluation of leadership, scientific subjects, and social science-humanities education at USMA. These three aspects of USMA's curriculum tend to elicit independent evaluations from cadets. All three components of perceived skill correlate positively with the cadet's emotional feelings of attachment to West Point. In addition, cadets who felt that USMA had done "extremely well" in developing their skills tended to believe that West Point had used the results of past "questionnaires on cadet opinion."

We do not know, of course, if cadets who thought West Point had done a good job are exactly the same cadets whom the instructors rated highly; and of course, there is no way to tell what cadets were thinking when 50% of them attributed "changes at West Point" to "results of results of questionnaires on cadet opinion." Nevertheless, the results suggest that these future Army officers associate the quality of their education with the constructive use of questionnaire research.

In most instances, the cadet's evaluation of the value of his USMA training was independent of his attitude toward Army problems, independent of his attitudes toward the media, and independent of his attitude toward federal policies. Of 21 correlations between different scales, only 1 was significant at the .05 level: the more a cadet felt his science and problem-solving skills had been developed at USMA the more he tended to believe that drugs such as marijuana are dangerous. With the one exception, then, cadet evaluations of West Point are not correlated with their beliefs about political matters or controversial problems.

We were somewhat surprised to find that four components of cadet political attitudes are uncorrelated: none of the correlations reach statistical significance. Cadets are either in favor of increased federal intervention in poverty and welfare matters or they are against it; they are either in favor of a federal policy on birth control or against it; they are either in favor of censorship or against it. All these reliable components of political attitude appear to be unrelated. If West Point were, as some critics charge, operating as a school for the political indoctrination of citizens it apparently has failed to produce uniformity in its graduates. Although we have no comparable data on political views of these cadets at entrance, the American Council on Education (ACE) surveys indicate cadet political views at entrance are quite diverse. We would argue that cadet political views have not been changed by their four years at West Point.

Cadets were asked a series of questions about how often they had taken questionnaires given by fellow cadets and by various USMA agencies. Although we cannot establish the accuracy of cadet memory for questionnaire taking, the data show that there are reliable differences among cadets in reported exposure. Whether accurately or inaccurately, some cadets report taking more questionnaires than others. It is possible, under current regulations, for some cadets to receive a questionnaire in a particular class or training exercise which others do not. Part of the cadet report on exposure to questionnaires may be realistic. Undoubtedly, part of "reported exposure to questionnaires" reflects some degree of personal exaggeration or under-reporting due to emotional factors.

To establish what other attitudes were associated with "reported exposure to questionnaires" a multiple regression analysis was performed. A cadet who believed that drugs were easy to get tended to report high exposure to questionnaires. A cadet who believed that his basic science and problem-solving skills were well developed by West Point reported high exposure. Those who had negative emotional feelings to West Point also reported high exposure. There are a number of interesting speculations about what these correlations may mean. For example, some cadets may have enrolled in an elective course where questionnaires were used as a teaching tool; if such cadets felt they learned a lot from that course, it may explain the results. Perhaps all the cadets in one company took part in a cadet initiated survey which inquired into the perceived availability of illegal drugs. If such cadets become convinced that illegal drugs are in fact relatively easy to obtain, it could explain the results. These explanations are tentative and are based upon the assumption that some cadets were in fact exposed to more questionnaires than others. Such results need to be checked in a subsequent study. If the same pattern of correlations emerge from future research, then we should be prepared to accept "reported exposure to questionnaires" as a valid indication. If so, the results suggest that variation in reported exposure to questionnaires may be associated with a variety of functions: interest in courses, awareness of problems, and emotional reaction to West Point.

In conclusion, an analysis of the pattern of attitudes among First Class cadets reveals their state of mind more accurately than the group profile. This analysis shows that, while some components of cadet attitudes are significantly correlated, most are not. Thus, the stereotype of the "typical cadet" which results from a casual inspection of the group profile may be rather misleading. Cadet opinions on a variety of topics are more diverse than would appear on the surface.

PART II

Problem

The Office of the Director of Institutional Research typically administers six sets of research questionnaires to each cadet during his four years at the Academy: at NCB, in each of the four years during Reorganization Week, and just before graduation on the First Class Questionnaire. In addition other agencies at USMA are permitted by regulations to administer short questionnaires for administrative or instructional purposes. Additionally, and unfortunately, a number of unauthorized questionnaires also are administered. Thus, cadets are exposed to a varying number of research questionnaires; some receiving just a few, others receiving many more. It may be that the sheer variability in exposure to questionnaires is a source of cadet dissatisfaction.

What attitudes are associated with high exposure to research questionnaires? What attitudes are associated with a cadet's belief in the usefulness (or lack thereof) of such questionnaires? In 1971, First Class cadets were asked to estimate the number of questionnaires they had taken over their four years, and to estimate the usefulness of such questionnaires in leading to change at USMA. Although not mentioned in the preliminary report (Marron, 1971) there were large individual differences in exposure to questionnaires and perceived utility.¹ The purpose of this report is to present a more complete analysis of the attitudes of the First Class toward the frequency and utility of surveys.

The rationale behind this project was to study attitudes and beliefs which are associated with reported exposure to questionnaires. If negative attitudes are associated with reported exposure to questionnaires, the results might indicate a need for increased control of questionnaires and surveys.

Theory and Assumptions

It was assumed that some groups of cadets would be relatively more exposed to questionnaires than others, and thus be more likely to report higher exposure to questionnaires. Based on the author's experience in teaching psychology, it was expected that students who take elective courses in social sciences would be thoroughly exposed to questionnaires, perhaps more than students in science or engineering. Thus, those who plan graduate work in social science were expected to report a higher exposure to questionnaires (Hypothesis 1).

It was assumed that the 1971 First Class Questionnaire could be scaled to provide fairly homogeneous measures of cadet attitudes. On the First Class Questionnaire cadets answered sets of related questions on attitudes toward the Federal Government (Q. 55-69), belief in the existence of "problems" in the U.S. Army (Q. 70-74), reaction to publicity about the Army (Q. 13-14), evaluation of skill development at USMA (Q. 15-33), and attitudes to drug use and drug users (Q. 24-42).

Even though the 1971 First Class Questionnaire was designed only to measure certain specific attitudes of interest at that time, it is quite possible that these attitudes have inter-relationships which were not foreseen when the questions were written. A secondary purpose of this research was to examine the utility of such after-the-fact scaling.

In addition to the six questions on frequency of exposure to questionnaires (Q. 43-48), men in the Class of 1971 were asked, "Have you seen any changes at West Point over the past few years which you might attribute to the results of questionnaires on cadet opinion, such as this one?" Although no one knows exactly how previous questionnaire research results have affected USMA policy, this question measures the perceived utility of the surveys in general. On the basis of prior research (Priest, 1974) it was expected that perceived utility of questionnaires would be positively related to satisfaction with research questionnaires and the agency sponsoring the questionnaire. Thus, it is hypothesized that

cadets who perceive a high utility of questionnaires have a high positive evaluation of skills developed by the Academy (Hypothesis 2). Since illegal drugs are officially forbidden at West Point, it is expected that attitudes of satisfaction or dissatisfaction with West Point would not generalize to attitudes about drugs; hence it was predicted that utility and drug use attitudes would be uncorrelated (Hypothesis 3).

No specific predictions were made about the correlates of exposure to questionnaires. Merely taking a lot of questionnaires could be satisfying or dissatisfying depending on the intrusiveness of the questions, their organization, the intended purpose, etc.

Method

Subjects: The subjects of this analysis were 150 First Class cadets who, in May₂ of 1971, completed Form B of the 1971 First Class Questionnaire, answering all questions.

Materials: The First Class Questionnaire, Class of 1971, Form B was used (Appendix A). It consists of 75 multiple choice questions and two free-response questions. A report of 55 of the multiple choice items was prepared by this Office (Houston, 1971), giving frequency distributions. Three other reports based on partial data analysis of the 1971 First Class Questionnaire were made by Marron (1971a, 1971b) and Butler (1971).

Design: Logically this study was the form of a cross sectional case study where the "treatment" (x) is four years of exposure to questionnaires of varying utility, and the dependent variables are attitudes at graduation (y). Of the six types of research design discussed by Runkel and McGrath (1972, p. 37-44) it is the most vulnerable to misinterpretation. Consequently, conclusions based on this design are to be advanced only tentatively rather than as definitive conclusions.

Analysis: (Preliminary attitude scale construction.) On the basis of the content of the items and hypotheses about attitude dimensions in the questionnaire, the items were placed into 6 subsets. Each item was scored by assigning codes of "1", "2", "3", etc., to successive categories of each multiple choice question. Although the exact scale value of each response category is unknown, it was assumed that the assigned weights would preserve the ordinal properties of the true scale values.

Principal component analysis was applied to the inter-item correlations for subsequent scale construction within the six subsets of items. For Set 1 (Q. 2-14; Academics), there were seven eigenvalues greater than one³, but only two were readily interpretable: one factor reflecting aspirations toward further graduate education, another reflecting attitudes toward the media. For Set 2, (Q. 15-23) estimated skills questions, three eigenvalues were greater than one³, and could be interpreted as three scales measuring positive development in military leadership skills, skill in science and language, and skill in social science. For Set 3, attitudes toward drugs and drug users (Q. 24-42), there were 6 eigenvalues greater than one. After considering the factor loadings, only two major interpretable factors emerged, one reflecting a belief in the harmlessness of most drug use, another reflecting a belief that drugs are very difficult to get. For Set 4, with items dealing with attitudes toward Federal Government (Q. 55-69), there were 6 factors with eigenvalues above one, but only three were interpreted: one reflecting a desire for increased pollution control, consumer protection, and anti-poverty measures; another reflecting a belief that the government should increase its efforts regarding birth control; and one reflecting a desire for government control of TV and news. For Set 5, items dealing primarily with Army problems (Q. 70-75) yielded two factors, one reflecting a belief that the Army has serious problems in authority, race relations, drugs, image and professionalism; the other is one dealing with attribution of cause for thefts in the barracks. For Set 6, items dealing with exposure to questionnaires (Q. 43-49) had two eigenvalues above one, one reflecting exposure to academic, tactical, or OIR questionnaires, the other reflecting exposure to questionnaires from other sources. After analysis of the reliabilities for the separate factors it was decided to merge these two factors into a single composite.

On the basis of the principal components analysis, ten cumulative attitude scales were formed by adding together items on that scale. Table 1 describes the content of these ten scales, as well as 5 single items selected from the questionnaire on the basis of the research hypotheses stated above. For each of the ten cumulative scales, an index of reliability is given. As Table 1 shows, these reliabilities range from .36 to .78, with a median of .63. In general, these scales are not reliable enough to be used for purposes of personnel selection. However, for testing differences between groups, they are satisfactory. In addition, there are several scales which appear promising and may warrant further development: Scales 2, 3, 6, 11, and 12.

In interpreting the results below, the correlations are interpreted as relations between positive constructs wherever the sign of the correlation permits. In interpreting correlations, however, the reader must be aware that the inverse of any proposition is also a permissible interpretation.

Results and Discussion

Hypotheses about exposure and utility: Correlations among the 15 variables described in Table 1 were computed and are the basis of testing the hypothesis stated in the introduction. Appendix B contains the correlation matrix.

It was expected (Hypothesis 1) that those who plan graduate work in social science would report a higher exposure to questionnaires. The relevant correlation (Variable 6 vs 15) of .136 is not statistically significant. Apparently, cadets with a high interest in social science were not exposed to an above average number of questionnaires. Hypothesis 1 was not supported.

It was also predicted (Hypothesis 2) that persons who perceive a high utility of previous questionnaires would have a high appreciation for skills developed at the Academy. The relevant correlations (Variables 2, 4, 5 vs Variable 15) Table 1 are all in the predicted direction (+.285, +.170, and +.029), but only one is significant ($p < .01$). It is indicated that those cadets who felt that their skills in leadership, communication, and physical attributes were well developed at West Point tended to believe that questionnaires led to useful changes.

Hypothesis 3 which predicted no significant correlation between attitudes toward drugs and attitude toward surveys was supported. The relevant correlations ($R_{11,15} = -.123$, $R_{12,15} = +.012$) were not significant.

In summary, the perceived utility of questionnaires relates significantly as predicted to emotional liking for West Point and to belief in the leadership skills developed at West Point. Other attitudes did not relate significantly to the perceived value of questionnaires. When attitude to leadership skills development is partialled out, no other factor correlates significantly with perceived utility.

Except for Hypothesis 1, there were no hypotheses about the attitudinal correlates of mere exposure to questionnaires. The data show that there is no significant correlation between exposure and utility ($R_{6,15} = -.108$). Thus, there was no tendency for the additional questionnaire given to some cadets to be associated with a perception that such questionnaires are useful or useless. But in order to explore the correlates of reported exposure to questionnaires, a step-wise regression analysis was computed using Variable 6 (frequent exposure to questionnaires) as the dependent variable. Table 2 presents the results of this analysis.

The regression analysis shows that three variables have a significant beta weight in predicting reported exposure to questionnaires; 4, 12, and 14. If a cadet believed that drugs are easy to get, he tends to report high exposure to questionnaires. If a cadet

believes that his basic science and problem skills were well developed by West Point, he tends to report high exposure to questionnaires. If a cadet has negative emotional feelings toward West Point, he tends to report having been exposed to many questionnaires. Two of these findings might seem to be more reasonable if we assume that some groups of cadets who were suspected to have unfavorable traits were singled out for special questioning by their officers. For example, suppose one company was given a questionnaire about drugs, and that cadets in this company were convinced, somehow, that illegal drugs were relatively easy to obtain. Being singled out would in this case explain the correlation between reported exposure and the perception of drug availability. A similar process might explain the correlation between disliking West Point and exposure. To explain the remaining finding we might assume that cadets who concentrate in basic science receive more questionnaires. These interpretations are, of course, speculative until they can be cross-validated with an independent sample of cadets. Furthermore, there is a fundamental ambiguity in "reported exposure" to questionnaires: first of all, the accuracy of cadet memory for taking questionnaires is not established; second, some cadets may have perceived each separate questionnaire within a single testing session as a separate questionnaire, whereas other cadets may have counted the whole testing session as one complicated questionnaire. Thus, "reported exposure to questionnaires" should not be accepted as veridical without further empirical data from externally reliable sources.

Conclusions and Recommendations

Utility: The results suggest that there is a positive correlation between two cadet beliefs: a belief that surveys are useful and a liking for West Point. Given the many factors which could affect a cadet's emotional feelings about his four years at West Point, it seems unlikely that "exposure to useful surveys" caused positive liking for West Point. Rather, it seems more likely that cadets allowed their liking for West Point to influence their judgment about how useful the surveys were. The same type of analysis could be applied to the relationship between the perceived utility of surveys and leadership development: probably cadets who had positive attitudes to the leadership skills that were developed at West Point allowed this attitude to influence their judgment about the utility of research questionnaires, rather than the converse.

Exposure: The results show that cadets who reported being exposed to a large number of questionnaires tend to have negative attitudes to West Point, they tend to appreciate skills developed in basic science at West Point, but believe that illegal drugs are easy to get. These results are tentative until they can be cross-validated. We have no information that indicates whether or not there is a causal relationship between these variables. Furthermore, "reported exposure to questionnaires" may not reflect accurately the actual exposure of cadets to surveys. It would be possible to cross-validate some of these results by using data from the Reorganization Week Questionnaire given in the Fall of 1971. Such a study is recommended. However, it is even more important to collect accurate data on the actual frequency of exposure to surveys at West Point.

Measurement: This research shows that the First Class Questionnaire is amenable to after-the-fact scale construction. However, few of the after-the-fact scales are entirely satisfactory in reliability. Some of the scales are promising and should be the subject of further analysis. With existing data it is now possible to construct several measures of the mood of the graduating class which could serve to standardize the reporting of trends in graduate evaluation of the USMA environment.

If further analysis shows that the perceived utility of questionnaires is related consistently to liking for West Point, it would be interesting to undertake a more detailed investigation to uncover the causative mechanisms. In the absence of such a definitive study, however, there are only two general recommendations: USMA's leaders should make sure that it uses the results of research in a manner which is beneficial to cadets; secondly, when useful changes have been made on the basis of cadet questionnaire responses, cadets should be informed that their opinions did have an effect on policy.

TABLE 1

SCALE CONTENT: HIGH SCORE INDICATES-	Q ITEMS	SCORE RANGE	RELIABILITY
1. Aspiration for Graduate Education ^a	-2 ^{b,c} , 3, 4	-4....9	.45
2. Media Publicity Accurate and Motivating ^a	13, 14	2....10	.72
3. Leadership, Communication and Physical Skill Well Developed ^a	17-20, 23	5....25	.69
4. Basic Science & Problem Skills Well Developed ^a	15, 21, 22	3....15	.36
5. Social Science Skills Well Developed ^a	16	1....5	d
6. Frequent Exposure to Questionnaires	43-48	6....48	.72
7. Increase Fed. Gov't Program in Poverty, Crime, Pollution	55, 57, 58 50, 61	5....25	.57
8. Increase Fed. Gov't Program in Birth Control	56, 65	2....10	.50
9. Increase Fed. Gov't Control of TV & Newspapers	68	1....5	d
10. Army Has Serious Problems in Image, Authority, Drugs, Race	70-74	5....15	.57
11. Most Drugs & Drug Users Are Harmless	24, 25, 27-31 35, 36, 42	10....50	.78
12. Drugs Easy To Get, If Wanted ^a	37-40, -41 ^b	0....23	.70
13. Preferred Major in Grad School: Social Science ^a	5 ^c	1....2	d
14. Emotional Feelings About West Point: Like ^a	12	1....5	d
15. Utility of Questionnaires: Considerable	50	1....3	d

^aThe original polarity of this scale was negative with low scale values denoting the favorable end of scale.

^bA negative sign means that the item was given a negative weight in computing the cumulative scale score.

^cItem 2 was trichotomized by combining response codes c-g.

^dNo estimate of reliability for a single item is available.

^eItem 5 was dichotomized by combining response codes g and h vs all others.

TABLE 2

PREDICTION OF EXPOSURE TO QUESTIONNAIRES FROM ATTITUDE

CONTENT	BETA	F TO ENTER
12. Drugs Easy To Get If Wanted	+.222	12.56**
4. Basic Science & Problem Skills Well Developed	4.560	9.94**
14. Emotional Feelings About West Point: Like	-.640	6.34*
Multiple R	.411	9.88**

* p <.025

** p <.005

REFERENCE NOTES

1. Using $1 - p_i^2$ as a measure of the variability of a frequency distribution where p_i is the proportion of subjects who choose category i , the variability for academic departments, tactical department, and OIR is 94%, 95%, and 90% respectively, of the maximum possible variability index.
2. In Marron's report, there were 216 cadets who completed questions about the source, frequency, and value of cadet surveys. Sixty-six persons who responded to Exposure Questions were eliminated from this analysis due to non-response on other items.
3. In principal components analysis, one index of the "dimensionality" of a matrix is the number of eigenvalues greater than one. Not all of the dimensions of inter-item correlations are interpretable, however.
4. The reliability coefficient known as Cronbach's Alpha was computed from the inter-item correlation matrix by Priest's General Purpose Computer Program for the Analysis of Multivariable Multiple Factor Data: See MAOR MFR for Task 2077, dated 26 Sep 74, for further documentation.

APPENDIX A

FIRST CLASS QUESTIONNAIRE
(Class of '71)
Questionnaire B

General Instructions

This questionnaire is one of three being administered to the members of your Class. Three questionnaires were developed in order to reduce the amount of cadet time involved.

The questions included in the various questionnaires come from a variety of sources: Office of the Dean, Office of the Commandant, Director of Admissions, IO, MP&L, OMI, OPE, USCC staff and the Office of Institutional Research. The purpose of this questionnaire is to obtain information which can contribute to the continuous effort to improve the USMA programs and services.

Please answer all questions on the separate answer sheet. Use a regular lead pencil or an electrographic pencil. Make your marks heavy and black. Erase completely all answers you wish to change. DO NOT USE A PEN OR BALL POINT PEN.

The information obtained will be used only in statistical reports and will not become part of your official record. You need not answer any questions that you feel are personally objectionable to you.

Return the booklet and completed answer sheet to the Office of Institutional Research not later than 7 May 1971.

Special Instructions

On the separate answer sheet enter your last name and initials in the spaces provided. In the box labeled "Alpha Number" write the five digits of your Alpha Number from the top under the black arrow on the answer sheet. Then blacken the spaces to the right which correspond to the number of your Alpha Number. This identification is requested so that your answers may be merged with other information for group comparisons.

Notice that the question numbers go across the answer sheet in rows, NOT down the answer sheet in columns.

Thank you for your assistance and cooperation.

Special Instructions

Do not complete the section on the separate answer sheet in which your name and alpha number is to appear. This form of Questionnaire B is anonymous.

Notice that the question numbers go across the answer sheet in rows, NOT down the answer sheet in columns.

Thank you for your assistance and cooperation.

QUESTIONNAIRE B

1. Which Regiment are you in?
 - a. First
 - b. Second
 - c. Third
 - d. Fourth

2. What is the highest academic degree you expect to earn?
(Mark one only)
 - a. Bachelor's Degree (B.A., B.S.)
 - b. Master's Degree (M.A., M.S.)
 - c. Doctorate (other than Medical and Law)
 - d. M.D., D.D.S., or D.V.M.
 - e. LL.B. or J.D. (Law)
 - f. B.D. (Bachelor of Divinity)
 - g. Other

3. Under current regulations, those cadets who graduate in the top five percent of their class are eligible for attendance at graduate school within five years of commissioning. If all USMA graduates had a similar option, when would you like to return to school?
 - a. In the Fall, immediately after graduation
 - b. Within one year after graduation
 - c. Within two years after graduation
 - d. Within three to five years after graduation
 - e. Later than five years after graduation
 - f. I do not wish to attend graduate school

4. How important to you is attendance at graduate school?
 - a. I would leave the service if I could not attend graduate school
 - b. I might leave because I could not attend
 - c. Attendance of graduate school has no influence on my plans for a military career
 - d. I might leave the service if I were required to attend graduate school
 - e. I would leave the service if I were required to attend graduate school

5. In what major field of study would you prefer doing graduate work? (Mark one only)

- a. **ARTS AND HUMANITIES**
(Architecture, English-literature, Fine Arts, History, Journalism writing, Language-modern, Language-other, Music, Philosophy, Speech and drama, Theology, Other)
- b. **BIOLOGICAL SCIENCE**
(Biology-general, Biochemistry, Biophysics, Botany, Zoology, Other)
- c. **BUSINESS**
(Accounting, Business Admin, Electronic Data Processing, Personnel Administration, Other)
- d. **ENGINEERING**
(Aeronautical, Civil, Chemical, Electrical, Industrial, Mechanical, Other)
- e. **PHYSICAL SCIENCE**
(Chemistry, Earth Science, Mathematics, Physics, Statistics, Other)
- f. **PROFESSIONAL**
(Health Technology-medical, dental, laboratory; Nursing, Pharmacy, Pre dentistry, Prelaw, Premedical, Preveterinary, Therapy-occupational)
- g. **SOCIAL SCIENCE**
(Economics, History, Political Science-government, Int. Relations; Other)
- h. **BEHAVIORAL SCIENCE**
(Psychology, Sociology and Social Work)
- i. **OTHER FIELDS**
(Agriculture, Communications--radio, T.V., etc; Electronics-technology, Forestry, Home Economics and Recreation, Other-technical, Other-nontechnical)
- j. **UNDECIDED** or do not plan to attend graduate school

6. The counseling given on the selection of electives is:
- Very adequate
 - Adequate
 - Undecided (Don't know)
 - Inadequate
 - Very inadequate
7. What effect did the availability of electives have on your interest in academic pursuits?
- Increased my interest greatly
 - Increased it somewhat
 - Had no effect whatsoever
 - Decreased it somewhat
 - Decreased it greatly
8. To what extent do you agree that USMA should award a degree in Military Management & Administration by developing very high level intensive courses in the areas of military tactics, military history, military management, military testing, military science, decision making processes, strategy, and appropriate related courses as needed, such as in psychology, sociology, economics, and statistics?
- I strongly agree
 - I agree
 - I am neutral
 - I disagree
 - I strongly disagree
9. How many officers' homes at West Point have you visited during your four years here?
- | | |
|----------|------------------|
| a. None | e. Four |
| b. One | f. Five |
| c. Two | g. Six |
| d. Three | h. Seven |
| | i. Eight or more |
10. With how many officers and their families stationed at West Point are you socially acquainted?
- | | |
|----------|------------------|
| a. None | f. Five |
| b. One | g. Six |
| c. Two | h. Seven |
| d. Three | i. Eight or more |
| e. Four | |

11. Of what value are informal social contacts with officers and their families in shaping cadet attitudes towards a military career?
 - a. A very positive influence
 - b. A somewhat positive influence
 - c. A positive or a negative influence depending on the officer
 - d. A somewhat negative influence
 - e. No effect either way

12. Your emotional feelings about West Point are best characterized by which of the following?
 - a. I have a very strong attachment to West Point.
 - b. I have a warm but not very strong attachment.
 - c. I have mixed feelings.
 - d. I am more negatively than positively disposed.
 - e. I thoroughly dislike it.

13. How has the recent publicity concerning the Army (e.g., My Lai incident, Fragging, Army "spying" on civilians) affected your attitude toward an Army career?
 - a. Greatly increased my dedication to a military career
 - b. Somewhat increased my dedication to a military career
 - c. Did not have much effect one way or the other
 - d. Somewhat decreased my dedication to a military career
 - e. Greatly decreased my dedication to a military career

14. How frequently do you feel the civilian news media (radio and TV commentators, newspapers, news magazines) accurately report situations relating to the military?
 - a. Always accurate
 - b. Usually accurate
 - c. Sometimes accurate
 - d. Never accurate
 - e. No opinion about accuracy of coverage

How well do you feel that your skills and abilities in the following areas were developed at the Academy? (Use codes below for questions 15-23).

<u>CODE</u>	<u>RESPONSES</u>
a	Extremely well
b	Well
c	About average
d	Poor
e	Extremely poor

15. Basic Sciences, Applied Sciences, Engineering
 16. Social Sciences and Humanities
 17. Junior Officer Skills (tactics, administration)
 18. Leadership and Management of Military Personnel
 19. Interpersonal and Social Skills (independent of military situations)
 20. Communication (writing, speaking, reading)
 21. Foreign Language
 22. Management and Problem Solving (independent of military situations)
 23. Physical (sports, physical education)
-

We would like to have your honest opinions about the types of drug users listed in questions 24 through 27. Please pay close attention to the definitions applied to each of the 4 (four) groups. Use the following response code, picking only one description which you think best describes each class of drug users.

<u>CODE</u>	<u>RESPONSE</u>
a	This type of user is useless to himself and to society.
b	This type of user is a dupe and never realizes what he is getting into.
c	This type of user is ill; suffering from either physical or personality defects.
d	This type of user is actually a normal, effective member of society.
e	This type of user is truly an above average individual.

24. The Casual User: This type may use marijuana, LSD, amphetamines or barbituates but not the opiate drugs (heroin, opium, etc.). He experiments with the drugs only on occasion and purchases his supply only when the circumstances present themselves. He does not aggressively and continuously seek out sources.
25. The Habitual User: Employs the same class of drugs outlined for #24 but differs in that his usage is quite frequent and he seeks out sources of the drugs actively.
26. The Fully Involved Addict: Mentally and physically dependent on the effects of opiates in particular but all drugs generally. This type must have his supply very often and seeks out sources by any means.
27. The Marijuana Experimenter: One who has used only marijuana, not more than a few times, for reasons of curiosity, peer pressure, or other similar reasons.

Please rate the following drugs or drug types according to your estimate of the risk they present to the user. Select only the one response choice which best describes your estimate of the risk(s).

<u>CODE</u>	<u>RESPONSE</u>
a	Extremely dangerous
b	Somewhat dangerous
c	There are few, if any, dangers involved
d	The drug is harmless, but the altered state of mind it produces makes the user dangerous to himself and to others
e	The drug is harmless in general
f	The drug is absolutely harmless, and the effects are desirable

28. Marijuana (all forms)

29. Lysergic acid (LSD)

30. Amphetamines ("uppers")

31. Barbituates ("downers")

32. Hard Narcotics (heroin, opium, cocaine, morphine, etc.)

33. Glue ("sniffing")

34. In your estimation, what is the principal cause for drug usage? Please choose only one of the options offered below.

- a. Peer group or social pressure in general
- b. Boredom
- c. Psychological weakness
- d. Mental illness
- e. Ignorance
- f. None of the above

35. The use of marijuana:

- a. Should remain illegal in society and the Army
- b. Should be researched further before a decision is reached about its legalization
- c. Should be legalized in society and the Army

36. Drugs other than marijuana:

- a. Should remain illegal in society and the Army
- b. Should be researched further before a decision is reached about its legalization
- c. Should be legalized in society and the Army

If one wanted to obtain illegal drugs, what, in your opinion, is the likelihood that he could get them from each of the sources listed in items 37 through 40. Please use the following responses.

<u>CODE</u>	<u>RESPONSES</u>
a	Extremely easy to get drugs
b	Fairly easy to get drugs
c	Hard to say: sometimes easy, sometimes difficult
d	Fairly difficult to get drugs
e	Extremely difficult to get drugs
f	Don't know

37. People in neighboring communities

38. New York City

39. Post personnel

40. Other cadets

41. Most cadets I know:

- a. Would never experiment with drugs
- b. Are curious about the phenomenon and therefore might experiment with drugs once or twice
- c. Definitely would experiment with drugs if the opportunity arose
- d. Have already experimented with drugs

42. The best way to handle drug users in the Army is to:

- a. Discharge them; i.e., get rid of them quickly
- b. Punish them; i.e., keep them in the service but punish them in such a way that they will not use drugs any longer
- c. Rehabilitate them; i.e., not by punishment but via clinics or other means which will remove the need or desire to use drugs
- d. Watch them carefully; i.e., you can't stop drug use, all you can do is keep such personnel away from situations in which they can be the cause of other problems
- e. Pay no attention to them

Use the code below to answer questions 43 through 48.

CODE

- a Never
- b 1-2 times
- c 3-5 times
- d 6-8 times
- e More than 8 times

During the past four years how often have you been asked to complete questionnaires such as this one by:

43. Academic Departments

44. Tactical Department

45. Office of Institutional Research

46. Cadets

47. Outside Agencies

48. Other: (Specify) _____

49. Approximately how many hours have you spent completing such questionnaires (including this one) during the past year?
- a. Less than an hour
 - b. 1 to 3 hours
 - c. 4 to 6 hours
 - d. 7 to 10 hours
 - e. More than 10 hours
50. Have you seen any changes at West Point over the past few years which you might attribute to the results of questionnaires on cadet opinion, such as this one?
- a. No
 - b. Yes, a few
 - c. Yes, considerable
51. A new laundry clothing marking system was started during AY 1970-1971. What is your appraisal of this new system?
- a. Improved
 - b. Unchanged
 - c. Worse
52. If your class had been granted unlimited weekend privileges, how many would you have taken between Labor Day and 1 May of First Class Year?
- a. Every weekend
 - b. 3 per month
 - c. 2 per month
 - d. 1 per month
 - e. Less than 1 per month

53. During my cadetship, I read the Cadet Daily Bulletin:

- a. Daily
- b. Almost daily
- c. Weekly
- d. Less than weekly
- e. Never

54. How would you characterize yourself politically at the present time?

- a. Strongly liberal
- b. Moderately liberal
- c. Middle of the road
- d. Moderately conservative
- e. Strongly conservative

During the next few years, to what extent do you think the Federal Government should be involved in each of the following issues. (Use codes below for questions 55 through 69).

<u>CODE</u>	<u>RESPONSE</u>
a	Eliminate any existing programs or remain uninvolved
b	Decrease involvement from current levels
c	Maintain current level of involvement
d	Increase involvement from current levels
e	Initiate new crash programs

55. Control of environmental pollution

56. Use of tax incentives to control the birth rate

57. Protection of the consumer from faulty goods and services

58. Compensatory education for the disadvantaged

59. Special benefits for veterans

60. Control of firearms

61. Elimination of poverty

62. Crime prevention

<u>CODE</u>	<u>RESPONSE</u>
a	Eliminate any existing programs or remain uninvolved
b	Decrease involvement from current levels
c	Maintain current level of involvement
d	Increase involvement from current levels
e	Initiate new crash programs

- 63. School desegregation
- 64. Compensatory financial aid for the disadvantaged
- 65. Provision of birth control information, pills or devices to the general population
- 66. Military involvement in Southeast Asia
- 67. Development of antiballistic missile (ABM) capability
- 68. Control of TV and newspaper news reporting
- 69. Space program

Use the following code for questions 70 through 74.

CODE

- a No problem
- b A slight problem
- c A serious problem

There are a number of areas in which publicity indicates the existence of problems for the Army. Use the scale above to indicate the degree to which you think the Army has a problem in the following.

- 70. Resistance to authority
 - 71. Drug Usage
 - 72. Race Relations
 - 73. Professionalism within the Officer Corps
 - 74. Public Image
-

75. To what category do you attribute the larcenies in cadet barracks; to include cadet rooms and trunk rooms?

- a. Other cadets
- b. Barracks policemen
- c. Maintenance personnel
- d. Construction workers
- e. Other civilians
- f. Other (specify) _____

76. What specific aspect of your expected duties in the next five years do you anticipate will give you the greatest feeling of satisfaction? (Answer below)

77. The most intense feelings of dissatisfaction? (Answer below)

APPENDIX B

CORRELATIONS AMONG ATTITUDES COMPONENTS
(N = 150)

	-a 1	-a 3	-a 4	-a 5	-a 2	7	8	9	10	11	-a 12	-a 13	-a 14	-a 15
EDUCATION-ATTITUDES:														
1	Grad School Aspiration (.45) ^b													
3	USMA Skill: Leadership	-.208** (.69)												
4	Science	.042	.338** (.36)											
5	Soc-Hum	.203*	.099	.086 (c)										
POLITICAL ATTITUDES:														
2	Media accuracy	.157*	.142	.134	-.129 (.72)									
7	Pro-Fed welfare	.178*	-.095	-.139	.064	-.095 (.57)								
8	Pro-Pop. Control	.230**	-.078	-.058	.050	-.078 (.50)								
9	Pro-News Control	-.061	+0.099	.116	-.039	.099	-.015 (.137 (c))							
PROBLEMS:														
10	Army Problems	+0.029	.023	-.005	.039	-.064	.092	.140	-.099 (.57)					
11	Harmlessness of drugs	-.024	-.059	-.199*	-.007	-.054	-.089	.032	.022	-.087 (.78)				
12	Availability of drugs	+0.105	-.143	.022	.024	-.118	.026	.098	-.036	.105	.086 (.70)			

^aThe correlations for these scales were reversed in sign, to facilitate interpretation.

^bCoefficient alpha: estimated reliability.

^cNo estimate of reliability is available for single item scales.

* p < .05

** p < .01

CORRELATIONS AMONG ATTITUDES COMPONENTS (Continued)

	-a 1	-a 3	-a 4	-a 5	-a 2	7	8	9	10	11	-a 12	-a 13	-a 14	-a 15
OTHER:														
13 Soc Sci in Grad														
School	.076	-.211**	-.153	.172*	-.013	.153	.054	.022	.038	-.028	.066	c		
14 Emotional feeling West														
Point	-.029	.508**	.388**	.232**	.247**	-.216*	.014	+.297**	-.056	-.262**	-.186*	-.010	c	
15 Utility of														
Quest.	-.129	.285**	.170**	.029	.131	.014	-.014	.113	-.038	-.123	.012	-.067	+.238*	c
6 Exposure	.069	-.142	.184*	-.116	-.052	-.102	.119	-.004	.048	.089	.318**	-.136	-.161*	-.108

^aThe correlations for these scales were reversed in sign, to facilitate interpretation.

^bCoefficient alpha: estimated reliability.

^cNo estimate of reliability is available for single item scales.

* p<.05

**p<.01

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<table> <tr> <td>Class of 1971</td> <td>First Class Questionnaire</td> </tr> <tr> <td>Factor analysis</td> <td>Usefulness of questionnaires</td> </tr> <tr> <td>Surveys</td> <td>Emotional feelings about West Point</td> </tr> </table>			Class of 1971	First Class Questionnaire	Factor analysis	Usefulness of questionnaires	Surveys	Emotional feelings about West Point
Class of 1971	First Class Questionnaire							
Factor analysis	Usefulness of questionnaires							
Surveys	Emotional feelings about West Point							
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<p>To discover what patterns of attitudes are associated with cadet perceptions of the frequency and usefulness of questionnaires, the responses of 150 cadets to the 1971 First Class Questionnaire were scaled and intercorrelated. Significantly, cadets who believed West Point had done "extremely well" in developing their leadership skills tended to believe that "changes at West Point" could be attributed in part to questionnaire surveys of cadet opinions.</p>								

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