

Research Note 84-69

AD-A168 182

VALUES, PERCEPTIONS, AND ATTITUDES OF ROTC
CADETS AND COLLEGE STUDENTS

Lucy B. Wilson
Booz-Allen & Hamilton, Inc.

Arthur C. F. Gilbert and Jack M. Hicks
Army Research Institute

DTIC
ELECTE
JUN 03 1986
S D

Submitted by

Paul A. Gade, Chief
PERSONNEL UTILIZATION TECHNICAL AREA

and

Joyce L. Shields, Director
MANPOWER AND PERSONNEL RESEARCH LABORATORY



U. S. Army

Research Institute for the Behavioral and Social Sciences

April 1984

Approved for public release, distribution unlimited.

This report has been cleared for release to the Defense Technical Information Center (DTIC). It has been given no other primary distribution and will be available to requestors only through DTIC or other reference services such as the National Technical Information Service (NTIS). The views, opinions, and/or findings contained in this report are those of the author(s) and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.

86 6 2 042

DTIC FILE COPY

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM									
1. REPORT NUMBER Research Note 84-69	2. GOVT ACCESSION NO. ADA 168 182	3. RECIPIENT'S CATALOG NUMBER									
4. TITLE (and Subtitle) Values, Perceptions and Attitudes of ROTC Cadets and College Students		5. TYPE OF REPORT & PERIOD COVERED Research Note									
		6. PERFORMING ORG. REPORT NUMBER									
7. AUTHOR(s) Lucy B. Wilson, Arthur C. F. Gilbert, and Jack. M. Hicks		8. CONTRACT OR GRANT NUMBER(s) MDA903-81-C-0382									
9. PERFORMING ORGANIZATION NAME AND ADDRESS National Analysts Division Booz-Allen & Hamilton, Inc. 400 Market Street; Philadelphia, PA 19101		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q263731A792									
11. CONTROLLING OFFICE NAME AND ADDRESS US Army Research Institute for the Behavioral and Social Sciences, 5001 Eisenhower Ave., Alexandria, VA 22333		12. REPORT DATE April 1984									
		13. NUMBER OF PAGES 163									
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified									
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE									
16. DISTRIBUTION STATEMENT (of this Report) Approved for Public Release; Distribution Unlimited											
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)											
18. SUPPLEMENTARY NOTES											
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)											
<table border="0"> <tr> <td>ROTC</td> <td>Army Life,</td> <td>Cadet</td> </tr> <tr> <td>Career Plans</td> <td>Commitment</td> <td>Retention</td> </tr> <tr> <td>Attitude</td> <td>Medial Preferences</td> <td>Non-Cadet</td> </tr> </table>			ROTC	Army Life,	Cadet	Career Plans	Commitment	Retention	Attitude	Medial Preferences	Non-Cadet
ROTC	Army Life,	Cadet									
Career Plans	Commitment	Retention									
Attitude	Medial Preferences	Non-Cadet									
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This research provides current information on the values, perceptions, and career attitudes of Army Reserve Officer Training Corps (ROTC) cadets and non-ROTC affiliated college students related to ROTC cadet enrollment and retention. The data were gathered from questionnaires administered to 1,120 students on 11 college campuses. Findings include cadet and non-ROTC affiliated college student comparisons on media habits, knowledge and attitudes toward ROTC and military service, education and career plans, and ROTC involvement and career commitment.											

FOREWORD

Part of the research of the Personnel Utilization Technical Area of the US Army Research Institute for the Behavioral and Social Sciences (ARI) deals with encouraging college students to become Army officers through enrollment in the Reserve Officers' Training Corps (ROTC). This report explores and compares ROTC cadet and non-cadet, attitudes, perceptions, and behaviors as they relate recruitment and retention in ROTC. Thus, this research is essentially an updated replication of several previous surveys. A primary objective of this investigation therefore, was to make comparisons with the previous surveys in order to identify relevant trends to this end, the cadet and non-cadet samples were analyzed in tact as was done in previous surveys even though demographic representation was unequal. In particular, there was a markedly higher percentage of females in the non-cadet, than in the cadet sample. The survey data upon which this report is based were collected by Booz-Allen & Hamilton, Inc. under Contract MDA903-81-C-0382. The research was accomplished under ARI Program Element 63731A, and Project 2Q2673A792.

Accession For	
NTIS CRA&I	☒
DTIC TAB	☐
Unannounced	☐
Justification	
By	
Distribution /	
Availability Codes	
Dist	Avail and/or Special
A-1	



ROTC/ARMY CAREER ATTITUDES SURVEY: AN UPDATE

BRIEF

Requirement:

The objective of this research was to identify the current attitudes and values of the college student population in order to provide useful information for ROTC advertising, recruiting, and retention efforts. This objective was facilitated by comparing ROTC cadets with non-cadets and former cadets across numerous variables.

Procedure:

The data were gathered from questionnaires administered to 1,120 students from 11 college campuses. Students were selected to provide representative samples of ROTC cadets and non-ROTC affiliated college students. The colleges were also selected to provide a representative cross-section.

Findings:

Most of the respondents were male, white, and reared in small towns in the South. Approximately 60% of the cadets were enrolled in the first two years of ROTC (MSI and MSII). Cadets and non-cadets were found to share about the same general media habits. As expected, cadets were more knowledgeable about the Army than non-cadets, and found ROTC more attractive. Cadets tend to have higher salary goals than non-cadets, and males to have higher salary goals than females. Cadets were found to become aware of ROTC in high school, but to postpone decisions about joining until college. Less than half of the cadets expressed an intent to continue through the Advanced Course, a replication of a previous survey finding. Relatively few cadets indicated that they would join the Army voluntarily, without an obligation to do so.

Utilization of Findings:

This report contains much current and relevant information of interest to ROTC recruiters, professors of military science (PMS), ROTC Advertising and Media personnel, and appropriate officials concerned with retention and career commitment of ROTC cadets.

TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION.....	1
II. METHODS.....	3
III. ADVERTISING AND MEDIA ATTENTION.....	9
IV. KNOWLEDGE AND ATTITUDES TOWARD ROTC AND MILITARY SERVICE.....	18
V. EDUCATION AND CAREER PLANS.....	38
VI. ROTC CADETS: ROTC INVOLVEMENT AND ARMY CAREER COMMITMENT.....	56
VII. NON-ROTC CADETS: INTEREST IN ROTC AND ARMY.....	79
VIII. COMPARISON OF SEX AND ETHNIC DIFFERENCES BETWEEN CADETS AND NON-ROTC CADETS.....	86
IX. SUMMARY AND CONCLUSIONS.....	145
REFERENCES	157
APPENDIX	A-1

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Demographic Variables.....	5
2	Media Preferences.....	10
3	Magazine Readership.....	12
4	Other Magazines.....	14
5	Television Preferences.....	16
6	Radio Preferences.....	17
7	Reference Group's Contacts with the Military.....	19
8	Awareness of Army ROTC.....	21
9	Awareness of ROTC Scholarship Program.....	23
10	Self-reported Knowledge of Army ROTC.....	25
11	Knowledge of ROTC and Army Variables.....	26
12	Attractiveness Ratings of ROTC Program.....	29
13	Attractiveness Ratings of Army Life.....	31
14	Attitude toward Military Service.....	32
15	Availability and Participation in Junior ROTC.....	34
16	Attractiveness of Junior ROTC.....	36
17	Year in School and College Major.....	39
18	Sources of College Financing.....	41
19	Ratings of Influencers on Educational and Career Plans...	42
20	High School Performance.....	44
21	Salary Expectations and Career Choices.....	45
22	Career Choice Clusters.....	46
23	Importance of Job Dimension.....	48
24	Army Job Satisfaction Ratings.....	51
25	Reference Group Ratings of Career as Army Officer.....	55
26	ROTC Cadets: Decision to Join College ROTC.....	57
27	ROTC Cadets: Influences on Decision to Join ROTC.....	59
28	ROTC Cadets: Influences on Decision to Enroll in Advanced Course.....	61
29	ROTC Cadets: Intent to Continue in ROTC.....	63
30	ROTC Cadets: Impact of Guaranteed Service and Reduced Service Options on Enrollment in Advanced Course.....	65

LIST OF TABLES

<u>Table</u>		<u>Page</u>
31	ROTC Cadets: Impact of Fixed and Variable Extended Tour Options on Enrollment in Advanced Course.....	67
32	ROTC Cadets: Continuing Program without Subsistence.....	69
33	ROTC Cadets: Expectation of Scholarship.....	70
34	ROTC Cadets: Impact of Scholarship on ROTC Intentions...	72
35	ROTC Cadets: Intention to Join the Army.....	73
36	ROTC Cadets: Type of Service Planned.....	75
37	ROTC Cadets: Intended Years of Military Service.....	76
38	ROTC Cadets: Military Career Intentions.....	78
39	Non-ROTC Cadets: Influences on Decision to Join or Stay in ROTC.....	80
40	Non-ROTC Cadets: Impact of Guaranteed Service and Reduced Service Options on Enrollment in ROTC.....	81
41	Non-ROTC Cadets: Impact of Fixed and Variable Extended Tour Options on Enrollment in ROTC.....	83
42	Non-ROTC Cadets: Intention to Join the Army.....	85
43	Sex and Ethnic Composition of ROTC and Non-ROTC Cadet Respondents.....	87
44	Selected Demographics by Sex and Ethnicity of Cadets and Non-Cadets.....	88
45	Media Preferences by Sex and Ethnicity of Cadets and Non-Cadets.....	91
46	Magazine Readership by Sex and Ethnicity of Cadets and Non-Cadets.....	95
47	Television Preferences by Sex and Ethnicity of Cadets and Non-Cadets.....	97
48	Favorite Radio Programming by Sex and Ethnicity of Cadets and Non-Cadets.....	99
49	First Awareness and Sources of Awareness of Army ROTC by Sex and Ethnicity of Cadets and Non-Cadets.....	102
50	First Awareness and Sources of Awareness of the ROTC Scholarship Program by Sex and Ethnicity of Cadets and Non-Cadets.....	106
51	Knowledge of ROTC and the Army by Sex and Ethnicity of Cadets and Non-Cadets.....	111
52	Attractiveness of College ROTC Program by Sex and Ethnicity of Cadets and Non-Cadets.....	117
53	Attractiveness Ratings of Aspects of the Army by Sex and Ethnicity of Cadets and Non-Cadets.....	120

LIST OF TABLES

<u>Table</u>		<u>Page</u>
54	Feeling about Military Service by Sex and Ethnicity of Cadets and Non-Cadets.....	124
55	College Major by Sex and Ethnicity of Cadets and Non-Cadets.....	126
56	Sources of College Financing by Sex and Ethnicity of Cadets and Non-Cadets.....	128
57	Educational and Career Plans Influencers by Sex and Ethnicity of Cadets and Non-Cadets.....	130
58	Annual Salary Expectation and Career Choice by Sex and Ethnicity of Cadets and Non-Cadets.....	132
59	Importance Ratings of Job Dimensions by Sex and Ethnicity of Cadets and Non-Cadets.....	137
60	Army Potential Satisfaction Ratings of Job Dimensions by Sex and Ethnicity for Cadets and Non-Cadets.....	141

INTRODUCTION

The primary objectives of this survey were to (1) identify relevant attitudes and values of the current college student population, including ROTC cadets, and (2) to provide information to be utilized in the formulation of ROTC advertising and media guidelines. In order to provide background perspective for the findings herein reported, following is a summary of previous similar efforts.

The first of these efforts (Ayer and Yankelovich, 1971) was conducted shortly after the lottery system was introduced into the draft, and prior to inception of the All Volunteer Force (AVF). The conclusions derived from that survey were that male high school seniors and college sophomores (half ROTC cadets) could be divided into four groups in terms of their attitudes toward military service. Approximately 11% of the high school seniors, only 2% of non-ROTC students, and 50% of the cadets were classified as "patriots", who felt a clear obligation to serve in the military. On the other hand, 18% of the high school students and 37% of college students were considered "antimilitary", reflecting an aversion toward serving in the military. A third group was the "rational thinker" who would serve if called upon. The fourth group was dubbed "wishful thinkers" who were inclined to believe that they would probably never have to serve, but would if necessary.

A second survey (Montgomery, McLaughlin, Pedigo, & Mahan, 1974) was conducted shortly after abolition of the draft. This survey did not reveal the same four groupings in terms of attitudes toward military service as shown in the previous survey. However, it was consistent in showing ROTC cadets to be relatively homogeneous in their tendency to be conservative, white, middle class, with families of military backgrounds.

The next survey was by Card, Goodstadt, Gross, and Shanner (1975). This investigation differed from the previous in its attempt to develop and test a model of military career commitment, as well as to gauge attitudes of youth toward ROTC and the Army. This survey revealed some differences in aptitudes, values, attitudes, and preferred job characteristics, which tended to increase with time. Also, it was shown that the more intrinsic was one's initial motivation to explore an ROTC career path, the greater the likelihood of subsequent commitment to that path.

A fourth survey was reported by Hicks, Collins, & Weldon (1979). The results of this effort, conducted in 1977, fit the pattern of the previous surveys to a large degree, though there was no attempt to test the career commitment model, per se. This survey showed some major differences between ROTC cadets and non-cadets in ROTC/Army attitudes, perceptions, awareness, and media preferences, with Cadets more prone to feel that their families and friends thought positively about military service. The cadets also indicated that parents and military personnel were the strongest sources of influence to join ROTC.

The most recent survey was reported by Armstrong, Farrell, and Card (1979). Again, the primary objective of this research was to make extensive attitudinal and other comparisons between ROTC cadets and non-ROTC affiliated college students. It was shown that non-ROTC students reported the highest

family incomes, and black ROTC cadets the lowest. The overall favorite TV shows were *Work and Windy*, *MASH*, and *60 minutes*. More ROTC cadets than non-cadets majored in physical and biological sciences and engineering. Also, cadets tended more to report that "people" were significant influencers to join ROTC, whereas non-cadets tended to report that "personal belief" and "career goals" accounted for their decisions not to join ROTC.

The specific purposes of the present survey were to compare representative samples of ROTC cadets and non-ROTC affiliated college students as to; (a) demographics, (b) media preferences, (c) knowledge and attitudes toward ROTC/military service, (d) education and career plans, and (e) Army career commitment. To this end, the present investigation offers a timely update in the ever evolving and changing domain of youth attitudes, and thus a much needed partial replication of the previous surveys discussed above.

II. METHODS

A. Subjects

One thousand, one hundred, and twenty students on 11 Army ROTC host campuses participated in this survey research effort; 686 were ROTC Cadets and 434 were non-Cadet students.

1. Selection -- The selection of college campuses for this project attempted to replicate, to the extent possible, the complement of schools included in the 1979 survey. The original design called for 13 schools -- a random selection of one large and one small school in each of four regions and five institutions selected with certainty because of their relatively large Hispanic student populations.

Ten of the original 13 campuses were represented in the current survey. In addition, one small Region 1 school, St. Peters College, replaced Canisius College which was in the 1979 survey but unable to take part in the 1982 effort. As replacements were provided for Texas Tech University and St. Mary's University at San Antonio, a total of 11 college campuses were surveyed.

The 11 schools participating in the 1982 replication survey were:

St. Peters College
West Virginia University
Marquette University
Michigan State University
Jackson State University
Idaho State University
UCLA
Eastern New Mexico University
Texas A&I University
University of Miami
University of Texas at El Paso

The selection of students followed the same general pattern across all campuses. All Military Science I (MSI) and Military Science II (MSII) students attending class on the day of questionnaire administration were included in the sample. To select non-Cadet students, cooperation was secured from the instructor of a lower level required course, (e.g., English, introductory sociology) which had a cross-section of the campus population. All students in class on the day of questionnaire administration were eligible to participate.*

2. Characteristics -- The 1,120 students in this sample are predominantly white males whose average age is 20 years. Nearly half grew up in the South, in either a small- or medium-sized city. As would be expected, most are from upscale households with reported parental income of just over \$28,110. More detailed information about the sample is given in Table 1. Each demographic variable is discussed below.
 - a. Sex -- Two out of three survey respondents are males. While the breakdown between males and females among non-Cadets is representative of a typical college campus, with males showing a slight edge over females (55.1% versus 44.9%, respectively), Cadets are heavily populated with males (72.9% versus 27.1% females). These sex differences between Cadet and non-Cadet students are statistically significant, and must be taken into account in the interpretation of other significant differences between cadets and non-Cadets.
 - b. Ethnic background -- Most students sampled are white (68.0%), with the non-white students equally

*Throughout this report, an ROTC Cadet is defined as a student attending but not auditing MSI or MSII classes. A non-ROTC Cadet is a student who is not attending MSI or MSII classes. On some campuses, MSI and MSII students do not think of themselves as Cadets, as this term is reserved for those in the Advanced Course. These self-styled distinctions in program participation are not treated in this report. Moreover, data from MSI or MSII Cadets who, by chance, were also surveyed in the required course sampling effort, were dropped from the analysis.

TABLE 1

Demographic Variables

<u>Sex of Respondent</u>	<u>Total</u> %	<u>ROTC</u> <u>Cadet</u> %	<u>Non-ROTC</u> <u>Cadet</u> %	<u>Test of</u> <u>Significance</u>
Male	66.0	72.9	55.1	X ² (1) = 37.67***
Female	34.0	27.1	44.9	
<u>Ethnic Background</u>				
White	68.0	71.0	63.1	N.A. ¹
Black	16.1	19.0	11.6	
Hispanic	15.9	10.0	25.3	
<u>Region of</u> <u>Formative Years</u>				
South	45.1	43.9	47.1	N.A. ¹
East	20.4	23.9	14.9	
West	13.5	12.8	14.7	
Midwest	12.5	12.5	12.4	
Outside U.S.	3.2	1.2	6.5	
Several regions	5.2	5.7	4.4	
<u>Type of Community</u> <u>of Formative Years</u>				
Small city/town	35.0	35.5	34.3	X ² (4) = 24.97***
Medium size city	22.0	20.6	24.3	
Large city	15.1	12.0	20.1	
Rural	14.6	16.2	12.0	
Suburb	13.2	15.8	9.3	
<u>Mean ($\bar{X}$) Age of</u> <u>Respondent (Years)</u>	20.32	19.85	21.06	t(1115) = 5.048***
<u>Mean ($\bar{X}$) Parental</u> <u>Annual Income (\$)</u>	\$28,110	\$28,530	\$27,450	t(1096) = NS
(Categorical Mean) ²	6.19	6.27	6.06	t(1096) = NS

¹N.A. = Not applicable²(6 = \$25,000 to \$29,999 per year, 7 = \$30,000 to \$34,999 per year)

*** p < .001

divided between blacks (16.1%) and Hispanics (15.9%). Seven out of every ten ROTC Cadet respondents are white. Two of the remaining three are black and one is of Hispanic origin. The non-ROTC Cadet group shows a larger percentage of Hispanics (25.3%) and fewer blacks (11.6%) than the total sample. The largest group of non-Cadet respondents are white (63.1%).

c. Region of formative years

Nearly half of the respondents (45.1%) spent their formative years (elementary and high school years) in the South. The East is the next most frequently mentioned region (20.4%), followed by the West (13.5%) and Midwest (12.5%). This pattern is similar for ROTC Cadets and non-ROTC Cadets. The large percentage of respondents indicating the South as their home region is indicative of the large number of southern college campuses contained in the sample.

d. Type of community of formative years

The types of communities in which students report spending their elementary and high school years are quite varied. About a third (35.0%) identify a small city/town as their home when they were growing up. This is followed by medium cities (22.0%), large cities (15.1%), rural communities (14.6%) and the suburbs (13.2%). This pattern is similar for ROTC Cadets and non-ROTC Cadets, with the exception that more non-ROTC Cadets than ROTC Cadets report growing up in a large city (20.1% versus 12.0%, respectively).

e. Mean age of respondents

The mean age of all respondents is 20.32 years. ROTC Cadets are significantly younger than non-ROTC Cadets, with a mean age of 19.85 years and 21.06 years, respectively ($t=5.048$, $df=1115$, $p<.001$).

f. Average parental annual income

Respondents were asked to choose an income category that best approximates their parents' combined annual income. The mean parental annual income for all respondents is \$28,110; the median is \$28,000. There are no significant differences between ROTC Cadets and non-ROTC Cadets.

B. Instruments

A slightly modified version of the self-administered "Career Attitude Survey: A Questionnaire for College Students" was employed in this research. The document developed for the 1979 survey (see Appendix A for a copy) is divided into four sections covering the topics of: background information, school life, career plans, and ROTC and military knowledge and attitudes. The latter section was divided into two subparts, one directed at Cadets and the other at non-Cadets.

The questionnaire was updated in two important ways for use in the 1982 replication. First, in two media questions (I-1 magazine readership and I-m radio programming preferences), the set of precoded answer categories was expanded to incorporate all previously volunteered answers. That is, if students reported in 1979 reading a magazine not listed in the questionnaire, that magazine was included in the revised 1982 version.

The second change introduced three new items directed to both Cadets (IV-w, IV-x, and IV-y) and non-Cadets (IV-p, IV-q, and IV-r) regarding changes in the program designed to enhance the attractiveness of the Advanced Course or Army ROTC in general.

C. Procedures

On each of the 11 college campuses, a Professor of Military Science (PMS) was designated survey coordinator. That individual arranged to have the questionnaires administered in MSI and MSII classes and contacted

an instructor of a required freshman or sophomore class to have the questionnaires completed by civilian students. As the materials were designed to be self-explanatory and self-administered, instructors simply handed out an introductory letter, a questionnaire, and answer sheet (see Appendix A) to each student at the beginning of class and collected them at the end of the period.

Completion of the questionnaire took approximately 45 minutes. Participation was voluntary and all answers were recorded anonymously.

All answer sheets were returned to a central location where they were coded, keypunched and 100% verified, mechanically edited and tabulated. These data were analyzed using a series of cross-tabulations and appropriate significance tests (X^2 , t-, and F-tests).

III. ADVERTISING AND MEDIA ATTENTION

This chapter addresses advertising and media preferences of college students as expressed in the 1982 Career Attitude Survey questionnaire. Respondents provided information concerning four areas of media attention and preference. First they rated their frequency of reading or listening to various media sources. Next, they indicated how often they read selected magazines. In addition, students identified their favorite television programs and types of radio programming.

A. Media Attended to Occasionally or Regularly

Students indicated the frequency with which they direct attention to each of 15 different types of communication vehicles or media. Table 2 presents the percent of students reporting regular or occasional attention by media category.

The four most frequently attended media sources for all respondents are newspapers, general radio, campus newspapers, and television (over 85% each). ROTC Cadets report their four most frequent media sources in the above order, while non-ROTC Cadets report general radio most frequently attended to, followed by newspapers, television and campus newspaper. Significantly more ROTC Cadets than non-Cadets occasionally or regularly attend to newspapers, sports/outdoor magazines, men's magazines and campus radio. Home service and women's magazines are attended to significantly more often by non-ROTC Cadets.

The least popular media sources with all respondents are automotive (28.7%) and home service (30.1%) magazines. ROTC Cadets report home service and women's magazines as least attended, while non-ROTC Cadets report campus radio and automotive magazines as the least occasionally or regularly attended to media sources.

TABLE 2

Media Preferences

<u>Media Attended to Occasionally or Regularly</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Newspapers	92.6	94.0	90.3	$\chi^2(1) = 5.36^*$
General radio	92.6	93.1	91.7	$\chi^2(1) = \text{NS}$
Campus newspaper	87.4	88.3	85.9	$\chi^2(1) = \text{NS}$
Television	87.0	86.9	87.1	$\chi^2(1) = \text{NS}$
Sports/outdoor magazines	72.3	74.6	68.6	$\chi^2(1) = 4.84^*$
Advertising/bill- boards	68.0	66.8	69.9	$\chi^2(1) = \text{NS}$
Sunday supplement	66.1	67.3	64.2	$\chi^2(1) = \text{NS}$
General magazines	65.7	66.2	65.0	$\chi^2(1) = \text{NS}$
Business/trade magazines	43.4	45.6	40.0	$\chi^2(1) = \text{NS}$
Men's magazines	42.7	47.4	35.3	$\chi^2(1) = 15.73^{***}$
Mechanics/science magazines	42.3	44.3	39.1	$\chi^2(1) = \text{NS}$
Women's magazines	32.7	27.9	40.4	$\chi^2(1) = 18.92^{***}$
Campus radio	30.4	33.8	25.2	$\chi^2(1) = 9.24^{**}$
Home service magazines	30.1	25.5	37.2	$\chi^2(1) = 17.08^{***}$
Automotive magazines	28.7	30.8	25.4	$\chi^2(1) = \text{NS}$

* p < .05
 ** p < .01
 *** p < .001

B. Magazine Readership

For each of 59 magazines, students indicated the frequency with which they read it. Overall, respondents report reading 11.56 magazines occasionally or regularly with ROTC Cadets reading significantly more magazines than non-ROTC Cadets ($t=3.103$, $df=1104$, $p<.01$).

As shown in Table 3, Time, Newsweek, and Sports Illustrated are the most popular, being read occasionally or regularly by over 55% of the respondents. Of the top ten magazines reported, seven -- Time, Newsweek, T.V. Guide, Reader's Digest, U.S. News and World Report, National Geographic, and People are considered general magazines. All except National Geographic are weeklies. Of the remainder, two are considered men's magazines -- Playboy and Penthouse, and one is a sports magazine -- Sports Illustrated.

ROTC Cadets report reading, on average, just over 12 magazines at least occasionally. Non-Cadets report between 10 and 11 magazines.

ROTC Cadets report reading 18 magazines significantly more often than non-ROTC Cadets. These magazines can be classified mostly as general, news, and male-oriented magazines (including sports and mechanics-type issues). One highly significant difference is Soldier of Fortune which 17.2% of ROTC Cadets read at least occasionally as opposed to 7.0% for non-ROTC Cadets. Non-ROTC Cadets report reading six magazines significantly more often than ROTC Cadets. These can be classified mostly as women's magazines (Cosmopolitan, Glamour, McCalls, Navaho Times, Reader's Digest (Spanish) and Redbook).

Delegate and Wassaja show the lowest frequency of occasional or regular reading for all respondents (both less than 2%).

Table 4 lists the magazines in addition to those given in the questionnaire mentioned by students. Forty percent of write-ins were classified as "all others" which is indicative that many magazines were specified, but each was mentioned by only one or two respondents.

TABLE 3

Magazine Readership

<u>Magazines Read Occasionally or Regularly</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Time	65.5	70.6	57.4	$\chi^2(1) = 20.27^{***}$
Newsweek	61.4	67.3	51.9	$\chi^2(1) = 26.84^{***}$
Sports Illustrated	56.0	61.3	47.7	$\chi^2(1) = 19.97^{***}$
T.V. Guide	48.0	48.8	46.8	$\chi^2(1) = \text{NS}$
Playboy	45.3	49.6	38.5	$\chi^2(1) = 13.04^{***}$
Reader's Digest	45.1	45.9	43.9	$\chi^2(1) = \text{NS}$
Penthouse	39.6	44.3	32.0	$\chi^2(1) = 16.74^{***}$
U.S. News & World Report	39.5	43.2	33.6	$\chi^2(1) = 10.32^{**}$
National Geographic	38.6	39.5	37.1	$\chi^2(1) = \text{NS}$
People	38.6	38.5	38.7	$\chi^2(1) = \text{NS}$
Life	28.8	29.6	27.4	$\chi^2(1) = \text{NS}$
Sport	26.8	29.7	22.2	$\chi^2(1) = 7.63^{**}$
Field & Stream	25.8	28.1	22.2	$\chi^2(1) = 4.83^*$
Popular Science	23.6	26.1	19.7	$\chi^2(1) = 6.05^*$
Popular Mechanics	21.8	23.8	18.8	$\chi^2(1) = 3.90^*$
Glamour	21.4	19.2	24.8	$\chi^2(1) = 4.91^*$
Rolling Stone	21.1	23.1	17.9	$\chi^2(1) = 4.23^*$
Cosmopolitan	21.1	17.3	27.1	$\chi^2(1) = 15.09^{***}$
Seventeen	20.1	18.5	22.7	$\chi^2(1) = \text{NS}$
National Lampoon	19.3	22.5	14.2	$\chi^2(1) = 11.80^{***}$
Road & Track	17.8	19.7	14.8	$\chi^2(1) = 4.29^*$
Stereo Review	17.6	19.8	14.2	$\chi^2(1) = 5.86^*$
Car & Driver	16.9	18.7	14.1	$\chi^2(1) = 3.93^*$
Ebony	16.8	19.6	12.5	$\chi^2(1) = 9.44^{**}$
Popular Photography	16.4	18.0	13.9	$\chi^2(1) = \text{NS}$
Vogue	15.7	14.3	17.9	$\chi^2(1) = \text{NS}$
McCalls	15.7	13.3	19.5	$\chi^2(1) = 7.70^{**}$
Jet	15.6	17.2	13.0	$\chi^2(1) = \text{NS}$
Mademoiselle	15.3	13.7	17.9	$\chi^2(1) = \text{NS}$
Guns & Ammo	14.4	15.5	12.8	$\chi^2(1) = \text{NS}$
Campus Life	14.3	15.0	13.2	$\chi^2(1) = \text{NS}$
Psychology Today	13.8	12.8	15.3	$\chi^2(1) = \text{NS}$
American Rifleman	13.5	15.0	10.9	$\chi^2(1) = \text{NS}$
Redbook	13.5	11.5	16.7	$\chi^2(1) = 6.00^*$
Soldier of Fortune	13.3	17.2	7.0	$\chi^2(1) = 24.24^{***}$
Hot Rod	12.3	13.6	10.2	$\chi^2(1) = \text{NS}$
Mechanix Illustrated	11.8	13.1	9.7	$\chi^2(1) = \text{NS}$
On Your Own	10.8	11.7	9.4	$\chi^2(1) = \text{NS}$
College Outlook	10.7	10.9	10.4	$\chi^2(1) = \text{NS}$
Exploring	10.6	11.2	9.5	$\chi^2(1) = \text{NS}$

(Continued)

TABLE 3
(Continued)

<u>Magazines Read Occasionally or Regularly</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Black Sports	10.1	10.3	9.7	$\chi^2(1) = \text{NS}$
Playgirl	9.9	8.6	11.9	$\chi^2(1) = \text{NS}$
Career World	9.4	9.9	8.6	$\chi^2(1) = \text{NS}$
Essence	8.3	9.6	6.3	$\chi^2(1) = 3.91^*$
Senior Scholastic	8.0	8.5	7.2	$\chi^2(1) = \text{NS}$
Reader's Digest (Spanish)	7.3	5.8	9.7	$\chi^2(1) = 5.96^*$
Wheels	6.4	6.0	7.2	$\chi^2(1) = \text{NS}$
National Future Farmer	5.9	6.3	5.3	$\chi^2(1) = \text{NS}$
Black Enterprise	5.6	6.6	3.9	$\chi^2(1) = \text{NS}$
Nutshell	5.1	6.0	3.7	$\chi^2(1) = \text{NS}$
Black Collegian	5.0	5.7	3.9	$\chi^2(1) = \text{NS}$
Crisis	4.7	3.8	6.3	$\chi^2(1) = \text{NS}$
18 Almanac	4.5	5.0	3.7	$\chi^2(1) = \text{NS}$
Dawn	2.5	2.2	3.0	$\chi^2(1) = \text{NS}$
Sourcebook	2.4	2.8	1.9	$\chi^2(1) = \text{NS}$
Navaho Times	2.3	1.6	3.5	$\chi^2(1) = 4.08^*$
Nuestro	2.1	1.6	3.0	$\chi^2(1) = \text{NS}$
Wassaja	1.3	1.2	1.6	$\chi^2(1) = \text{NS}$
Delegate	1.3	1.2	1.6	$\chi^2(1) = \text{NS}$
Mean number of magazines read occasionally or regularly	11.56	12.09	10.71	$t(1104) = 3.103^{**}$

* $p < .05$
 ** $p < .01$
 *** $p < .001$

TABLE 4
Other Magazines

Other (WRITE-IN) Magazines Read Occasionally or <u>Regularly</u>	<u>Total</u> %	ROTC <u>Cadet</u> %	Non-ROTC <u>Cadet</u> %
Omni	2.4	2.3	2.5
Science	1.4	1.6	1.2
Outdoor Life	1.2	1.6	0.5
Hustler	0.9	1.2	0.5
Business Week	0.9	0.9	0.9
All others	40.6	42.4	37.8

C. Favorite Television Programs

By far the most popular television show among college students is M*A*S*H. It received more than twice the number of mentions than Hill Street Blues the second most popular program (42.1% and 19.3%, respectively). Other TV shows mentioned by more than 10% of the sample are: 60 Minutes (15.7%), Dynasty (11.7%), and Dallas (11.2%) (See Table 5).

Students have fairly eclectic tastes in TV programming as seen by the wide variety of news, drama, sitcom and sports programs mentioned and by the large number of programs with small followings (30 programs were mentioned as favorites by less than 7% of the sample). Moreover, fully a third of the sample indicate a favorite program which is mentioned by less than 1% of their colleagues.

The data show one in five respondents (21%) did not indicate a preference for a TV program. This non-response needs to be interpreted with caution. It combined, in ways which cannot be unraveled, those who do not watch TV, those who do not have or choose not to report a favorite program, along with non-respondents who may have omitted the question.

There are no notable differences between ROTC Cadets and non-ROTC Cadets in their choices of favorite television programs.

D. Favorite Radio Programming

The most popular radio programming for all respondents are FM, Rock, Top Forty, Country-Western, and News (See Table 6). All types of programming except Spanish and Other are enjoyed by at least 10% of the students sampled.

ROTC Cadets and non-ROTC Cadets show similar patterns in the frequency with which they list most types of radio programming as their favorite. However, there are several notable differences between the groups. More ROTC Cadets report FM, News, Sports, and Jazz programs among their favorites. Non-ROTC Cadets report significantly more interest in Country-Western, Easy Listening, and Spanish programming than do Cadets.

TABLE 5

Television Preferences¹

<u>Favorite Television Programs</u>	<u>Total</u> %	<u>ROTC Cadet</u> %	<u>Non-ROTC Cadet</u> %
M*A*S*H	42.1	43.4	39.9
Hill Street Blues	19.3	20.5	17.4
Sixty Minutes	15.7	17.4	12.9
Dynasty	11.7	12.5	10.2
Dallas	11.2	9.1	14.7
Magnum P.I.	7.9	8.0	7.8
News (unspecified)	7.2	8.7	4.8
Fame	6.7	7.3	5.7
20/20	6.4	6.0	7.2
Sports (unspecified)	5.9	6.9	4.2
Quincy	5.7	4.5	7.5
General Hospital	5.5	4.0	8.1
Jeffersons	5.2	5.8	4.2
Saturday Night Live	5.2	4.2	6.9
Hart to Hart	4.9	4.7	5.1
Love Boat	4.8	4.7	4.8
Any cable mentions	4.6	5.3	3.6
Fall Guy	4.6	4.2	5.4
Movies (other)	4.4	4.5	4.2
Different Strokes	4.3	4.7	3.6
Barney Miller	4.0	4.0	3.9
Sanford and Son	3.5	4.0	2.7
Tonight Show	3.4	3.6	3.0
Benny Hill	3.2	4.2	1.5
Taxi	3.1	3.6	2.1
Three's Company	2.9	3.1	2.7
Happy Days	2.8	2.0	4.2
Today's F.B.I.	2.8	3.6	1.5
All My Children	2.6	2.2	3.3
Dukes of Hazzard	2.4	2.5	2.1
Flamingo Road	2.4	2.7	1.8
Little House on the Prairie	2.4	2.2	2.7
Greatest American Hero	2.4	2.2	2.7
Trapper John M.D.	2.3	1.6	3.3
Lou Grant	2.1	2.0	2.4
Nova	2.1	1.8	2.7
Facts of Life	2.1	1.5	3.3
All Other	33.3	31.8	35.7
No favorite indicated	21.1	19.7	23.3

¹Programs under 2% not listed

TABLE 6
Radio Preferences

<u>Favorite Radio Programs</u>	<u>Total</u> %	<u>ROTC Cadet</u> %	<u>Non-ROTC Cadet</u> %	<u>Test of Significance</u>
FM	93.8	95.7	90.7	$\chi^2(1) = 11.09^{***}$
Rock	75.2	77.0	72.3	$\chi^2(1) = \text{NS}$
Top Forty	51.7	51.8	51.6	$\chi^2(1) = \text{NS}$
Country-Western	43.7	38.4	52.3	$\chi^2(1) = 20.11^{***}$
News	42.5	45.0	38.4	$\chi^2(1) = 4.51^*$
Pop	39.1	38.4	40.1	$\chi^2(1) = \text{NS}$
Sports	37.3	40.5	32.2	$\chi^2(1) = 7.58^{**}$
Easy Listening	35.7	33.1	39.9	$\chi^2(1) = 5.16^*$
AM	34.4	32.9	36.8	$\chi^2(1) = \text{NS}$
Jazz	33.6	36.1	29.6	$\chi^2(1) = 4.83^*$
Disco	31.9	33.1	30.1	$\chi^2(1) = \text{NS}$
Soul	26.3	27.7	24.1	$\chi^2(1) = \text{NS}$
Classical	24.0	24.6	22.9	$\chi^2(1) = \text{NS}$
Rhythm & Blues	20.9	21.7	19.6	$\chi^2(1) = \text{NS}$
Religious	13.2	14.4	11.2	$\chi^2(1) = \text{NS}$
Talk	12.4	13.2	11.0	$\chi^2(1) = \text{NS}$
Spanish	6.6	4.5	10.0	$\chi^2(1) = 13.04^{***}$
Other	3.3	3.4	3.1	$\chi^2(1) = \text{NS}$

* p < .05
 ** p < .01
 *** p < .001

IV. KNOWLEDGE AND ATTITUDES TOWARD ROTC AND MILITARY SERVICE

Several areas of the 1982 Career Attitude Survey questionnaire touched on students' knowledge of and feelings about various aspects of the ROTC program and military service. The results discussed here pertain to reference group contacts with Army ROTC and the military, first awareness of Army ROTC and of Army ROTC scholarships, knowledge of ROTC and Army life, and attitudes toward and attractiveness of Army ROTC and the Army. The primary focus of this discussion is on college ROTC, although a brief section at the end of this chapter treats high school ROTC.

A. Reference Group Contacts with ROTC and Military Service

To explore students' military socialization patterns, the questionnaire investigated who and how many members of the respondent's reference group were ever in ROTC (or a military academy) or had ever seen military service.

For the most part, Cadets appear to have closer ties to the military than non-ROTC Cadets. Over half of all respondents report having good friends who are now or ever have been in ROTC or a military academy (See Table 7). Moreover, many have relatives who are or were involved with ROTC. For example, one in five report cousins or aunts and uncles in ROTC, whereas one in seven report the involvement of near relatives, such as parents/guardians (16.3%) or brothers and sisters (14.6%).

These data are similar for Cadets and non-Cadets, except that Cadets more often report having good friends and close relatives (e.g., parents/guardians and brothers/sisters) in ROTC or a military school.

Students report, on average, having 1.93 relatives or friends involved in the military. There are no differences between the number reported by ROTC Cadets and non-ROTC Cadets.

Many more students have friends or relatives who have seen military service than who have been in ROTC. As shown in Table 7, over 60% of all respondents report

TABLE 7

Reference Group's Contacts with the Military

<u>Relatives/Friends Who Are (Have Ever Been) in ROTC or Military Academy</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Good friends	52.9	55.7	48.5	$\chi^2(1) = 5.54^*$
Cousins	21.3	22.4	19.5	$\chi^2(1) = \text{NS}$
Aunts/uncles	20.8	22.0	18.9	$\chi^2(1) = \text{NS}$
Parents/guardians	16.3	18.2	13.4	$\chi^2(1) = 4.42^*$
Brothers/sisters	14.6	17.9	9.4	$\chi^2(1) = 14.98^{***}$
Grandparents	8.9	9.5	8.0	$\chi^2(1) = \text{NS}$
Mean number of relatives/friends ever in ROTC/Military Academy	1.93	1.98	1.85	$t(1114) = \text{NS}$
<u>Relatives/Friends Who Are (Have Ever Been) in the Military</u>				
Good friends	70.3	74.1	64.2	$\chi^2(1) = 12.36^{***}$
Aunts/uncles	61.6	64.5	56.8	$\chi^2(1) = 6.51^*$
Parents/guardians	60.0	65.4	51.3	$\chi^2(1) = 21.95^{***}$
Cousins	47.6	49.7	44.2	$\chi^2(1) = \text{NS}$
Grandparents	36.1	37.8	33.3	$\chi^2(1) = \text{NS}$
Brothers/sisters	20.6	22.2	17.9	$\chi^2(1) = \text{NS}$
Mean number of relatives/friends ever in the military	3.24	3.36	3.03	$t(1115) = 3.481^{***}$

* $p < .05$
 ** $p < .01$
 *** $p < .001$

good friends, aunts/uncles, or parents/guardians as having ever been in the military. Somewhat fewer students report service for cousins, grandparents, and brothers/sisters. Generally, more ROTC Cadets report members of their reference group being in the military than non-ROTC Cadets. This is true for every friend/relative category. Three of these differences are significant: good friends, aunts/uncles and parents/guardians. The average number of relatives or friends who have ever been in the military as reported by all respondents is 3.24. ROTC Cadets mention a significantly higher number of acquaintances (3.36) in the military than non-ROTC Cadets (3.03) ($t=3.481$, $df=1115$, $p<.001$).

B. First Awareness of Army ROTC and ROTC Scholarship Program

Most respondents (six out of ten) report first becoming aware of ROTC during high school (See Table 8). An additional two out of ten say they did not become aware of the program until arriving at college. The remainder either had become aware of ROTC during grade school or had not heard of ROTC until participation in this survey. There are no significant differences between the time when ROTC Cadets report first becoming aware of ROTC and the time of first awareness reported by non-ROTC Cadets.

The sources by which students are made aware of ROTC are numerous and varied (See Table 8). The most frequently identified sources of first awareness of ROTC for all respondents are friends (65.4%), pamphlets (60.8%) and ROTC personnel on campus (60.2%). Also popular sources are ROTC recruiters (56.6%), radio/TV (52.0%) and magazine or newspaper ads (52.0%). ROTC Cadets report ROTC personnel on campus, ROTC recruiters, military personnel, family, and personal reading as sources of awareness significantly more often than non-ROTC Cadets. This result is consistent with the earlier finding that ROTC Cadets reported more family or friends in the military than non-ROTC Cadets.

Students become aware of ROTC through multiple channels, with Cadets receiving significantly more sources of input than non-Cadets. The mean number of sources of awareness for ROTC Cadets is 5.76, while it is only 5.27 for non-Cadets ($t=2.905$, $df=1101$, $p<.01$).

TABLE 8

Awareness of Army ROTC

<u>Time of First Awareness of ROTC</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
During grade school	13.2	12.3	14.7	
During high school	61.3	61.1	61.5	
After arriving at college	23.9	25.4	21.4	$\chi^2(3) = \text{NS}$
Never heard of ROTC until now	1.6	1.2	2.4	
<u>Sources of First Awareness of ROTC</u>				
Friends	65.4	65.5	65.2	$\chi^2(1) = \text{NS}$
Pamphlets	60.8	62.3	58.3	$\chi^2(1) = \text{NS}$
ROTC personnel on campus	60.2	63.9	54.2	$\chi^2(1) = 10.16^{**}$
ROTC recruiters	56.6	58.9	52.8	$\chi^2(1) = 4.00^*$
Radio/T.V.	52.0	50.0	55.4	$\chi^2(1) = \text{NS}$
Magazine or newspaper ads	52.0	51.8	52.5	$\chi^2(1) = \text{NS}$
Other military personnel	47.7	50.3	43.4	$\chi^2(1) = 4.93^*$
Teachers/counselors	42.9	43.9	41.2	$\chi^2(1) = \text{NS}$
Family	41.8	47.2	32.9	$\chi^2(1) = 21.99^{***}$
Personal reading	38.6	42.5	32.1	$\chi^2(1) = 12.04^{***}$
Other sources not listed above	31.2	32.7	28.9	$\chi^2(1) = \text{NS}$
Mean number of awareness sources mentioned	5.58	5.76	5.27	$t(1101) = 2.905^{**}$

* p <.05

** p <.01

*** p <.001

Awareness of Army ROTC scholarships lags behind awareness of the general ROTC program (See Table 9). Respondents report first becoming aware of the ROTC Scholarship Program during high school (47.6%), after arriving at college (39.5%), and during grade school (2.3%). An additional 10.6% report never having heard of the Scholarship Program until the time of the survey.

There are significant differences between the time of first awareness for ROTC Cadets and for non-ROTC Cadets ($X^2=45.25$, $df=3$, $p<.001$). It appears that relatively more ROTC Cadets than non-Cadets became aware of the ROTC Scholarship Program during high school or on their college campuses. When combined, over 90% of ROTC Cadets became aware of the program during this time. In contrast, relatively more non-ROTC Cadets report no awareness of the program until the time of the survey (18.5%), with only 80% becoming aware of the program during high school or college.

The top three sources of first awareness of the ROTC Scholarship Program mentioned by all respondents are ROTC personnel on campus (59.9%), ROTC recruiters (55.7%), and pamphlets (51.8%). Significantly more ROTC Cadets than non-ROTC Cadets report other sources of awareness, such as ROTC personnel on campus, ROTC recruiters, pamphlets, other military personnel, teachers/counselors, personal reading and the family.

Overall, ROTC Cadets report a mean of 4.99 scholarship awareness sources, while non-ROTC Cadets report a mean of 4.45. The difference between these means is statistically significant ($t=2.953$, $df=1085$, $p<.01$).

It appears that most ROTC Cadets and non-Cadets first became aware of the ROTC program during high school, typically through input from five or more sources, most of whom are family members or military-related sources. In addition, there are fewer awareness sources for the Scholarship Program and the most frequently mentioned sources are ROTC-related. This suggests that students are finding out about the Scholarship Program only after becoming interested in the ROTC program.

TABLE 9

Awareness of ROTC Scholarship Program

<u>Time of First Awareness of ROTC Scholarship Program</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
During grade school	2.3	2.8	1.4	
During high school	47.6	49.3	45.0	
After arriving at college	39.5	42.1	35.1	$\chi^2(3) = 45.25^{***}$
Never heard of ROTC scholarship until now	10.6	5.8	18.5	
 <u>Sources of First Awareness of ROTC Scholarship Program</u>				
ROTC personnel on campus	59.9	70.1	43.1	$\chi^2(1) = 78.04^{***}$
ROTC recruiters	55.7	63.0	43.8	$\chi^2(1) = 38.16^{***}$
Pamphlets	51.8	55.4	45.8	$\chi^2(1) = 9.61^{**}$
Friends	40.7	42.6	37.7	$\chi^2(1) = \text{NS}$
Other military personnel	40.7	44.6	34.2	$\chi^2(1) = 11.47^{***}$
Magazine or newspaper ads	40.1	40.8	39.1	$\chi^2(1) = \text{NS}$
Teachers/counselors	38.9	42.2	33.6	$\chi^2(1) = 8.01^{**}$
Radio/T.V.	37.3	37.0	37.8	$\chi^2(1) = \text{NS}$
Personal reading	28.1	31.4	22.7	$\chi^2(1) = 9.59^{**}$
Family	26.6	30.2	20.8	$\chi^2(1) = 11.68^{***}$
Other sources not listed above	22.3	23.5	20.3	$\chi^2(1) = \text{NS}$
Mean number of awareness sources mentioned	4.80	4.99	4.45	$t(1085) = 2.953^{**}$

* p < .05

** p < .01

*** p < .001

C. Knowledge of ROTC and the Army

Over half of all respondents report some knowledge about Army ROTC (See Table 10). The remaining students are evenly divided among those who profess knowing little or nothing and those who report knowing a great deal about Army ROTC. The differences between ROTC Cadets and non-ROTC Cadets are significant ($\chi^2=183.59$, $df=2$, $p<.001$), with more ROTC Cadets reporting a great deal of knowledge and more non-ROTC Cadets reporting little or no knowledge of Army ROTC.

In addition to their self-assessed level of knowledge about ROTC, respondents were "tested" on their familiarity with aspects of ROTC and military service. Respondents were asked to judge the truth or falsity of fifteen statements about the U.S. Army ROTC Program on a typical college campus and about the U.S. Army Officer Corps.

Table 11 lists each of the ROTC/Army information statements rank ordered according to the percent of respondents giving the correct answer. ROTC Cadets and non-ROTC Cadets correctly responded most often to the following three statements:

- ROTC is available for both men and women (95.8%)
- Postgraduate schooling is available to officers while in the Army (86.9%)
- ROTC scholarships are available for each college year (81.2%)

The statements with the least number of correct responses are:

- All officers must serve at least four (4) years of active duty (43.7%)
- Officers receive a maximum of 20 days paid vacation per year (47.0%)

ROTC Cadets correctly respond to each of the statements more often than non-ROTC Cadets. Such differences are significant for eleven of the fifteen statements. The statements exhibiting the greatest disparity are:

TABLE 10

Self-reported Knowledge of Army ROTC

<u>Respondents' Knowledge about Army ROTC</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Little or nothing	21.4	9.9	40.1	
Some	54.9	56.7	52.0	$\chi^2(2) = 183.59^{***}$
A great deal	23.6	33.3	7.8	

*** p < .001

TABLE 11
Knowledge of ROTC and Army Variables

<u>ROTC/Army Information Statements Responded to Correctly</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
ROTC is available for both men and women (True)	95.8	96.7	94.3	$\chi^2(1) = 3.87^*$
Postgraduate schooling is available to officers while in the Army (True)	86.9	89.1	83.3	$\chi^2(1) = 7.34^{**}$
ROTC scholarships are available for each college year (True)	81.2	83.0	78.1	$\chi^2(1) = 4.00^*$
Some ROTC graduates fulfill most of their Army obligation in the Reserves (True)	73.2	74.1	71.6	$\chi^2(1) = \text{NS}$
ROTC pays all Cadets \$100 per month during the junior and senior years of college (True)	71.9	78.1	61.3	$\chi^2(1) = 34.97^{***}$
All officers must serve in the infantry for at least one year (False)	70.8	76.9	60.3	$\chi^2(1) = 33.41^{***}$
After an obligated duty period, officers may resign from the Army at any time (True)	70.5	71.4	68.8	$\chi^2(1) = \text{NS}$
ROTC requires attending a summer camp each year of college (False)	68.2	79.4	49.1	$\chi^2(1) = 106.54^{***}$
ROTC pays all Cadets \$100 per month during the freshman and sophomore years of college (False)	68.1	76.0	54.6	$\chi^2(1) = 53.13^{***}$

(Continued)

TABLE 11
(Continued)

<u>ROTC/Army Information Statements Responded to Correctly</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
The starting base pay for an Army officer is over \$900 per month (True)	67.6	70.9	62.1	$\chi^2(1) = 8.82^{**}$
It is possible to join the last two years of ROTC without attending the first two (True)	65.6	70.1	58.1	$\chi^2(1) = 16.11^{***}$
Officers can retire after 14 years' duty at one-half of their pay (False)	53.7	57.5	47.1	$\chi^2(1) = 10.97^{***}$
Graduating from ROTC means that you have to serve four years of active duty in the Army (False)	51.2	53.1	47.9	$\chi^2(1) = \text{NS}$
Officers receive a maximum of 20 days paid vacation per year (False)	47.0	50.9	40.4	$\chi^2(1) = 11.12^{***}$
All officers must serve at least four (4) years of active duty (False)	43.7	49.4	34.2	$\chi^2(1) = 23.77^{***}$
Mean number of statements responded to correctly	10.15	10.77	9.11	$t(1076) = 11.380^{***}$

* p < .05

** p < .01

*** p < .001

- ROTC requires attending a summer camp each year of college ($\chi^2=106.54$, $df=1$, $p<.001$)
- ROTC pays all Cadets \$100 per month during the freshman and sophomore years of college ($\chi^2=53.13$, $df=1$, $p<.001$)

The mean number of correct answers by ROTC Cadets and non-Cadets are 10.77 and 9.11, respectively. This difference is significant ($t=11.380$, $df=1076$, $p<.001$) and reflects a higher degree of knowledge about the ROTC and the Army among ROTC Cadets than among non-Cadets.

D. Attractiveness of College ROTC Program

Respondents rated, on a five-point scale, ten aspects of their College ROTC Program in terms of attractiveness -- the more attractive the feature, the higher the rating. As seen in Table 12, for all respondents, the highest mean attractiveness ratings are given to a guaranteed job after college (3.83), the Scholarship Program (3.78), and ROTC instructors (3.72). ROTC Cadets give these three aspects of the program high mean ratings, but reserve the highest mean rating for ROTC instructors (4.09), followed by a guaranteed job after college (4.06) and the Scholarship Program (3.98). Non-ROTC Cadets attribute the highest mean ratings to the Scholarship Program (3.45), a guaranteed job after college (3.44) and the quality of the program (3.27).

The least attractive aspects for all respondents are the obligated duty requirement (3.06), ROTC Cadets (3.29), and the image of the program (3.32). ROTC Cadets report these same three aspects as least attractive to themselves, although their average ratings are slightly higher -- 3.28, 3.51, and 3.52, respectively. Non-ROTC Cadets also rated the obligated duty requirement as the least attractive aspect of the ROTC program (2.69). However, the second and third least attractive aspects are the program requirements (2.90) and ROTC Cadets themselves (2.92).

Overall, ROTC Cadets rated all ten aspects of the ROTC program as significantly more attractive than non-ROTC

TABLE 12

Attractiveness Ratings of ROTC Program

<u>Mean Attractiveness Rating of Aspects of College ROTC Program</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}_1$	$\bar{X}$	$\bar{X}$	
Guaranteed job after college	3.83	4.06	3.44	$t(1065) = 8.217^{***}$
Scholarship Program	3.78	3.98	3.45	$t(1064) = 7.701^{***}$
ROTC instructors	3.72	4.09	3.10	$t(1063) = 15.124^{***}$
Quality of the program (instruction, training, etc.)	3.63	3.84	3.27	$t(1067) = 9.283^{***}$
Program activities (courses, modules, labs, social functions, etc.)	3.59	3.86	3.12	$t(1066) = 11.069^{***}$
Program environment (social climate, morale, etc.)	3.42	3.68	2.98	$t(1065) = 10.204^{***}$
Program requirements	3.33	3.59	2.90	$t(1067) = 10.615^{***}$
Image of the program	3.32	3.52	2.98	$t(1066) = 8.206^{***}$
ROTC Cadets	3.29	3.51	2.92	$t(1065) = 8.624^{***}$
Obligated duty requirement	3.06	3.28	2.69	$t(1064) = 8.377^{***}$
Mean number of attractive aspects of college ROTC (rating of "4" or "5")	3.50	3.74	3.08	$t(1067) = 12.931^{***}$

¹(1 = Very unattractive, 5 = Very attractive)
^{***} p < .001

Cadets. Moreover, Cadets rate significantly more aspects of ROTC as attractive than non-ROTC Cadets, -- 3.74 versus 3.08, respectively ($t=12.931$, $df=1067$, $p<.001$).

E. Attractiveness of Army Life

The personal attractiveness to respondents of 16 aspects of Army life were recorded and are shown in Table 13. The aspects with the highest mean attractiveness ratings for all respondents are job security (3.94), officer responsibility (3.59), and office pay and fringe benefits (3.55). ROTC Cadets and non-Cadets do not differ in their ratings of these three features of Army life.

The least attractive aspects of the Army for all respondents and those features which are given negative ratings are restrictions to personal freedom in the Army (2.53), prejudice in the Army (2.60), and Army living arrangements (2.66). ROTC Cadets report this ordering of least appealing aspects of Army life whereas, for non-ROTC Cadets, the Army living arrangements is the least attractive aspect of the Army (2.29). This is followed by personal freedom in the Army (2.35) and prejudice in the Army (2.48).

Overall, ROTC Cadets rate all aspects of the Army as significantly more attractive than non-ROTC Cadets. ROTC Cadets also rate significantly more aspects of the Army as attractive than non-ROTC Cadets -- 3.40 versus 2.92, respectively ($t=10.119$, $df=1070$, $p<.001$).

These results appear consistent with respondents' mean attractiveness ratings of the ROTC program. That is, Cadets find more aspects of ROTC and the Army holding an attraction for them than do non-ROTC Cadets. One of the biggest attractions seems to be the emphasis on job security, both for ROTC Cadets and non-ROTC Cadets.

F. Feelings about Military Service

Respondents were asked to choose one statement that best describes their current feelings about becoming involved with military service. As shown in Table 14, almost half

TABLE 13

Attractiveness Ratings of Army Life

<u>Mean Attractiveness Rating of Aspects of the Army</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}^1$	$\bar{X}$	$\bar{X}$	
Job security	3.94	4.12	3.62	$t(1072) = 7.040^{***}$
Officer responsibilities	3.59	3.78	3.27	$t(1072) = 7.656^{***}$
Officer pay and fringe benefits	3.55	3.77	3.18	$t(1072) = 8.147^{***}$
Quality of Army officers	3.48	3.69	3.12	$t(1072) = 8.155^{***}$
Goals of the Army	3.44	3.64	3.11	$t(1072) = 7.237^{***}$
Available recreation and entertainment	3.34	3.51	3.06	$t(1071) = 6.462^{***}$
Relevance of the military to society	3.33	3.49	3.06	$t(1071) = 5.963^{***}$
Required mobility and travel	3.29	3.42	3.07	$t(1072) = 4.521^{***}$
Army training	3.22	3.46	2.81	$t(1074) = 8.928^{***}$
Day-to-day activities	3.21	3.44	2.83	$t(1070) = 8.892^{***}$
Discipline required	3.18	3.41	2.79	$t(1074) = 8.356^{***}$
Nature of personal relationships	3.13	3.30	2.85	$t(1072) = 6.962^{***}$
Public image of the Army	3.02	3.17	2.76	$t(1072) = 5.925^{***}$
Army living arrangements	2.96	2.88	2.29	$t(1074) = 8.429^{***}$
Prejudice in the Army	2.60	2.67	2.48	$t(1073) = 2.770^{**}$
Personal freedom in the Army	2.53	2.64	2.35	$t(1074) = 4.050^{***}$
Mean number of attractive aspects of Army life (rating of "4" or "5")	3.22	3.40	2.92	$t(1070) = 10.119^{***}$

¹(1 = Very unattractive, 5 = Very attractive)

** p < .01

*** p < .001

TABLE 14

Attitude toward Military Service

<u>Respondents' Feelings about Military Service</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
I haven't given much thought to military service	32.7	24.6	46.7	$\chi^2(2) = 86.48^{***}$
I feel I have a duty to serve if needed	49.2	50.3	47.2	
I feel it is my duty to serve in the military	18.1	25.1	6.1	

*** p < .001

of all respondents feel they have a duty to serve if needed. Three in ten respondents haven't given much thought to military service, while two in ten feel it is their duty to serve in the military.

Cadets and non-Cadets exhibit significant differences in their response to this question. Fully one-half of the ROTC Cadets (50.3%) report having a duty to serve if needed. The remainder are evenly split between feeling they have a duty to serve (25.1%) and not having given it much thought (24.6%). In contrast, only 6.1% of non-ROTC Cadets report feeling that it is their duty to serve in the military. The remaining respondents are split between feeling they would serve if needed (47.2%) and not having given much thought to the military (46.7%).

It appears that Cadets as a whole have given much more thought to their participation in the military and perhaps see it as a career, although one in four confess to not giving much thought to service. On the other hand, only a small percentage of non-ROTC Cadets feel the necessity to serve in the military, while almost half have not given much thought to military service.

G. Participation in and Attitudes toward Junior ROTC Programs

Respondents were asked to identify the availability of Junior ROTC Programs in their high schools and to report their participation in them. In addition, those who reported Junior ROTC was available were asked to rate the attractiveness of seven aspects of their Junior ROTC Programs.

Three in ten respondents report the availability of any (Army, Navy or Air Force) Junior ROTC Programs in their high schools (See Table 15). Somewhat surprisingly, significantly more non-ROTC Cadets report this availability than ROTC Cadets ($\chi^2 = 21.69$, $df=1$, $p<.001$). Of the Junior ROTC programs reported as available, 24.2% were Army ROTC, 7.8% were Navy ROTC, and 6.9% were Air Force ROTC. An additional 8.5% of respondents reported Junior ROTC without identifying the service sponsorship. Again,

TABLE 15

Availability and Participation in Junior ROTC

<u>Any Junior ROTC Available in High School</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Any ROTC program	30.7	25.7	39.0	$\chi^2(1) = 21.69^{***}$
<u>Available Junior ROTC Programs in High School</u>				
Army ROTC	24.2	19.9	31.3	$\chi^2(1) = 18.20^{***}$
Navy ROTC	7.8	6.2	10.4	$\chi^2(1) = 6.44^*$
Air Force ROTC	6.9	6.5	7.7	$\chi^2(1) = \text{NS}$
ROTC (unspecified) offered or attended	8.5	8.1	9.2	N.A.
<u>Number of Years Participated in Junior ROTC</u>				
One year	1.8	2.2	1.2	
Two years	2.2	2.2	2.2	
Three years	2.8	3.1	2.2	
Four years	2.2	2.9	1.0	$\chi^2(5) = 40.42^{***}$
Didn't participate although it was offered	28.2	21.9	38.6	
Junior ROTC was not offered	62.9	67.6	54.8	

* p < .05

** p < .01

*** p < .001

significantly more non-ROTC Cadets report the availability of Army ROTC ($X^2=18.20$, $df=1$, $p<.001$) and Navy ROTC ($X^2=6.44$, $df=1$, $p<.05$) than ROTC Cadets. There are no significant differences between groups for Air Force ROTC availability.

When asked to report their participation in Junior ROTC, only 9% of all respondents report from one to four years participation in a Junior ROTC program (See Table 15). Most (62.9%) said Junior ROTC was not offered. An additional 28.2% said Junior ROTC was offered but they did not participate.

There are significant differences between ROTC Cadets and non-ROTC Cadets in their involvement with Junior ROTC ($X^2=40.42$, $df=5$, $p<.001$). In terms of participation, 10.4% of ROTC Cadets report from one to four years in Junior ROTC, while 6.6% of non-ROTC Cadets report from one to four years in Junior ROTC.

A total of 404 respondents report that some form of Junior ROTC was available in their high school. As such, they are the base of respondents eligible to rate the attractiveness of Junior ROTC Program aspects (See Table 16).

For this subset of respondents, the aspects of Junior ROTC with the highest attractiveness ratings are ROTC instructors (3.31), quality of the program (3.14) and program activities (3.11). ROTC Cadets and non-ROTC Cadets agree on these features being most attractive, however, Cadets rate ROTC instructors (3.43) as the most attractive program feature, followed by program activities (3.23) and quality of the program (3.22).

Unattractive aspects of Junior ROTC, that is, those with the lowest mean attractiveness ratings, are the image of the program (2.81), ROTC Cadets (2.91), and program requirements (2.99). Cadets report these same three aspects as least attractive. Non-ROTC Cadets find the program environment to be somewhat more unattractive (2.89) than program requirements (2.95).

TABLE 16

Attractiveness of Junior ROTC

<u>Attractiveness of Junior (High School) ROTC</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}^1$	$\bar{X}$	$\bar{X}$	
ROTC instructors	3.31	3.43	3.17	t(295) = NS
Quality of the program (instruction, training, etc.)	3.14	3.22	3.05	t(296) = NS
Program activities (courses, modules, labs, social functions, etc.)	3.11	3.23	2.96	t(294) = 1.999*
Program environment (social climate, morale, etc.)	3.01	3.10	2.89	t(296) = NS
Program requirements	2.99	3.02	2.95	t(294) = NS
ROTC cadets	2.91	3.01	2.78	t(297) = NS
Image of the program	2.81	2.98	2.60	t(301) = 2.741**
Mean number of attractive aspects of Junior ROTC	3.07	3.16	2.95	t(301) = NS

¹(1 = Very unattractive, 5 = Very attractive)

* p < .05

** p < .01

Generally, ROTC Cadets report higher mean attractiveness ratings to all seven aspects of Junior ROTC than do non-Cadets. Of these seven, two differences are statistically significant. ROTC Cadets rate the attractiveness of program activities and the image of the program significantly higher than non-ROTC Cadets. However, there are no significant differences between ROTC Cadets and non-ROTC Cadets in terms of the average number of aspects of Junior ROTC that they find attractive.

V. EDUCATION AND CAREER PLANS

This chapter treats two interrelated topics -- educational and career plans. The first examines actual school performance, sources of financial support, chosen or intended field of study and identification of education influencers. The second topic -- career plans -- looks at students' choices of career fields, salary expectations, importance of selected job dimensions, perception of the Army as a satisfying career choice and reference group ratings of a military career.

A. College Performance: Year and Grade Point Average

Freshmen make up the largest percent of the sample (42.8%) followed by Sophomores (34.9%) and the "other" category (22.3%) -- presumably this latter group of students is mostly Juniors and Seniors (See Table 17). There are slightly more non-ROTC Cadets in the "other" category and correspondingly fewer in the Sophomore group. This is consistent with the finding that non-ROTC Cadets are older, on average, than Cadets.

The mean college grade point average for all respondents is 79.87% which corresponds to a letter grade of C+. ROTC Cadets report slightly higher (but not a statistically significant difference) averages than non-ROTC Cadets.

B. College Major

Table 17 shows that the actual or intended major courses of study most popular among respondents are business (28.6%) and engineering (13.8%). A sizable group (16.5%) report a major not listed among the choices, and 5.8% report they do not know their major as of yet. Although the choice patterns are similar for ROTC Cadets and non-ROTC Cadets, significantly more non-ROTC Cadets report majors in education and physical education than do ROTC Cadets.

TABLE 17
Year in School and College Major

<u>Year in School</u>	<u>Total</u> %	<u>ROTC</u> <u>Cadet</u> %	<u>Non-ROTC</u> <u>Cadet</u> %	<u>Test of</u> <u>Significance</u>
Freshman	42.8	42.8	42.9	
Sophomore	34.9	36.9	31.5	N.A.
Other	22.3	20.3	25.6	
<u>Actual/Intended Major</u>				
Business	28.6	28.2	29.4	$\chi^2(1) = \text{NS}$
Engineering	13.8	14.3	12.9	$\chi^2(1) = \text{NS}$
Social science	6.9	8.0	5.2	$\chi^2(1) = \text{NS}$
Biological science	5.9	5.8	6.1	$\chi^2(1) = \text{NS}$
Education	5.0	3.6	7.3	$\chi^2(1) = 7.27^{**}$
Physical science	4.0	3.6	4.5	$\chi^2(1) = \text{NS}$
Agriculture/ forestry	3.8	3.9	3.5	$\chi^2(1) = \text{NS}$
Fine arts	2.6	2.9	2.1	$\chi^2(1) = \text{NS}$
Physical education	2.4	1.6	3.8	$\chi^2(1) = 5.15^*$
Nursing	2.1	2.0	2.1	$\chi^2(1) = \text{NS}$
Mathematics	1.0	1.0	0.9	$\chi^2(1) = \text{NS}$
English and literature	0.8	0.7	0.9	$\chi^2(1) = \text{NS}$
Foreign language	0.7	0.9	0.5	$\chi^2(1) = \text{NS}$
Other	16.5	17.8	14.4	$\chi^2(1) = \text{NS}$
Don't know	5.8	5.4	6.4	$\chi^2(1) = \text{NS}$

* $p < .05$

** $p < .01$

C. Sources of Financial Support

Students report multiple sources of financial support for their education -- the major source of financing coming from the respondents' own families (See Table 18). Six out of ten report their families as a source of finance for college. Five out of ten respondents report working to finance their own schooling, followed by three in ten who report scholarships, and one in ten who receive an ROTC scholarship.

Although Cadets and non-Cadets report similar patterns of financing, significantly more ROTC Cadets report the family and ROTC scholarships as sources of funds for college. Non-ROTC Cadets report "other" scholarships as a financial aid significantly more often than ROTC Cadets.

D. Educational and Career Plans Influencers

Using a five-point scale to report the role various authority figures play in guiding educational and career choices, respondents assert their mother or female guardian is the person with the greatest amount of influence (See Table 19). The next largest role is attributable to the father or male guardian. The least influential in educational and career planning are counselors and other relatives.

This pattern of influence is similar for both Cadets and non-ROTC Cadets, with the exception that ROTC Cadets rate the role of those in the career as much more influential than do non-Cadets ($t=4.267$, $df=1108$, $p<.001$).

E. High School Performance: Grade Point Average and Extracurricular Activities

The mean high school grade point average for all respondents is 84.27% or a letter grade equivalent of a B. There are no significant differences between ROTC Cadets and non-ROTC Cadets. Not surprisingly, this mean average is approximately one-half a grade level above the mean college grade point average for all respondents.

TABLE 18
Sources of College Financing

<u>Sources of Finance for College</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Family	64.6	66.9	61.0	$\chi^2(1) = 3.96^*$
Work	53.8	54.3	53.1	$\chi^2(1) = \text{NS}$
Scholarship (Other)	33.8	27.3	44.2	$\chi^2(1) = 33.10^{***}$
Scholarship (ROTC)	9.4	14.6	1.0	$\chi^2(1) = 56.19^{***}$

* p < .05
 ** p < .01
 *** p < .001

TABLE 19

Ratings of Influencers on Educational and Career Plans

<u>Mean Rating of Person on Educational and Career Plans</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}^1$	$\bar{X}$	$\bar{X}$	
Mother/female guardian	3.69	3.72	3.66	t(1107) = NS
Father/male guardian	3.50	3.52	3.45	t(1108) = NS
Information from those in the career	2.77	2.90	2.57	t(1108) = 4.267***
Teachers	2.70	2.73	2.66	t(1109) = NS
Friends	2.58	2.57	2.60	t(1109) = NS
Other relatives	2.49	2.50	2.48	t(1108) = NS
Counselors	2.27	2.31	2.20	t(1108) = NS

1(1 = Very small role, 5 = Very large role)

*** p < .001

Most students report some form of extracurricular activities in high school. Seven out of ten respondents report participation in more than one high school extracurricular activity, with another two in ten reporting participation in at least one activity (See Table 20).

Although both Cadets and non-Cadets are active, a significantly higher percentage of ROTC Cadets report participating in one or more high school activity ($\chi^2 = 30.88$, $df=2$, $p<.001$).

F. Salary Expectations and Career Choice

Overall, respondents expect a mean salary of \$36,010 ten years after college (See Table 21). ROTC Cadets expect significantly higher salaries than non-ROTC Cadets (\$37,030 and \$34,380, respectively). The salary expectations for all respondents appear consistent with their career cluster choices. Business administration is the most frequent first career choice for all respondents. This is followed by a career choice as a military officer for ROTC Cadets and a career choice in engineering/physical sciences/math/architecture for non-Cadets. For all respondents, the least popular career choices are mechanics/industrial trades, housewife, general labor/community and public service and construction trades.

As shown in Table 22, when the first three career field choices are combined, business administration is still the most frequently mentioned career for all respondents. For ROTC Cadets, this is followed by military officer, engineering/physical sciences/math/architecture and humanities/law/social and behavioral sciences. Non-ROTC Cadets differ from Cadets in that they are more likely to include general teaching among their preferred career areas and do not mention a position as a military officer among their top choices.

Both the first, and the combined first, second, and third career choices point to areas considered to be professional careers, such as business administration, law, medicine and engineering. As such, student salary expectations are in line with their career intentions.

TABLE 20
High School Performance

	<u>Total</u> %	<u>ROTC</u> <u>Cadet</u> %	<u>Non-ROTC</u> <u>Cadet</u> %	<u>Test of</u> <u>Significance</u>
Mean Grade in <u>High School</u>	84.27	84.26	84.29	$t(1107) = NS$
<u>High School Extra-</u> <u>curricular Activities</u>				
Yes (more than one activity)	72.6	78.4	63.2	$\chi^2(2) = 30.88^{***}$
Yes (in one activity)	17.3	13.3	23.8	
No	10.1	8.3	13.0	

*** $p < .001$

TABLE 21

Salary Expectations and Career Choices

	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
Mean Expected Salary 10 Years after College (Categorical Mean) ¹	\$36,010 6.82	\$37,030 7.03	\$34,380 6.47	t(1102) = 3.825*** t(1102) = 3.784***
Careers Being Considered (First Choice)	%	%	%	
Business administration	22.3	20.1	25.9	$\chi^2(1) = 4.94^*$
Engineering/phys. science/ math/architecture	17.5	16.3	19.5	$\chi^2(1) = \text{NS}$
Military officer	12.4	18.1	3.3	$\chi^2(1) = 52.01^{***}$
Medical and biological sciences	12.1	10.3	15.0	$\chi^2(1) = 5.34^*$
Humanities/law/social and behavioral sciences	10.2	10.7	9.3	$\chi^2(1) = \text{NS}$
General teaching/ social services	6.8	4.3	10.9	$\chi^2(1) = 18.18^{***}$
Fine/performing arts	2.8	3.2	2.1	$\chi^2(1) = \text{NS}$
Technical jobs	2.5	2.6	2.4	$\chi^2(1) = \text{NS}$
Proprietors/sales	2.3	2.6	1.7	$\chi^2(1) = \text{NS}$
Secretarial/office workers	1.6	1.9	1.2	$\chi^2(1) = \text{NS}$
Construction trades	0.8	0.9	0.7	$\chi^2(1) = \text{NS}$
General labor/community and public service	0.8	0.7	1.0	$\chi^2(1) = \text{NS}$
Housewife	0.8	0.6	1.2	$\chi^2(1) = \text{NS}$
Mechanics/industrial trades	0.6	0.6	0.7	$\chi^2(1) = \text{NS}$
Other	6.3	6.9	5.2	$\chi^2(1) = \text{NS}$

¹(6 = \$30,000 to \$34,999 per year, 7 = \$35,000 to \$39,999 per year)

* p < .05

** p < .01

*** p < .001

TABLE 22
Career Choice Clusters

<u>Career Being Considered (First, Second or Third Choice)</u>	<u>Total %</u>	<u>ROTC Cadet %</u>	<u>Non-ROTC Cadet %</u>	<u>Test of Significance</u>
Business administration	48.5	51.0	44.5	$\chi^2(1) = 4.51^*$
Military officer	31.5	43.4	12.5	$\chi^2(1) = 116.04^{***}$
Engineering/phys. science/ math/architecture	30.0	29.3	31.1	$\chi^2(1) = \text{NS}$
Humanities/law/social and behavioral sciences	27.3	28.9	24.7	$\chi^2(1) = \text{NS}$
General teaching/ social services	22.6	17.7	30.4	$\chi^2(1) = 23.82^{***}$
Medical and biological sciences	21.2	20.1	23.1	$\chi^2(1) = \text{NS}$
Technical jobs	16.9	16.6	17.4	$\chi^2(1) = \text{NS}$
Proprietors/sales	15.1	14.4	16.2	$\chi^2(1) = \text{NS}$
Housewife	10.6	7.3	15.8	$\chi^2(1) = 19.70^{***}$
Secretarial/office workers	9.9	7.8	13.4	$\chi^2(1) = 9.31^{**}$
Construction trades	8.8	8.4	9.4	$\chi^2(1) = \text{NS}$
General labor/community and public service	8.1	8.4	7.8	$\chi^2(1) = \text{NS}$
Fine/performing arts	7.9	8.4	7.1	$\chi^2(1) = \text{NS}$
Mechanics/industrial trades	7.9	8.1	7.5	$\chi^2(1) = \text{NS}$
Other	19.0	18.2	20.2	$\chi^2(1) = \text{NS}$

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Careers typically defined as feminine (i.e., secretarial/office worker, housewife) and careers in the skilled trades field (i.e., construction/industrial/general labor) generated the least amount of interest. The low interest in the typically feminine areas (and, hence, lower salary areas) could be reflective of the greater proportion of males to females in the survey. The low interest in the skilled trades areas may be indicative of the currently depressed economic market.

The ROTC Cadets' higher salary expectations may be tied into their views of ROTC and an Army career as a secure position which provides the opportunity for advancement and leadership. On the other hand, it may be that they believe the experience they gain in ROTC and the Army (in addition to their college degree) will contribute to an increased marketability of their skills, should they enter the civilian job market ten years after college.

G. Personal Importance Ratings of Job Dimensions

When asked to rate the personal importance of selected job factors or dimensions, ROTC Cadets and non-Cadets give very similar responses (See Table 23), although Cadets evince slightly higher personal importance ratings to all dimensions than do non-Cadets. For all respondents, the most important job dimensions based on high mean ratings are:

- Opportunity to advance within the organization (4.55)
- Interesting/challenging work (4.48)
- Job security (4.44)
- Self-improvement and development (4.44)
- Contentment of spouse and family with job (4.41)

The composite picture of a highly satisfying job for college students is one where both personal and professional growth are possible, preferably a secure and challenging position provided within the same organization.

TABLE 23

Importance of Job Dimension

<u>Mean Importance Ratings of Job Dimensions</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}_1$	$\bar{X}$	$\bar{X}$	
Opportunity to advance within the organization	4.55	4.60	4.46	$t(1053) = 2.575^*$
Interesting/challenging work	4.48	4.52	4.40	$t(1059) = 2.277^*$
Job security	4.44	4.46	4.42	$t(1063) = NS$
Opportunities for continued self-improvement and development	4.44	4.43	4.46	$t(1062) = NS$
Contentment of spouse and family with job	4.41	4.39	4.43	$t(1056) = NS$
Amount of personal freedom in expression of opinions on and off the job	4.36	4.34	4.41	$t(1064) = NS$
Opportunity to work with interesting people	4.34	4.35	4.32	$t(1065) = NS$
Quality of supervisor(s)	4.31	4.34	4.26	$t(1061) = NS$
Importance of one's work to the organization	4.28	4.30	4.24	$t(1059) = NS$
Use of previously developed skills in a specialized field	4.28	4.28	4.27	$t(1063) = NS$
Amount of personal responsibility	4.27	4.30	4.23	$t(1065) = NS$
Salary	4.26	4.24	4.27	$t(1022) = NS$
Feedback about how well one is doing on the job	4.25	4.27	4.22	$t(1060) = NS$
Opportunity to help others	4.21	4.22	4.18	$t(1063) = NS$

(Continued)

TABLE 23
(Continued)

<u>Mean Importance Ratings of Job Dimensions</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}_1$	$\bar{X}$	$\bar{X}$	
Opportunity for a stable home life and involvement in the community	4.21	4.21	4.20	$t(1064) = NS$
Opportunity to make a lasting contribution to society	4.05	4.06	4.04	$t(1064) = NS$
Chance to be a leader	4.05	4.17	3.86	$t(1064) = 4.677^{***}$
Chance for adventure and a variety of duties	4.02	4.06	3.96	$t(1064) = NS$
Amount of prestige asso- ciated with the job	3.99	4.06	3.89	$t(1064) = 2.630^{**}$
Geographic desirability of the job location	3.93	3.96	3.87	$t(1063) = NS$
Opportunity to obtain addi- tional formal schooling	3.85	3.87	3.81	$t(1064) = NS$

1(1 = Not important at all, 5 = Very important)

* $p < .05$

** $p < .01$

*** $p < .001$

ROTC Cadets report significantly higher mean ratings than non-Cadets to the following job attributes:

- The chance to be a leader (4.17 versus 3.86)
- The amount of prestige associated with a job (4.06 versus 3.89)
- The opportunity to advance within the organization (4.60 versus 4.46)
- Interesting/challenging work (4.52 versus 4.40)

The least important job dimension for ROTC Cadets and non-Cadets alike is the opportunity to obtain additional schooling (3.87 and 3.81, respectively). ROTC Cadets rate the geographic desirability of a job location as the next least important job dimension (3.96), while non-ROTC Cadets report their second least important job dimension as the chance to be a leader (3.86).

It appears to be more personally important to ROTC Cadets than to non-Cadets to have a job that is challenging and prestigious with leadership and advancement opportunities. This may explain the attraction of ROTC Cadets to the Army and the ROTC program.

H. Army Potential Satisfaction Ratings of Job Dimensions

After rating the importance of selected job dimensions, students were asked to assess each factor in terms of its potential for satisfaction in the Army. As shown in Table 24, the job dimensions with the highest mean Army satisfaction ratings for all respondents are:

- Job security (4.39)
- Opportunity to advance within the organization (4.27)
- Chance to be a leader (4.23)

In general, the mean Army satisfaction ratings of the 21 job dimensions for ROTC Cadets are higher than those for

TABLE 24

Army Job Satisfaction Ratings

<u>Mean Army Satisfaction Rating of Job Dimensions</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}^1$	$\bar{X}$	$\bar{X}$	
Job security	4.39	4.44	4.30	$t(1074) = 2.294^*$
Opportunity to advance within the organization	4.27	4.38	4.09	$t(1067) = 4.215^{***}$
Chance to be a leader	4.23	4.39	3.96	$t(1073) = 6.221^{***}$
Chance for adventure and a variety of duties	4.19	4.31	3.99	$t(1073) = 4.651^{***}$
Opportunities for con- tinued self-improvement and development	4.13	4.21	4.00	$t(1072) = 3.077^{**}$
Amount of personal responsibility	4.12	4.21	3.99	$t(1076) = 3.390^{***}$
Interesting/challenging work	4.07	4.16	3.93	$t(1070) = 3.252^{**}$
Feedback about how well one is doing on the job	4.02	4.07	3.93	$t(1072) = 2.003^*$
Opportunity to work with interesting people	4.02	4.08	3.92	$t(1076) = 2.336^*$
Opportunity to help others	3.99	4.06	3.86	$t(1073) = 2.919^{**}$
Importance of one's work to the organization	3.98	4.02	3.90	$t(1073) = \text{NS}$
Use of previously developed skills in a specialized field	3.94	3.96	3.90	$t(1073) = \text{NS}$
Quality of supervisor(s)	3.89	3.96	3.78	$t(1070) = 2.386^*$
Opportunity to obtain addi- tional formal schooling	3.87	3.96	3.72	$t(1074) = 3.315^{***}$
Amount of prestige asso- ciated with the job	3.83	3.92	3.68	$t(1077) = 3.406^{***}$

(Continued)

TABLE 24
(Continued)

<u>Mean Army Satisfaction Rating of Job Dimensions</u>	<u>Total</u>	<u>ROTC Cadet</u>	<u>Non-ROTC Cadet</u>	<u>Test of Significance</u>
	$\bar{X}^1$	$\bar{X}$	$\bar{X}$	
Opportunity to make a lasting contribution to society	3.80	3.83	3.74	t(1077) = NS
Contentment of spouse and family with job	3.67	3.71	3.61	t(1070) = NS
Salary	3.55	3.59	3.47	t(1048) = NS
Geographic desirability of the job location	3.45	3.50	3.38	t(1073) = NS
Amount of personal freedom in expression of opinions on and off the job	3.44	3.44	3.45	t(1073) = NS
Opportunity for a stable home life and involvement in the community	3.42	3.45	3.36	t(1072) = NS

¹(1 = Very unsatisfied, 5 = Very satisfied)

* p <.05
 ** p <.01
 *** p <.001

non-ROTC Cadets. Of these, 13 dimensions reached statistical significance.

ROTC Cadets report job security (4.44), the chance to be a leader (4.39), and the opportunity to advance within the organization (4.38) as the job dimensions with the highest potential for satisfaction by a career as an Army officer. Non-ROTC Cadets also see job security (4.30) as a very satisfying dimension of an Army officer career. In addition, they report the opportunity to advance within the organization (4.09) and the opportunity for continued self-improvement and development (4.00) to also have a high potential for satisfaction.

The job dimensions rated as having the least potential for satisfaction by a career as an Army officer are the same for all respondents. ROTC Cadets rate the amount of personal freedom in expression of opinions on and off the job as the least satisfiable job dimension (3.44), followed by the opportunity for a stable home life and involvement in the community (3.45), and a geographically desirable job location (3.50). Non-ROTC Cadets rate the opportunity for a stable home life and involvement in the community (3.36) as the least satisfiable job dimension, followed by the geographic desirability of the job location (3.38), and the amount of personal freedom in expression of opinions on and off the job (3.45). These results suggest both ROTC Cadets and non-Cadets have fairly realistic expectations regarding the limitations of an Army career.

It is of interest to note that for Cadets, the Army is perceived to provide satisfaction in many key areas. The highly important job factors of advancement, security and development are areas where the ROTC Cadets expect a career in the Army to provide the greatest satisfaction.

I. Status Ratings of a Military Career by Students' Reference Group

ROTC Cadets consistently report higher status ratings for an Army officer career by parents and friends than do non-Cadets. Cadets ascribe an Army officer career mean

rating of 3.84 to their parents or guardians, while non-Cadets report a 3.41 mean rating. Although they believe their friends would assign a lower status rating than their parents to an Army career, Cadets think that rating would be 3.25, which is significantly higher than the 3.04 reported by non-Cadets (See Table 25).

TABLE 25

Reference Group Ratings of Career as Army Officer

	<u>Total</u>	<u>ROTC</u> <u>Cadet</u>	<u>Non-ROTC</u> <u>Cadet</u>	<u>Test of</u> <u>Significance</u>
	$\bar{X}_1$	$\bar{X}$	$\bar{X}$	
Mean Rating of an Army Officer Career <u>by Parents/Guardians</u>	3.67	3.84	3.41	$t(1116) = 6.715^{***}$
Mean Rating of an Army Officer Career <u>by Friends</u>	3.17	3.25	3.04	$t(1116) = 3.465^{***}$

1 (1 = They would attribute very low status to it, 5 = They would attribute very high status to it)
 $^{***} p < .001$

VI. ROTC CADETS: ROTC INVOLVEMENT AND ARMY CAREER COMMITMENT

This chapter presents Cadets' responses to questions concerning factors affecting their involvement with ROTC and their Army career commitment. The following chapter treats issues unique to non-Cadets.

Factors affecting involvement with ROTC are explored through specific questions concerning when the decision to join college ROTC was first made, what were the most important influences on joining ROTC, what were the most important influences on transitioning to the Advanced Course, and what are Cadets' reactions are to several service obligation options following graduation. ROTC Cadets were also asked to state their intentions for continuing in the ROTC program, to describe how removal of subsistence allowance would affect their intentions, and to indicate their hopes for an ROTC scholarship. Finally, those ROTC Cadets who hold ROTC scholarships were asked if they would have joined ROTC if they had not received the scholarship and if they intended to stay in ROTC without one.

Career commitment issues are probed in a series of questions beginning with the type of Army service being planned, willingness to join the Army without contractual obligation, intended years of service and plans for an Army career.

In reviewing these results, the reader is reminded that, as a group, the Cadets are predominantly male (500 men versus 186 women) and white (471 white as compared to 126 black and 66 Hispanic respondents).

A. Time of Decision to Join College ROTC

Table 26 indicates that the freshman and sophomore years of college are the times when most ROTC Cadets report making the decision to join the ROTC program (40.1% and 28.2%, respectively). The third most frequently mentioned decision point is during the high school years (18.6%). These are followed by the summer before entering college (11.4%) and the grade school years (1.8%).

TABLE 26

ROTC Cadets: Decision to Join College ROTC

Time of Decision to Join College ROTC	Total %	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
		Male %	Female %		Black %	White Hispanic %	
Freshman year in college	40.1	38.0	46.3		67.3	32.9	43.9
Sophomore year in college	28.2	25.7	35.4		11.2	32.7	26.3
High school	18.6	22.2	8.2	$\chi^2(4) = 18.32^{**}$	9.2	20.1	22.8
Summer before entering college	11.4	12.3	8.8		9.2	12.8	5.3
Grade school	1.8	1.9	1.4		3.1	1.5	1.8
							$\chi^2(8) = 46.13^{***}$

*** p < .01

*** p < .001

There are significant sex differences ($\chi^2=18.32$, $df=4$, $p<.01$) -- males appear to make the decision at an earlier point in time than females. However, the largest percentage of both groups still report the freshman year as the decision point. Over 80% of the females decided to join college ROTC after their arrival on campus.

Ethnic differences are also significant ($\chi^2=46.13$, $df=8$, $p<.001$). Freshman year is the most popular time for blacks to decide to join ROTC; fully two-thirds reach their decision in this year. Whites are equally divided between their freshman (32.9%) and sophomore (32.7%) years. The freshman year is also the period for decision among Hispanics -- 43.9% say they made their decision about ROTC then. One in five Hispanics reached this decision in high school and one in four mentioned their sophomore year of college.

B. Influence on Decision to Join ROTC

The three most influential factors in a respondent's decision to join ROTC are family (20.8%), friends (19.1%), and personal beliefs and interests (13.9%) (See Table 27). This is true whether the results are examined in terms of the single most influential source or the top three influencers taken together. The least influential factors on the decision to join are ROTC unit requirements (1.1%), media advertisements (1.2%), and service obligations (1.2%).

C. Influences on Decision to Enroll in Advanced Course

The most influential factors in a Cadet's decision to enroll in the Advanced Course are similar to those affecting the choice to join the program (See Table 28). The factors are family (27.3%), personal beliefs and interests (20.5%), and career goals (15.6%).

The least influential decision factors are media advertisements about ROTC (0.5%), military personnel (0.9%), teachers/counselors (1.2%) and program requirements (1.4%). It should be noted that advertising is given a consistent low rating regardless of whether it is

TABLE 27

ROTC Cadets: Influences on Decision to Join ROTC

<u>Influence on Decision to Join ROTC</u>	<u>Most Influential Factor %</u>	<u>First, Second and Third Most Influential Factor %</u>
Family	20.8	37.9
Friends	19.1	37.6
Personal beliefs and interests	13.9	32.9
ROTC instructors	8.2	27.4
ROTC recruiters	7.6	20.2
Career goals	7.6	32.4
Educational goals	7.1	23.8
Military life-style	4.4	22.0
General economic conditions/job market	3.2	16.7
Other military personnel	2.4	12.3
Teachers/counselors	2.3	12.0
Media advertisements about ROTC	1.2	6.4
ROTC obligated service	1.2	5.5
ROTC unit requirements	1.1	3.6

examined in the context of the single or among the three most influential factors.

Males and females indicate similar patterns of influence on their decision to transition to the Advanced Course (See Table 28). However, when the three most influential factors are examined, there are five areas in which significant sex differences are noted. Males report a military life-style and general economic conditions/job market as more influential decision factors than females. On the other hand, females report friends, ROTC instructors, and family as more influential in their Advanced Course decision than males.

Hispanic ROTC cadets are more influenced by the military life-style and the general economic conditions/job market than black or white ROTC Cadets. Black ROTC Cadets are more influenced by ROTC instructors than are Hispanics or whites.

D. Intent to Continue ROTC in Subsequent Years

Table 29 shows that 43.4% of ROTC Cadets report they will continue in ROTC through the Advanced Course. An additional 28.6% report they will continue for at least one more year, and 27.9% report they will not sign up next year.

Males and females show significantly different responses to this question ($X^2=10.30$, $df=2$, $p<.01$). Females are equally divided in their intent to drop out, to continue for one more year and to transition to the Advanced Course. On the other hand, nearly half (47.3%) of the males will go on to the Advanced Course and the remainder are evenly split between one more year or not at all.

Ethnic differences are also significant ($X^2=20.07$, $df=4$, $p<.001$). A large percentage of Hispanics and blacks (62.1% and 50.5%, respectively) report they will go on to the Advanced Course. Relatively more whites than Hispanics (19.0%) and blacks (16.2%) report their intention not to sign up next year (32.7%).

TABLE 28

ROTC Cadets: Influences on Decision to Enroll in Advanced Course

Influences on Advanced Course Decision (Most Influential)	Total %	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
		Male %	Female %		Black %	White Hispanic %	
Family	27.3	27.1	27.8	$\chi^2(1) = \text{NS}$	33.3	24.9	$\chi^2(2) = \text{NS}$
Personal beliefs and interests	20.5	21.9	16.7	$\chi^2(1) = \text{NS}$	16.7	20.1	$\chi^2(2) = \text{NS}$
Career goals	15.6	15.2	16.7	$\chi^2(1) = \text{NS}$	10.4	16.5	$\chi^2(2) = \text{NS}$
Friends	9.2	7.8	13.2	$\chi^2(1) = \text{NS}$	10.4	9.9	$\chi^2(2) = \text{NS}$
Educational goals	5.1	5.0	5.6	$\chi^2(1) = \text{NS}$	6.3	5.3	$\chi^2(2) = \text{NS}$
ROTC instructors	4.2	4.3	4.2	$\chi^2(1) = \text{NS}$	6.3	3.6	$\chi^2(2) = \text{NS}$
Military life-style	3.7	4.0	2.8	$\chi^2(1) = \text{NS}$	3.1	4.6	$\chi^2(2) = \text{NS}$
General economic conditions/job market	3.4	3.6	2.8	$\chi^2(1) = \text{NS}$	2.1	4.1	$\chi^2(2) = \text{NS}$
ROTC obligated service	2.8	3.3	1.4	$\chi^2(1) = \text{NS}$	4.2	2.8	$\chi^2(2) = \text{NS}$
ROTC recruiters	2.5	1.9	4.2	$\chi^2(1) = \text{NS}$	3.1	2.0	$\chi^2(2) = \text{NS}$
ROTC program environment (social climate, morale)	1.6	1.2	2.8	$\chi^2(1) = \text{NS}$	1.0	1.8	$\chi^2(2) = \text{NS}$
ROTC unit requirements	1.4	1.2	2.1	$\chi^2(1) = \text{NS}$	1.0	1.5	$\chi^2(2) = \text{NS}$
Teachers/counselors	1.2	1.7	-	$\chi^2(1) = \text{NS}$	2.1	1.3	$\chi^2(2) = \text{NS}$
Other military personnel	0.9	1.2	-	$\chi^2(1) = \text{NS}$	-	1.0	$\chi^2(2) = \text{NS}$
Media advertisements about ROTC	0.5	0.7	-	$\chi^2(1) = \text{NS}$	-	0.8	$\chi^2(2) = \text{NS}$

TABLE 28
(Continued)

Influences on Advanced Course Decision (First, Second, or Third Most Influential)	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Family	53.7	51.2	61.1	$\chi^2(1) = 4.25^*$	61.5	50.5	56.1	$\chi^2(2) = NS$
Career goals	45.8	46.9	42.4	$\chi^2(1) = NS$	45.8	45.9	42.1	$\chi^2(2) = NS$
Personal beliefs and interests	37.3	39.3	31.3	$\chi^2(1) = NS$	29.2	38.1	40.4	$\chi^2(2) = NS$
Friends	34.5	31.8	42.4	$\chi^2(1) = 5.35^*$	37.5	33.8	31.6	$\chi^2(2) = NS$
Educational goals	22.6	21.3	26.4	$\chi^2(1) = NS$	22.9	24.6	10.5	$\chi^2(2) = NS$
Military life-style	20.7	22.7	14.6	$\chi^2(1) = 4.37^*$	10.4	22.8	24.6	$\chi^2(2) = 7.76^*$
ROTC instructors	18.9	16.8	25.0	$\chi^2(1) = 4.68^*$	28.1	16.8	21.1	$\chi^2(2) = 6.58^*$
General economic conditions/job market	13.3	14.9	8.3	$\chi^2(1) = 4.06^*$	5.2	15.0	17.5	$\chi^2(2) = 7.17^*$
ROTC recruiters	9.7	9.5	10.4	$\chi^2(1) = NS$	13.5	8.4	12.3	$\chi^2(2) = NS$
ROTC obligated service	8.8	9.0	8.3	$\chi^2(1) = NS$	8.3	9.9	5.3	$\chi^2(2) = NS$
Teachers/counselors	8.7	9.2	6.9	$\chi^2(1) = NS$	11.5	7.9	10.5	$\chi^2(2) = NS$
ROTC program environment (social climate, morale)	6.7	6.2	8.3	$\chi^2(1) = NS$	7.3	7.1	3.5	$\chi^2(2) = NS$
Other military personnel	6.2	6.2	6.3	$\chi^2(1) = NS$	2.1	6.6	10.5	$\chi^2(2) = NS$
ROTC unit requirements	4.9	4.5	6.3	$\chi^2(1) = NS$	7.3	4.3	5.3	$\chi^2(2) = NS$
Media advertisements about ROTC	1.8	2.1	0.7	$\chi^2(1) = NS$	2.1	2.0	-	$\chi^2(2) = NS$

* $p < .05$

TABLE 29

ROTC Cadets: Intent to Continue in ROTC

Intent to Continue ROTC in Subsequent Years	Total %	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
		Male %	Female %		Black %	White Hispanic %	
Yes, I will continue through the Advanced Course	43.4	47.3	32.2		50.5	38.9	62.1
Yes, I will continue for at least one more year	28.6	26.7	34.2	$\chi^2(2) = 10.30^{**}$	33.3	28.5	19.0
No, I will not sign up next year	27.9	26.0	33.6		16.2	32.7	19.0
							$\chi^2(4) = 20.07^{***}$

^{**} p < .01

^{***} p < .001

E. Four Options and Their Effect on Enrollment in the Advanced Course

When offered four different service options, six out of ten ROTC Cadets report that their decision to enroll in the Advanced Course would not be affected by any of the options. If offered a two-year service obligation instead of three years or a guarantee of service in the Army Reserve/National Guard, approximately one-third of the ROTC Cadets report an increased likelihood of enrolling in the Advanced Course. The option which yielded the largest percentage of ROTC Cadets (18.0%) decreasing their likelihood of enrolling in the Advanced Course is the offer of an ROTC scholarship which would extend obligated service by a year.

1. Guaranteed Army Reserve/National Guard service obligations

Table 30 shows that the option of a guarantee to serve in the Army Reserve/National Guard would increase the likelihood of enrolling in the Advanced Course for three out of ten ROTC cadets. This option decreases the likelihood of entering the Advanced Course for only one in ten ROTC cadets and has no impact on the remainder (six out of ten ROTC cadets).

There are no response differences between males and females or blacks, whites, and Hispanics for this option.

2. Two- versus three-year service obligation

This option has the highest percentage (34.1%) of ROTC Cadets who report an increased likelihood of Advanced Course enrollment (See Table 30). However, 59.0% of the Cadets would not be affected by the two- instead of three-year obligated tour and a scant 6.9% would decrease their likelihood of advancing to MSIII and IV. There are no significant sex or ethnic differences for this option.

TABLE 30

ROTC Cadets: Impact of Guaranteed Service and Reduced Service Options
on Enrollment in Advanced Course

Impact of Guaranteed Service in Army Reserve/National Guard on Enrollment in Advanced Course	Total %	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	
Would increase the likelihood of my enrolling in the Advanced Course	31.0	31.7	28.9		34.3	31.1	27.6
Would not affect my decision	59.6	59.8	59.1	$\chi^2(2) = \text{NS}$	55.6	60.0	58.6
Would decrease the likelihood of my enrolling in the Advanced Course	9.4	8.5	12.1		10.1	8.8	13.8
Impact of Two Years Obligated Service instead of Three Years on Enrollment in Advanced Course							
Would increase the likelihood of my enrolling in the Advanced Course	34.1	32.7	38.3		34.3	34.1	28.1
Would not affect my decision	59.0	60.8	53.7	$\chi^2(2) = \text{NS}$	57.6	58.8	66.7
Would decrease the likelihood of my enrolling in the Advanced Course	6.9	6.5	8.1		8.1	7.1	5.3

3. Scholarship coupled with extended tour

When offered an ROTC scholarship with an additional year of military service attached, 60.4% of ROTC Cadets report not being affected enough by this option enough to change their decision to enroll in the Advanced Course (See Table 31). Only 21.6% of ROTC Cadets would be more likely to enroll in the Advanced Course if this option were made available, while 18.0% would be less likely to enroll.

Once again, there are no sex or ethnic differences for this option that reach significance.

4. Scholarship coupled with variable service obligation

This option offered students a variable obligation (rather than fixed) associated with scholarship. Thus, for every year the student held a scholarship, he or she would be obligated for six months of service, for a minimum obligation of two years and a maximum of four.

Table 31 indicates that 61.1% of ROTC Cadets say their decision to enroll in the Advanced Course would not be affected by this option. One-quarter (25.6%) of the ROTC Cadets report that this option would increase the likelihood of their enrollment in the Advanced Course, while 13.3% report being less likely to enroll.

There are no significant differences between males and females. However, ethnic differences are significant ($X^2=18.03$, $df=4$, $p<.01$). There are more blacks who report that this variable service option would decrease their likelihood of enrolling in the Advanced Course.

TABLE 31

ROTC Cadets: Impact of Fixed and Variable Extended Tour Options
on Enrollment in Advanced Course

Impact of ROTC Scholarship and Increased Military Service of One Year on Enrollment in Advance Course	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
	Total %	Male %		Black %	White Hispanic %	
Would increase the likelihood of my enrolling in the Advanced Course	21.6	21.8	20.8	20.2	21.6	25.9
Would not affect my decision	60.4	60.2	61.1	58.6	60.5	62.1
			$\chi^2(2) = \text{NS}$			$\chi^2(4) = \text{NS}$
Would decrease the likelihood of my enrolling in the Advanced Course	18.0	17.9	18.1	21.2	17.9	12.1
Impact of Years of Service Varying with Years of ROTC Scholarship on Enrollment in Advanced Course						
	Total %	Male %	Female %	Ethnicity		Test of Significance (Ethnicity)
				Black %	White Hispanic %	
Would increase the likelihood of my enrolling in the Advanced Course	25.6	25.8	25.2	25.5	26.6	19.0
Would not affect my decision	61.1	62.0	58.5	50.0	63.8	63.8
			$\chi^2(2) = \text{NS}$			$\chi^2(4) = 18.03^{**}$
Would decrease the likelihood of my enrolling in the Advanced Course	13.3	12.2	16.3	24.5	9.6	17.2

** p < .01

F. Intention of Staying in ROTC without Subsistence Allowance

The importance of subsistence allowance and its impact on program involvement was examined. ROTC Cadets attribute a mean rating of 3.06 (on a five-point scale) to their intention of staying in ROTC without a subsistence allowance during the final two years (See Table 32). This figure means that the ROTC Cadets are almost evenly divided into three categories: 36.3% would probably or definitely stay without the allowance, 33.7% do not know, and 29.9% would probably or definitely not stay without the allowance.

Differences between males and females on this question are not large enough to reach significance. However, ethnic differences are significant ($F(2,550)=6.812$, $p<.01$). Black ROTC Cadets report the highest mean intention rating of staying in ROTC without the allowance (3.41). They are followed by Hispanic (3.23) and white (2.93) ROTC Cadets. That is, blacks tilt slightly to staying with the program even without subsistence, while whites lean in the direction of withdrawing if there were no subsistence pay.

G. Hope of Receiving an ROTC Scholarship

Table 33 shows that 16.7% of the ROTC Cadets surveyed report they are already holding an ROTC scholarship. An additional 38.1% report hoping to receive an ROTC scholarship, while 45.2% express no hope of receiving an ROTC scholarship.

The differences between the sexes and between the ethnic background of ROTC Cadets are significant. Proportionately more males than females report already possessing an ROTC scholarship and the hope of receiving one ($\chi^2=9.40$, $df=2$, $p<.01$). Relatively more ROTC Cadets whose ethnic background is white, already hold ROTC scholarships, followed by those of Hispanic origin. However, proportionately more black ROTC Cadets report the hope of receiving an ROTC scholarship ($\chi^2=20.04$, $df=4$, $p<.001$).

TABLE 32

ROTC Cadets: Continuing Program without Subsistence

Intention of Staying in ROTC without Subsistence Allow- ance during the Last Two Years	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
	Total %	Male %	Female %	Black %	White %	Hispanic %	
Definitely not	14.5	14.1	15.9	8.2	16.3	17.5	
Probably not	15.4	15.0	16.6	11.2	16.8	7.0	
Don't know	33.7	32.6	37.2	27.6	35.7	33.3	F(2,550) = 6.812**
Probably	22.7	23.4	20.7	37.8	19.6	19.3	
Definitely	13.6	15.0	9.7	15.3	11.6	22.8	
Mean rating ¹	3.06	3.10	2.92	3.41	2.93	3.23	

¹(1 = Definitely not, 5 = Definitely)

** p < .01

TABLE 33

ROTC Cadets: Expectation of Scholarship

Hope to Get an ROTC Scholarship	Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
	Total %	Male %	Female %	Black %	White %	Hispanic %
Yes	38.1	39.4	34.3	54.6	32.5	43.9
No	45.2	41.8	55.2	38.1	47.8	42.1
Already have an ROTC scholarship	16.7	18.8	10.5	7.2	19.7	14.0
			$\chi^2(2) = 9.40^{**}$			$\chi^2(4) = 20.04^{***}$

* p < .05

** p < .01

*** p < .001

H. Impact of Financial Aid on Scholarship Holders

Table 34 presents the mean responses of ROTC Cadet scholarship holders to two questions about their intent to join and stay in ROTC without the scholarship. ROTC scholarship holders report a slightly positive response (a mean of 3.33 on a five-point scale) to the question of their joining ROTC if they had not received the scholarship. There are no significant differences between the mean ratings for males and females, while ethnic differences do show significant reactions ($F(2,85)=6.867$, $p<.01$). That is, black ROTC Cadets report a higher mean probability (4.83) of joining ROTC without the scholarship than Hispanic (4.38) or white (3.16) ROTC Cadets.

When asked about their intention of staying in ROTC without the scholarship, Cadets lean in the direction of staying (a rating of 3.31 on a five-point scale). Again, sex differences are not large enough to reach significance, while the ethnic differences are stronger ($F(2,85)=5.598$, $p<.01$). Once more, black ROTC Cadets show a higher mean score (4.83) of staying in ROTC without the scholarship than either Hispanic (3.88) or white (3.15) ROTC Cadets.

I. Intention of Joining the Army after College without ROTC Contractual Obligation

Table 35 shows that ROTC Cadets are not likely to join the Army after college without having an ROTC contract (a mean rating of 2.83 on a five-point scale). In terms of percentages, the largest group of Cadets (39.4%) would probably or definitely not join up, while 31.0% state they would probably or definitely join. The remainder (29.7%) of the ROTC Cadets are undecided about what they would do.

The differences between male and female Cadets do not reach significance. Differences between black, Hispanic, and white Cadets are significant ($F(2,547)=4.341$, $p<.05$). Black and Hispanic ROTC Cadets attribute a higher mean intent to join the Army without a contract (3.10 and 3.00, respectively) than do white Cadets (2.73).

TABLE 34

ROTC Cadets: Impact of Scholarship on ROTC Intentions

	Sex			Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
	Male		Female		Black	White	Hispanic	
	<u>Total</u>	<u>Male</u>	<u>Female</u>		<u>Black</u>	<u>White</u>	<u>Hispanic</u>	
	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$	
Mean Intention of Joining ROTC without Scholarship ¹	3.33	3.43	2.87	t(89) = NS	4.83	3.16	4.38	F(2,85) = 6.867**
Mean Intention of Staying in ROTC without Scholarship ¹	3.31	3.41	2.80	t(89) = NS	4.83	3.15	3.88	F(2,85) = 5.598**

1(1 = Definitely not, 5 = Definitely)
 ** p < .01

TABLE 35

ROTC Cadets: Intention to Join the Army

Intention of Joining the Army after College without ROTC Contrac- tual Obligation	Total		Sex		Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
	%		Male	Female		Black	White	
		%	%	%		%	%	
Definitely not	17.6	17.9	16.7			12.5	18.6	21.1
Probably not	21.8	20.5	25.7			17.7	24.7	8.8
Don't know	29.7	28.7	32.6			27.1	29.5	33.3
Probably	22.0	22.4	20.8		$t(568) = NS$	32.3	19.9	22.8
Definitely	9.0	10.6	4.2			10.4	7.3	14.0
Mean rating ¹	2.83	2.87	2.70			3.10	2.73	3.00
								$F(2,547) = 4.341^*$

¹(1 = Definitely not, 5 = Definitely)
* $p < .05$

J. Type of Service Planned after College

A large percentage of ROTC Cadets (41.4%) report being undecided about which type of Army service they are planning after college (See Table 36). The remainder are either leaning toward or definitely planning to serve Regular Army (33.5%), followed by Reserve Forces Duty (17.1%), and the Active Duty Reserves (8.1%).

Significantly more females than males are unsure as to the type of Army service they are planning ($X^2=9.44$, $df=1$, $p<.01$). Significantly more males than females will definitely serve Regular Army ($X^2=14.34$, $df=1$, $p<.001$).

The only significant ethnic difference is that more black ROTC Cadets report leaning toward duty in the Reserve Forces ($X^2=8.80$, $df=2$, $p<.05$).

K. Number of Years Intending to Serve in the Army

Cadets have not given much thought to their military service. When asked to forecast their intended length of stay in the Army, the majority of ROTC Cadets (approximately six in ten) report not knowing how long they will serve (See Table 37). Of those ROTC Cadets who respond with some idea of their intentions, 17.6% say they will serve only the minimum required under their contract, 13.0% say they will serve more than five years beyond contract, 5.3% report three to five years beyond contract, and 4.5% report one or two years beyond contract.

There are significant sex differences ($X^2=9.75$, $df=4$, $p<.05$). More females report the minimum obligation (24.5%), while more males report extending service at least five years beyond contract obligation (14.8%). There are no significant ethnic differences in the ROTC Cadet responses to this question.

TABLE 36

ROTC Cadets: Type of Service Planned

Type of Army Service Planned after College	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Regular Army definitely	20.6	24.3	9.4	$X^2(1) = 14.34^{***}$	16.5	19.9	32.1	$X^2(2) = NS$
Leaning toward regular Army	12.9	13.1	12.2	$X^2(1) = NS$	11.3	14.0	7.1	$X^2(2) = NS$
Leaning toward reserve forces duty	11.5	10.7	13.7	$X^2(1) = NS$	19.6	10.4	5.4	$X^2(2) = 8.80^*$
Reserve forces duty definitely	5.6	5.0	7.2	$X^2(1) = NS$	7.2	5.7	3.6	$X^2(2) = NS$
Leaning toward active duty reserve	4.3	4.8	2.9	$X^2(1) = NS$	6.2	3.4	5.4	$X^2(2) = NS$
Active duty reserve definitely	3.8	4.3	2.2	$X^2(1) = NS$	6.2	3.1	5.4	$X^2(2) = NS$
Don't know	41.4	37.7	52.5	$X^2(1) = 9.44^{**}$	33.0	43.5	41.1	$X^2(2) = NS$

* p < .05

** p < .01

*** p < .001

TABLE 37

ROTC Cadets: Intended Years of Military Service

Number of Years Intending to Serve in the Army	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
	Total %	Male %	Female %	Black %	White %	Hispanic %	
The minimum obligation that accompanies my contract	17.6	15.3	24.5	12.6	19.0	12.3	
A year or two beyond my contract	4.5	4.5	4.2	6.3	3.6	7.0	
Three to five years beyond my contract	5.3	5.7	4.2	9.5	4.4	7.0	$\chi^2(8) = NS$
More than five years beyond my contract	13.0	14.8	7.7	14.7	12.8	10.5	
Don't know at this time	59.5	59.6	59.4	56.8	60.3	63.2	

* $p < .01$

L. Intent to Make a Career in the Army

In keeping with their lack of clarity about their choice of service and tenure with the Army, Cadets are not likely to report the Army as a career. Table 38 shows that, on a five-point scale, the mean response of ROTC Cadets is 2.60. This slightly negative response indicates that 45.7% of the ROTC Cadets report they would probably or definitely not make the Army their career. Almost one-third (30.6%) report not knowing at this time what they intend to do. Therefore, only 23.7% of the ROTC Cadets report they intend to make a career of the Army.

Males and females report no significant differences in their intentions concerning the Army as a career. Ethnic differences are significant ($F(2,549)=8.956, p<.001$). Hispanic ROTC Cadets show a higher mean intention rating (3.00) for the Army as a career than do black (2.88) and white (2.45) ROTC Cadets, although their response is still in the neutral range.

TABLE 38

ROTC Cadets: Military Career Intentions

Intent to Make a Career of the Army	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Definitely not	24.7	22.8	30.3		16.3	28.0	19.3	
Probably not	21.0	21.1	20.7		22.4	22.2	12.3	
Don't know	30.6	31.7	27.6	t(570) = NS	31.6	30.7	26.3	F(2,549) = 8.956***
Probably	17.2	17.1	17.2		16.3	14.9	33.3	
Definitely	6.5	7.3	4.1		13.3	4.3	8.8	
Mean rating ¹	2.60	2.65	2.44		2.88	2.45	3.00	

¹(1 = Definitely not, 5 = Definitely)

*** p < .001

VII. NON-ROTC CADETS: INTEREST IN ROTC AND ARMY

This chapter contains the responses of 434 non-ROTC Cadets to questions about their interest in ROTC. Covered here are topics dealing with influences on decisions to join or drop out of ROTC, and reaction to five different options/incentives to becoming involved with the program. There are 239 male and 194 female non-ROTC Cadets in this sample. Of those who reported their ethnic background, 48 are black, 262 are white, and 105 are of Hispanic origin.

A. Influence on Decision Not to Join or to Drop out of ROTC

The most influential factors in a student's decision not to join or to leave the ROTC program are, in order of importance, personal beliefs and interests, family and friends (See Table 39). If the three most influential sources are considered together, career goals are also seen as playing a role in the respondent's decision about ROTC.

B. Four Options and Their Effects on Enrollment or Continuation in ROTC

Overall, relatively few non-ROTC Cadets would be likely to join or stay in ROTC if any of the four inducements are offered. Subgroup analyses show that those most interested in joining or staying in ROTC, if the inducements are offered, are Hispanics and blacks. These groups make excellent target candidates for inducements, as they also show increased interest in ROTC and the Army as a career. The least likely target group for the inducements is females.

1. Guaranteed Army Reserve/National Guard service obligations

Table 40 indicates that only 14.2% of non-Cadets report they would probably or definitely join/stay in ROTC if given a guarantee of Army Reserve or National Guard duty. Those least likely to join/stay in ROTC number 54.0%, while 31.8% said they do not know.

TABLE 39

Non-ROTC Cadets: Influences on Decision to Join or Stay in ROTC

<u>Influence on Decision to Join/Stay in ROTC</u>	<u>Most Influential Factor</u>	<u>First, Second and Third Most Influential Factor</u>
	<u>%</u>	<u>%</u>
Personal beliefs and interests	20.3	42.4
Family	18.2	35.2
Friends	13.9	38.7
Career goals	13.1	40.0
Military life-style	12.8	29.6
Educational goals	5.9	28.3
General economic conditions/job market	3.5	15.2
Teachers/counselors	2.4	11.5
ROTC obligated service	2.4	12.5
ROTC recruiters	2.1	8.8
Other military personnel	2.1	7.5
ROTC instructors	1.3	4.3
ROTC unit requirements	1.3	6.1
Media advertisements about ROTC	0.5	6.4

TABLE 40

Non-ROTC Cadets: Impact of Guaranteed Service and Reduced Service Options
on Enrollment in ROTC

Impact of Guaranteed Service in Army Reserve/National Guard on Enroll- ment in ROTC	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Definitely not	23.1	21.7	24.8		13.5	25.3	17.7	
Probably not	30.9	29.8	32.3		32.4	32.3	29.1	
Don't know	31.8	32.8	30.4		35.1	31.0	34.2	
Probably	11.4	12.1	10.6	$t(358) = NS$	13.5	10.0	12.7	$F(2,342) = 3.781^*$
Definitely	2.8	3.5	1.9		5.4	1.3	6.3	
Mean rating ¹	2.40	2.46	2.32		2.65	2.30	2.61	
Impact of Two Years Obligated Service Instead of Three Years on Enroll- ment in ROTC								
Definitely not	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Probably not	31.6	29.9	33.5		32.4	34.5	25.6	
Don't know	30.4	33.0	27.3		27.0	30.1	34.6	
Probably	15.6	16.8	14.3	$t(357) = 2.189^*$	94.3	10.9	23.1	$F(2,341) = 6.998^{***}$
Definitely	2.0	3.0	0.6		5.4	1.3	2.6	
Mean rating ¹	2.47	2.58	2.34		2.81	2.33	2.74	

¹(1 = Definitely not, 5 = Definitely)

* $p < .05$

*** $p < .001$

Males and females do not differ in their response to a guaranteed Reserve or National Guard obligation. On the other hand, ethnic differences are significant for this option ($F(2,342)=3.781, p<.05$). Relatively more blacks (18.9%) and Hispanics (19.0%) than whites (11.3%) report the probable or definite likelihood of joining or staying in ROTC with this guarantee.

2. Two- versus three-year service obligation

Table 40 also shows that reducing the obligated military service from three to two years results in 17.6% of non-Cadets saying they would be likely to join or stay in ROTC. Again, over one-half (52.0%) of all non-Cadets would still be unlikely to join or stay in ROTC, and 30.4% do not know what they would do if offered this option.

Differences between the sexes are significant, with males being more likely to join or stay in ROTC than females ($t=2.189, df=357, p<.05$).

Ethnic differences are also significant, with blacks (29.7%) and Hispanics (25.7%) most likely to join/stay in ROTC ($F(2,341)=6.998, p<.001$). Only 12.2% of the white non-Cadets report a high likelihood of joining/staying in ROTC if offered this option.

3. Scholarship coupled with extended tour

If non-Cadets were offered an ROTC scholarship with the stipulation of an additional year of military service, only 18.5% would be likely to join or stay in ROTC (See Table 41). Over half (51.4%) say they probably or definitely would not join or stay in ROTC, while 30.2% are not sure what they would do.

TABLE 41

Non-ROTC Cadets: Impact of Fixed and Variable Extended Tour Options
On Enrollment in ROTC

Impact of ROTC Scholarship and Increased Military Service of One Year on Enrollment in ROTC	Total %	Sex		Test of Significance (Sex)	Ethnicity			Test of Significance (Ethnicity)
		Male %	Female %		Black %	White %	Hispanic %	
Definitely not	22.1	17.3	28.0		13.5	24.9	16.7	
Probably not	29.3	31.5	26.7		27.0	31.9	24.4	
Don't know	30.2	29.9	30.4		29.7	29.3	34.6	
Probably	15.4	16.8	13.7	$t(357) = 2.268^*$	27.0	12.2	19.2	$F(2,341) = 5.443^{**}$
Definitely	3.1	4.6	1.2		2.7	1.7	5.1	
Mean rating ¹	2.48	2.60	2.34		2.78	2.34	2.72	
Impact of Years of Service Varying with Years of ROTC Scholarship on Enrollment in ROTC								
Definitely not	20.9	17.8	24.8		10.8	23.6	15.4	
Probably not	34.4	33.0	36.0		40.5	35.8	30.8	
Don't know	27.7	27.9	27.3	$t(357) = 2.646^{**}$	29.7	27.9	26.9	$F(2,341) = 4.538^*$
Probably	14.8	18.3	10.6		16.2	11.4	23.1	
Definitely	2.2	3.0	1.2		2.7	1.3	3.8	
Mean rating ¹	2.43	2.56	2.27		2.59	2.31	2.69	

¹(1 = Definitely not, 5 = Definitely)

* $p < .05$

** $p < .01$

Males and females show significant differences ($t=2.268$, $df=357$, $p<.05$) with males slightly more likely than females to join or stay in ROTC. There are also significant differences between blacks, whites and Hispanics ($F(2,341)=5.443$, $p<.01$). Blacks (29.7%) and Hispanics (24.3%) are more likely to join or stay in ROTC if this incentive were offered than are whites (13.9%).

4. Scholarship coupled with variable service obligation

In response to a scenario which offered an additional six months of military service for every year of scholarship support, only one in six of the non-Cadets report they would probably or definitely join or stay in ROTC (See Table 41). Once more, over half (55.3%) of these respondents would be unlikely to join, and 27.7% are undecided about what they would do.

Sex differences are significant ($t=2.646$, $df=357$, $p<.01$), with females less likely to join or stay in ROTC than males under the variable service option.

Ethnic differences are also significant ($F(2,341)=4.538$, $p<.05$). Hispanics report the most interest in this option, with 26.9% likely to join or stay in ROTC.

C. Intention of Joining the Army without ROTC

As seen in Table 42, few students would consider joining the Army after college without going through ROTC training. Two out of three students (65.4%) state they probably or definitely would not join without participating in ROTC. Only 16.2% indicate they would consider joining.

There are significant sex differences visible for this option ($t=2.267$, $df=357$, $p<.05$). Males are more likely to join the Army after college (21.8%) as opposed to females (9.3%). Ethnic differences are not statistically significant.

TABLE 42

Non-ROTC Cadets: Intention to Join the Army

Intention of Joining the Army after College without ROTC Training	Sex			Test of Significance (Sex)	Ethnicity		Test of Significance (Ethnicity)
	Total %	Female %			Black %	White Hispanic %	
		Male %	Female %				
Definitely not	32.7	31.5	34.2	21.6	32.8	33.3	
Probably not	32.7	29.9	36.0	35.1	34.9	29.5	
Don't know	18.4	16.8	20.5	24.3	17.9	17.9	
Probably	14.2	18.8	8.7	t(357) = 2.267*	13.1	16.7	F(2,341) = NS
Definitely	2.0	3.0	0.6	5.4	1.3	2.6	
Mean rating ¹	2.20	2.32	2.06	2.46	2.15	2.26	

1(1 = Definitely not, 5 = Definitely)

* p < .05

VIII. COMPARISON OF SEX AND ETHNIC DIFFERENCES BETWEEN CADETS AND NON-ROTC CADETS

The focus of this chapter is on sex and ethnic differences within the Cadet and non-Cadet student populations. These differences will be examined both independently and interdependently (ethnicity within sex). In reporting these findings, first univariate analyses will be made -- males versus females and blacks versus whites versus Hispanics -- followed by the interdependent analysis of ethnicity within sex. These differences will be examined first for Cadets and then for non-Cadets. The topics covered will parallel those of earlier chapters. Only significant or otherwise noteworthy differences will be discussed.

The results of these analyses, especially the ethnicity by sex, should be interpreted cautiously because of sample limitations. The number of respondents within each cell has the potential to be very small. This means that even where large percentage differences are noted, the results may be unstable.

A. Respondent Characteristics

The sex and ethnicity breakdown of subgroup membership for the 1982 Career Attitude Survey is shown in Table 43. In nearly all subgroups males are more heavily represented than females. The black ROTC Cadet group has approximately 20% more males than females. The Hispanic ROTC Cadet group has twice as many males as females, and the white ROTC Cadet group has three times as many males as females.

The black male non-Cadet group is almost twice the size of the black female non-Cadet group. There are almost 50% more male Hispanic non-Cadets than female Hispanic non-Cadets, while the white non-Cadet group is approximately equal in number of males and females.

Table 44 gives selected demographic information by sex and by ethnicity for Cadets and non-Cadets. Although region and type of childhood community are related to sample selection and, therefore, not subjected to significance testing, there are interesting differences among the groups. There are relatively more black and Hispanic ROTC Cadets than whites who report growing up in the

TABLE 43

Sex and Ethnic Composition of ROTC and Non-ROTC
Cadet Respondents

<u>Ethnicity*</u>	<u>Sex</u>	<u>Total</u> N	<u>ROTC</u> <u>Cadet</u> N	<u>Non-ROTC</u> <u>Cadet</u> N
Black	Male	104	73	31
	Female	70	53	17
Hispanic	Male	111	46	65
	Female	60	20	40
White	Male	493	361	132
	Female	240	110	130

*Excludes 42 non-responses to ethnicity

TABLE 44

Selected Demographics by Sex and Ethnicity of Cadets and Non-Cadets

Sex of Respondent	ROTC CADETS						NON-ROTC CADETS					
	Total %	Male %	Female %	Black %	White %	Hispanic %	Male %	Female %	Black %	White %	Hispanic %	
Male	66.0	100	-	57.9	76.6	69.7	100	-	64.6	50.4	61.9	
Female	34.0	-	100	42.1	23.4	30.3	-	100	35.4	49.6	38.1	
Ethnic Background												
White	68.0	75.2	60.1	-	100	-	57.9	69.5	-	100	-	
Black	16.1	15.2	29.0	100	-	-	13.6	9.1	100	-	-	
Hispanic	15.9	9.6	10.9	-	-	100	28.5	21.4	-	-	100	
Region of Formative Years												
South	45.1	42.2	48.4	73.8	35.5	53.0	50.6	42.8	43.5	40.6	67.3	
East	20.4	26.2	17.7	12.7	28.7	13.6	11.9	18.6	10.9	20.7	3.8	
West	13.5	11.4	16.7	2.4	14.0	19.7	13.6	16.0	13.0	17.2	8.7	
Midwest	12.5	13.2	10.8	7.9	15.1	3.0	11.1	13.9	21.7	15.7	1.0	
Outside U.S.	3.2	1.4	0.5	0.8	-	6.1	8.1	4.6	6.5	1.5	15.4	
Several regions	5.2	5.6	5.9	2.4	6.8	4.5	4.7	4.1	4.3	4.2	3.8	
Type of Community of Formative Years												
Small city/town	35.0	33.2	41.6	36.5	33.8	44.6	29.8	39.7	22.9	38.3	29.5	
Medium size city	22.0	21.8	17.3	23.0	19.1	23.1	23.1	25.8	18.8	22.2	31.4	
Large city	15.1	12.2	11.4	18.3	9.3	16.9	26.9	11.9	50.0	11.9	26.7	
Rural	14.6	16.4	15.7	15.9	18.3	7.7	11.3	12.9	2.1	15.3	7.6	
Suburb	13.2	16.4	14.1	6.3	19.5	7.7	8.8	9.8	6.3	12.3	4.8	

(Continued)

TABLE 44
(Continued)

ROTC CADETS

Total ROTC Cadet	Male	Female	Test of Significance	Black	White	Hispanic	Test of Significance
Mean ($\bar{X}$) Age of Respondent (Years)	19.93	19.64	t(683) = NS	19.34	19.92	20.29	F(2,658) = 3.060*
Mean ($\bar{X}$) Parental Annual Income (\$)	\$29,390	\$26,200	t(673) = 2.437*	\$17,260	\$32,970	\$20,450	F(2,649) = 85.243***
(Categorical Mean) ¹	6.45	5.80	t(673) = 2.403*	3.97	7.18	4.62	F(2,646) = 81.920***

NON-ROTC CADETS

Total ROTC Cadet	Male	Female	Test of Significance	Black	White	Hispanic	Test of Significance
Mean ($\bar{X}$) Age of Respondent (Years)	20.70	21.51	t(431) = NS	19.65	20.90	21.83	F(2,411) = 4.178*
Mean ($\bar{X}$) Parental Annual Income (\$)	\$27,430	\$27,470	t(422) = NS	\$23,800	\$31,930	\$19,620	F(2,403) = 31.484***
(Categorical Mean) ¹	6.04	6.07	t(422) = NS	5.30	6.98	4.45	F(2,400) = 30.698***

¹ (1 = Under \$5,000 per year, 6 = \$25,000 to \$29,999 per year, 7 = \$30,000 to \$34,999 per year)

* p < .05

** p < .01

*** p < .001

South. More males and more whites report the East as their region of socialization. For non-ROTC Cadets, more males and Hispanics report the South as their childhood home, while more blacks report the Midwest as their region of socialization.

There is a higher percentage of female than male ROTC Cadets and more Hispanic than black or white Cadets who report spending their formative years in a small city. Among non-ROTC Cadets, more males and blacks report residing in a large city, while more females report residing in a small city or town.

There are no sex differences in age for either ROTC Cadets or non-ROTC Cadets. However, ethnic differences are significant for both groups, with the average Hispanic student being older than the average white who is, in turn, older than the average black.

Mean parental annual income as reported by ROTC Cadets is significantly higher for males than females and significantly higher for whites than Hispanics and blacks. There are no sex differences on this variable among non-ROTC Cadets. However, whites again report higher mean income than blacks or Hispanics.

B. Media Preferences

1. Media attended to occasionally or regularly

Profiling the media preferences by subgroups, it is found that most male ROTC Cadets state they regularly or occasionally attend to newspapers, general radio, campus newspaper and television (See Table 45). They give their least attention to women's magazines and home service magazines. Female ROTC Cadets most often attend to newspapers and general radio. They rate campus newspapers and television as the next most frequently attended to media sources. The least attended media sources for female ROTC Cadets are automotive and mechanical/science magazines. Of the 15 media categories presented, 10 show significant differences between male and female ROTC Cadets. The largest differences are in the attention given to

TABLE 45

Media Preferences by Sex and Ethnicity of Cadets and Non-Cadets

Media Attended to Occasionally or Regularly	ROTC CADETS							NON-ROTC CADETS						
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Male %	Female %	Black %	White %	Hispanic %	Test of Signif- icance
Newspapers	92.6	93.2	96.2	$\chi^2(1) = 94.4$ NS	94.4	93.6	95.5	$\chi^2(2) = 90.0$ NS	90.0	90.7	$\chi^2(1) = 85.4$ NS	91.6	88.6	$\chi^2(2) = 88.6$ NS
General radio	92.6	92.0	96.2	$\chi^2(1) = 91.3$ NS	91.3	94.3	92.4	$\chi^2(2) = 88.7$ NS	88.7	95.4	$\chi^2(1) = 91.7$ 6.23*	92.7	89.5	$\chi^2(2) = 89.5$ NS
Campus newspaper	87.4	87.0	91.9	$\chi^2(1) = 78.6$ NS	78.6	92.4	81.8	$\chi^2(2) = 86.2$ 22.28***	86.2	85.6	$\chi^2(1) = 87.5$ NS	84.0	90.5	$\chi^2(2) = 90.5$ NS
Television	87.0	86.6	87.6	$\chi^2(1) = 87.3$ NS	87.3	86.6	86.4	$\chi^2(2) = 87.4$ NS	87.4	86.6	$\chi^2(1) = 93.8$ NS	84.4	90.5	$\chi^2(2) = 90.5$ NS
Sports/outdoors magazine	72.3	81.6	55.9	$\chi^2(1) = 72.2$ 47.25***	72.2	77.5	68.2	$\chi^2(2) = 79.9$ NS	79.9	54.6	$\chi^2(1) = 77.1$ 31.76***	67.2	70.5	$\chi^2(2) = 70.5$ NS
Advertising/billboards	68.0	62.8	77.4	$\chi^2(1) = 79.4$ 13.06***	79.4	62.8	68.2	$\chi^2(2) = 66.0$ 12.27**	66.0	74.7	$\chi^2(1) = 66.7$ 3.91*	67.9	77.9	$\chi^2(2) = 77.9$ NS
Sunday supplement's	66.1	62.4	80.6	$\chi^2(1) = 67.5$ 20.52***	67.5	66.5	74.2	$\chi^2(2) = 57.3$ NS	57.3	72.7	$\chi^2(1) = 43.8$ 10.99***	66.8	66.7	$\chi^2(2) = 66.7$ 9.76**
General magazine	65.7	61.8	78.0	$\chi^2(1) = 75.4$ 15.81***	75.4	63.1	68.2	$\chi^2(2) = 59.7$ 6.90*	59.7	71.6	$\chi^2(1) = 66.7$ 6.75**	63.6	64.8	$\chi^2(2) = 64.8$ NS
Business/trade magazine	43.4	47.8	39.8	$\chi^2(1) = 46.0$ NS	46.0	47.3	39.4	$\chi^2(2) = 45.2$ NS	45.2	33.5	$\chi^2(1) = 35.4$ 6.09*	38.5	44.8	$\chi^2(2) = 44.8$ NS
Men's magazines	42.7	54.0	29.6	$\chi^2(1) = 57.1$ 32.45***	57.1	46.1	39.4	$\chi^2(2) = 51.5$ 6.82*	51.5	15.5	$\chi^2(1) = 52.1$ 60.74***	29.4	41.0	$\chi^2(2) = 41.0$ 11.43**
Mechanical/ science magazine	42.3	52.4	22.6	$\chi^2(1) = 36.3$ 48.83***	36.3	46.3	43.9	$\chi^2(2) = 49.0$ NS	49.0	26.9	$\chi^2(1) = 31.3$ 21.72***	38.3	45.7	$\chi^2(2) = 45.7$ NS
Women's magazines	32.7	5.8	87.1	$\chi^2(1) = 50.0$ 445.21***	50.0	22.1	33.8	$\chi^2(2) = 7.1$ 38.98***	7.1	81.4	$\chi^2(1) = 35.4$ 245.68***	42.0	40.0	$\chi^2(2) = 40.0$ NS
Campus radio	30.4	29.8	44.6	$\chi^2(1) = 49.2$ 13.14***	49.2	31.3	22.7	$\chi^2(2) = 21.3$ 18.23***	21.3	29.9	$\chi^2(1) = 43.8$ 4.16*	21.4	23.8	$\chi^2(2) = 23.8$ 11.00**
Home service magazine	30.1	10.8	65.1	$\chi^2(1) = 38.1$ 209.51***	38.1	21.9	30.8	$\chi^2(2) = 11.3$ 14.58***	11.3	69.1	$\chi^2(1) = 25.0$ 153.03***	39.7	39.0	$\chi^2(2) = 39.0$ NS
Automotive magazine	28.7	38.8	9.1	$\chi^2(1) = 28.6$ 56.00***	28.6	31.6	28.8	$\chi^2(2) = 41.4$ NS	41.4	5.7	$\chi^2(1) = 27.1$ 72.23***	24.8	28.6	$\chi^2(2) = 28.6$ NS

* p < .05

** p < .01

*** p < .001

women's, home service, automotive, mechanics/sciences, and sports/outdoors magazines, with more females attending to traditionally women-oriented materials and males attending to time-honored men's reading matter. Furthermore, male ROTC Cadets attend more to men's magazines while female ROTC Cadets attend more to Sunday supplements, general magazines, advertising/billboards, and campus radio.

Newspapers and general radio are the most frequently attended to media sources among black, white, and Hispanic ROTC Cadets. The third and fourth most frequently mentioned media sources by black ROTC Cadets are television and advertising/billboards. White ROTC Cadets mention campus newspapers and television. For Hispanic ROTC Cadets, television and campus newspapers are the third and fourth most frequently mentioned media sources.

The least attended to media sources for black ROTC Cadets are automotive magazines and mechanics/science magazines. White ROTC Cadets report home service and women's magazines as their least attended to media, while campus radio and automotive magazines are the least popular media sources among Hispanic Cadets.

Seven of these 15 media sources reveal statistically significant ethnic differences. The largest of these is in the women's magazines category which has more blacks than others attending to it. (This may be a function of the relatively larger number of black females in the ROTC group.) Black ROTC Cadets also attend more to advertising/billboards, general, men's, and home service magazines and campus radio. White ROTC Cadets attend more to campus newspapers than black or Hispanic ROTC Cadets.

Newspapers, general radio, television, and campus newspapers are the four media sources more often reported attended to by male non-ROTC Cadets. Female non-ROTC Cadets attended occasionally or regularly to the same four media -- general radio, newspapers, television, and campus newspapers. The least often attended to media sources among male non-ROTC Cadets are women's and home service magazines. For female

non-ROTC Cadets, automotive and men's magazines are the least attended to media sources. Twelve out of these 15 media sources show statistically significant differences among male and female non-ROTC Cadets. Significantly more male non-Cadets attend to sports/outdoor, business/trade, men's, mechanic/science, and automotive magazines than do female non-Cadets. In contrast, significantly more female non-Cadets attend to general and campus radio, advertising/billboards, Sunday supplements, and general, women's, and home service magazines.

Newspapers, general radio, campus newspapers, and television are the top four media choices for all ethnic subgroups of non-ROTC Cadets. However, the ordering of these four categories is different for each ethnic group. Most black non-Cadets report television as the most attended to media source, followed by general radio, campus newspaper, and newspapers. White non-ROTC Cadets report general radio most attended to, followed by newspapers, television, and campus newspaper. Equal numbers of Hispanic non-Cadets report attention to television and campus newspaper, followed by general radio and newspapers. The least attended to media sources are home service and automotive magazines for black non-ROTC Cadets. White and Hispanic non-Cadets attend least often to campus radio and automotive magazines.

There are three media categories that exhibit statistically significant differences between black, white, and Hispanic non-Cadets. More black than white and Hispanic non-ROTC Cadets report attending to men's magazines and campus radio. White and Hispanic non-ROTC Cadets attend equally, and more than blacks, to Sunday supplements.

2. Magazine readership

The analysis of magazine readership among Cadet and non-Cadet subgroups is restricted to the 15 most widely reported publications. Of the top 15 magazines read occasionally or regularly by the entire sample, male ROTC Cadets most often report reading Time, Newsweek, Sports Illustrated and Playboy (See

Table 46). Female ROTC Cadets most often report reading Newsweek, Time, People, and TV Guide. The readership for 12 of these 15 magazines reveal significant sex differences among ROTC Cadets. Significantly more males report reading Time, Sports Illustrated, Playboy, Penthouse, National Geographic, Sport, Field and Stream, Popular Science, and Popular Mechanics. Significantly more female ROTC Cadets report reading TV Guide, Reader's Digest, and People. There are no significant differences between the average number of magazines consumed by male and female ROTC Cadets.

Black ROTC Cadets report reading Sports Illustrated, TV Guide, Newsweek, and Time most often. The magazines most frequently reported by white Cadets are Time, Newsweek, Sports Illustrated, and Playboy. Hispanic ROTC Cadets report Newsweek, Time, Sports Illustrated, TV Guide, and Playboy as their most frequently read magazines within the top 15 choices. Ethnic readership differences of significance are noted for four magazines. White ROTC Cadets more often report reading Time, National Geographic, and Field and Stream than do blacks or Hispanics. However, black ROTC Cadets report reading TV Guide significantly more than white or Hispanic ROTC Cadets. The average number of magazines read occasionally or regularly by blacks (16.00) is significantly higher than the number reported by whites (11.18) or Hispanics (11.45).

Male non-ROTC Cadets most often report reading Sports Illustrated, Playboy, Time, and Newsweek. Most female non-ROTC Cadets report reading Time, TV Guide, Newsweek, and People. Nine of the top 15 magazines read occasionally or regularly by non-Cadets show statistically significant differences between males and females. Significantly more male than female non-ROTC Cadets report reading Sports Illustrated, Playboy, Penthouse, U.S. News and World Report, Sport, Field and Stream, Popular Science, and Popular Mechanics. Female non-ROTC Cadets report reading People magazine significantly more often than male non-Cadets. There are no significant differences between male and female non-Cadets for the average number of magazines read occasionally or regularly.

TABLE 46

Magazine Readership by Sex and Ethnicity of Cadets and Non-Cadets

Top Fifteen Magazines Read Occasionally or Regularly	ROTC CADETS					NON-ROTC CADETS						
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
Time	65.5	73.4	62.9	$\chi^2(1) = 7.19^{**}$	57.9	74.3	65.2	$\chi^2(2) = 13.69^{**}$	46.8	59.9	58.1	$\chi^2(2) = NS$
Newsweek	61.4	68.4	64.5	$\chi^2(1) = NS$	63.5	68.6	66.7	$\chi^2(2) = NS$	34.0	51.5	60.0	$\chi^2(2) = 8.77^*$
Sports Illustrated	56.0	66.7	46.8	$\chi^2(1) = 22.76^{***}$	68.3	61.3	54.5	$\chi^2(2) = NS$	72.3	42.0	51.4	$\chi^2(2) = 15.45^{***}$
T.V. Guide	48.0	46.4	55.4	$\chi^2(1) = 4.38^*$	65.9	44.3	50.0	$\chi^2(2) = 18.44^{***}$	59.6	44.3	48.6	$\chi^2(2) = NS$
Playboy	45.3	61.4	17.7	$\chi^2(1) = 103.37^{**}$	42.1	50.7	50.0	$\chi^2(2) = NS$	44.7	37.5	37.1	$\chi^2(2) = NS$
Reader's Digest	45.1	42.6	54.8	$\chi^2(1) = 8.18^{**}$	49.2	44.8	48.5	$\chi^2(2) = NS$	23.4	43.7	50.5	$\chi^2(2) = 9.80^{**}$
Penthouse	39.6	55.2	15.1	$\chi^2(1) = 88.54^{***}$	35.7	45.6	47.0	$\chi^2(2) = NS$	40.4	30.7	33.3	$\chi^2(2) = NS$
U.S. News & World Report	39.5	44.1	40.9	$\chi^2(1) = NS$	40.5	45.3	39.4	$\chi^2(2) = NS$	31.9	32.1	35.2	$\chi^2(2) = NS$
National Geographic	38.6	42.4	31.7	$\chi^2(1) = 6.47^*$	19.0	46.5	30.3	$\chi^2(2) = 33.98^{***}$	14.9	40.2	39.0	$\chi^2(2) = 11.20^{**}$
People	38.6	31.4	57.5	$\chi^2(1) = 39.09^{***}$	47.6	36.5	37.9	$\chi^2(2) = NS$	40.4	38.5	39.0	$\chi^2(2) = NS$
Life	28.8	30.5	27.4	$\chi^2(1) = NS$	30.4	29.5	30.3	$\chi^2(2) = NS$	23.4	25.3	33.3	$\chi^2(2) = NS$
Sport	26.8	36.4	11.8	$\chi^2(1) = 39.18^{***}$	37.3	28.5	24.2	$\chi^2(2) = NS$	44.7	14.1	30.5	$\chi^2(2) = 28.19^{***}$
Field & Stream	25.8	34.4	11.3	$\chi^2(1) = 35.81^{***}$	16.7	32.3	18.2	$\chi^2(2) = 15.48^{***}$	14.9	23.7	24.8	$\chi^2(2) = NS$
Popular Science	23.6	32.0	10.2	$\chi^2(1) = 33.36^{***}$	19.8	27.8	24.2	$\chi^2(2) = NS$	12.8	20.2	22.9	$\chi^2(2) = NS$
Popular Mechanics	21.8	30.4	5.9	$\chi^2(1) = 44.87^{***}$	18.3	25.1	22.7	$\chi^2(2) = NS$	12.8	17.6	23.8	$\chi^2(2) = NS$
Mean Number of Magazines Read Occasionally or Regularly	11.56	11.91	12.59	$t(1104) = NS$	16.00	11.18	11.45	$F(2,656) = 25.117^{***}$	12.85	9.84	11.91	$F(2,403) = 5.480^{**}$

Based on entire list of magazines shown in Table 3.

* $p < .05$
** $p < .01$
*** $p < .001$

Black non-ROTC Cadets most often report reading Sports Illustrated, TV Guide, Time, Playboy, and Sport. White non-Cadets report reading more Time, Newsweek, TV Guide, and Reader's Digest. Hispanic non-Cadets report reading more Newsweek, Time, Sports Illustrated, and Reader's Digest than other magazines. Blacks report significantly more occasional or regular reading of Sports Illustrated and Sport than whites or Hispanics. Hispanic non-ROTC Cadets report significantly more occasional or regular reading of Newsweek and Reader's Digest. White and Hispanic non-ROTC Cadets both report greater readership of National Geographic than black non-ROTC Cadets. Black non-Cadets report a significantly higher average number of magazines (12.85) read occasionally or regularly than Hispanics (11.91) or whites (9.84).

3. Favorite television programs

The top 15 television programs rated by the entire sample were chosen for subgroup analysis. Both male and female ROTC Cadets choose M*A*S*H as their favorite television show (see Table 47). Most male Cadets follow this choice with Hill Street Blues, 60 Minutes and News programming. Most female Cadets follow their first choice with Dynasty, 60 Minutes, and Dallas.

Black ROTC Cadets choose The Jeffersons, Fame, Dynasty, and Dallas as their favorite television shows. White Cadets indicate that M*A*S*H, Hill Street Blues, 60 Minutes, and Dynasty are the most popular with them. M*A*S*H, 60 Minutes, Dynasty, and Dallas are the top four shows reported by Hispanic Cadets. Among Cadets, blacks and Hispanics have a high percentage of "other" responses which included a new, relatively popular show -- Gimme a Break.

Male non-ROTC Cadets select M*A*S*H, Hill Street Blues, 60 Minutes, and Dallas as their four favorite television shows. Most female non-Cadets indicate M*A*S*H, Dynasty, Dallas, and Hill Street Blues as being among their four favorites.

Black non-ROTC Cadets report Hill Street Blues, Dallas, The Jeffersons, and M*A*S*H as their favorite

TABLE 47

Television Preferences by Sex and Ethnicity of Cadets and Non-Cadets

Top Favorite Television Programs	ROTC CADETS						NON-ROTC CADETS					
	Total %	Male %	Female %	Black %	White %	Hispanic %	Male %	Female %	Black %	White %	Hispanic %	
M*A*S*H	42.1	48.5	30.8	7.8	51.6	40.8	46.7	32.9	17.9	49.5	26.6	
Hill Street Blues	19.3	23.0	14.5	19.4	23.2	8.2	20.7	14.0	28.6	17.9	13.9	
Sixty Minutes	15.7	16.6	19.5	9.7	19.5	18.4	13.0	12.8	7.1	13.7	13.9	
Dynasty	11.7	6.4	27.7	23.3	9.7	14.3	3.6	17.1	14.3	11.3	6.3	
Dallas	11.2	5.6	17.6	20.4	6.1	12.2	13.0	16.5	28.6	11.8	16.5	
Magnum P.I.	7.9	8.2	7.5	4.9	9.2	8.2	5.9	9.8	7.1	9.0	5.1	
News (unspecified)	7.2	10.2	5.0	7.8	9.2	4.1	6.5	3.0	7.1	4.2	6.3	
Fame	6.7	4.1	15.1	26.2	3.4	-	1.2	10.4	14.3	5.2	3.8	
20/20	6.4	5.1	8.2	1.9	6.8	6.1	5.3	9.1	7.1	5.7	12.7	
Sports (unspecified)	5.9	9.4	0.6	4.9	8.2	2.0	6.5	1.8	3.6	4.2	5.1	
Quincy	5.7	3.6	6.9	7.8	3.7	6.1	5.3	9.8	7.1	7.5	8.9	
General Hospital	5.5	1.5	10.1	2.9	4.5	2.0	3.6	12.8	3.6	10.4	5.1	
The Jeffersons	5.2	3.8	10.7	27.2	0.3	4.1	4.7	3.7	25.0	0.9	5.1	
Saturday Night Live	5.2	5.4	1.3	2.9	4.5	4.1	8.3	5.5	3.6	8.0	5.1	
Hart to Hart	4.9	3.3	8.2	7.8	4.5	-	1.8	8.5	7.1	4.2	6.3	
All other	33.3	32.4	30.2	43.7	26.6	40.8	34.9	36.6	42.9	33.5	35.4	
No favorite indicated	21.1	21.6	14.5	18.3	19.3	25.8	29.3	15.9	41.7	19.1	24.8	

shows. Very high "other" and "no favorite programs" responses are given by black non-ROTC Cadets. White non-Cadets report M*A*S*H, Hill Street Blues, 60 Minutes, and Dallas as their four top television programs. Hispanic non-Cadets also report these four as their favorite television shows.

4. Favorite radio programming

The most popular type of radio programming reported by male ROTC Cadets is FM, Rock, Sports, and Top Forty (See Table 48). Female ROTC Cadets replace Sports with Disco in identifying favorites. Eight out of the 18 radio programming categories reveal significant differences between male and female ROTC Cadets. Significantly more male than female Cadets report Rock and Sports as their favorites. FM, Top Forty, AM, Disco, Soul, and Religious programs are significantly more often favored by female ROTC Cadets.

Black ROTC Cadets report FM, Soul, Disco, Jazz, and Religious programming as their favorites. White Cadets prefer FM, Rock, Top Forty, and News programming. Hispanic Cadets note FM, Rock, and Top Forty as their favorite three, with a four-way tie for fourth place among News, Easy Listening, Disco, and Country-Western.

Thirteen of the 18 radio programming types significantly distinguish among black, white, and Hispanic ROTC Cadets. Blacks report preferences for AM, Jazz, Disco, Soul, Rhythm & Blues, and Religious programming significantly more than do white or Hispanic ROTC Cadets. Significantly more white Cadets find Rock, Pop, and Sports programming appealing than do blacks or Hispanics. Hispanic Cadets report Top Forty, Country-Western, Easy Listening, and Spanish programming as their favorites significantly more often than do black or white Cadets.

Male non-ROTC Cadets report FM, Rock, Country-Western, and Sports programs as their top four favorite radio programming types. Female non-ROTC Cadets

TABLE 48

Favorite Radio Programming by Sex and Ethnicity of Cadets and Non-Cadets

Favorite Radio Programming	ROTC CADETS						NON-ROTC CADETS								
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
FM	93.8	94.7	98.4	$\chi^2(1) = 4.45^*$	95.1	95.3	98.5	$\chi^2(2) = \text{NS}$	88.5	93.2	$\chi^2(1) = \text{NS}$	85.4	90.7	92.3	$\chi^2(2) = \text{NS}$
Rock	75.2	80.2	68.6	$\chi^2(1) = 10.05^{**}$	45.1	86.0	69.2	$\chi^2(2) = 92.85^{***}$	76.2	67.7	$\chi^2(1) = \text{NS}$	43.9	80.5	67.3	$\chi^2(2) = 26.96^{***}$
Top Forty	51.7	47.9	62.2	$\chi^2(1) = 11.01^{***}$	44.3	52.0	63.1	$\chi^2(2) = 6.09^*$	45.4	58.9	$\chi^2(1) = 7.57^{**}$	53.7	53.3	44.2	$\chi^2(2) = \text{NS}$
Country-Western	43.7	38.4	38.4	$\chi^2(1) = \text{NS}$	17.2	41.9	47.7	$\chi^2(2) = 28.05^{***}$	50.7	54.2	$\chi^2(1) = \text{NS}$	31.7	49.8	63.5	$\chi^2(2) = 12.68^{**}$
News	42.5	46.0	42.2	$\chi^2(1) = \text{NS}$	47.5	44.5	47.7	$\chi^2(2) = \text{NS}$	45.4	30.2	$\chi^2(1) = 10.11^{**}$	24.4	40.1	42.3	$\chi^2(2) = \text{NS}$
Pop	39.1	37.4	41.1	$\chi^2(1) = \text{NS}$	23.8	41.7	36.9	$\chi^2(2) = 13.26^{**}$	38.3	42.2	$\chi^2(1) = \text{NS}$	48.8	35.8	47.1	$\chi^2(2) = \text{NS}$
Sports	37.3	48.1	20.5	$\chi^2(1) = 42.17^{***}$	32.0	44.1	38.5	$\chi^2(2) = 6.09^*$	49.3	12.0	$\chi^2(1) = 66.48^{***}$	43.9	29.2	37.5	$\chi^2(2) = \text{NS}$
Easy Listening	35.7	31.9	36.2	$\chi^2(1) = \text{NS}$	35.2	30.3	47.7	$\chi^2(2) = 8.13^*$	37.4	42.7	$\chi^2(1) = \text{NS}$	26.8	36.6	52.9	$\chi^2(2) = 11.43^{**}$
AM	34.4	28.2	45.4	$\chi^2(1) = 17.94^{***}$	54.9	26.2	35.4	$\chi^2(2) = 36.50^{***}$	35.7	38.0	$\chi^2(1) = \text{NS}$	51.2	30.4	46.2	$\chi^2(2) = 12.20^{**}$
Jazz	33.6	35.4	37.8	$\chi^2(1) = \text{NS}$	55.7	30.5	40.0	$\chi^2(2) = 27.03^{***}$	30.8	28.1	$\chi^2(1) = \text{NS}$	68.3	24.5	26.0	$\chi^2(2) = 33.46^{***}$

(Cont in next)

TABLE 4B
(Continued)

Favorite Radio Programming	ROTC CADETS						NON-ROTC CADETS					
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
Disc	31.9	27.2	48.6	$\chi^2(1) = 68.9$ 27.89***	21.5	47.7	$\chi^2(2) = 105.10$ ***	$\chi^2(1) = 4.81$ *	58.5	21.0	38.5	$\chi^2(2) = 29.62$ ***
Soul	26.3	21.3	44.9	$\chi^2(1) = 86.9$ 37.28***	12.5	32.3	$\chi^2(2) = 263.86$ ***	NS	85.4	12.8	25.0	$\chi^2(2) = 104.02$ ***
Classical	24.0	24.1	25.9	$\chi^2(1) = 22.1$ NS	24.5	33.8	$\chi^2(2) =$ NS	$\chi^2(1) = 15.75$ ***	7.3	25.3	25.0	$\chi^2(2) = 6.58$ *
Rhythm & Blues	20.9	20.0	25.9	$\chi^2(1) = 46.7$ NS	16.3	15.4	$\chi^2(2) = 53.89$ ***	$\chi^2(1) =$ NS	41.5	16.7	16.3	$\chi^2(2) = 14.68$ ***
Religious	13.2	9.8	26.5	$\chi^2(1) = 55.7$ 30.28***	4.5	7.7	$\chi^2(2) = 208.15$ ***	$\chi^2(1) =$ NS	31.7	10.5	6.7	$\chi^2(2) = 18.74$ ***
Talk	12.4	13.5	12.4	$\chi^2(1) = 19.7$ NS	11.6	13.8	$\chi^2(2) =$ NS	$\chi^2(1) =$ NS	12.2	10.9	11.5	$\chi^2(2) =$ NS
Spanish	6.6	5.3	2.2	$\chi^2(1) = 1.6$	0.9	35.4	$\chi^2(2) = 162.72$ ***	$\chi^2(1) =$ NS	2.4	1.2	36.5	$\chi^2(2) = 102.13$ ***
Other	3.3	3.3	3.8	$\chi^2(1) =$ NS	2.5	4.6	$\chi^2(2) =$ NS	$\chi^2(1) =$ NS	2.4	2.3	4.8	$\chi^2(2) =$ NS

* p < .05
** p < .01
*** p < .001

agree except they prefer Top Forty to Sports programs. Five of these 18 categories show significant differences between male and female non-ROTC Cadets. Males significantly more often report News and Sports as favorites than do females. Female non-ROTC Cadets report Top Forty, Disco, and Classical as favorites significantly more often than do male non-ROTC Cadets.

Black non-ROTC Cadets most often report FM and Soul radio programs as their favorites. This is followed by Jazz and Disco. White non-Cadets most often report FM, Rock, Top Forty, and Country-Western as their favorites. Hispanic non-Cadets report FM, Rock, Country-Western, and Easy Listening as their favorites. Eleven of the 18 radio programming categories show significant ethnic differences among non-ROTC Cadets. Significantly more black than white or Hispanic non-Cadets report AM, Jazz, Soul, Rhythm & Blues, and Religious programs as their favorites. White non-Cadets significantly more often report Rock as their favorite programming, while Hispanic non-ROTC Cadets significantly more frequently report Country-Western, Easy Listening, and Spanish programs. Classical programming is reported as a favorite equally more often by white and Hispanic than by black non-ROTC Cadets.

C. Knowledge and Attitudes toward ROTC and Army

1. First awareness of Army ROTC and ROTC Scholarship Program

Male Cadets, generally, become aware of ROTC at an earlier period in their lives than female Cadets. Male Cadets who are made aware of ROTC in grade school number 13.6%, while females number only 8.6% (See Table 49). An additional 63.3% of the male ROTC Cadets report becoming aware of the program during high school, as compared to 55.1% of the female ROTC Cadets. On the other hand, more female than male Cadets (35.7% versus 21.6%) report first becoming aware of the program only after arriving at college. These differences are statistically significant ($\chi^2 = 15.51$, $df=3$, $p<.01$).

TABLE 49
First Awareness and Sources of Awareness of Army ROTC by Sex and Ethnicity of Cadets and Non-Cadets

Time of First Awareness of ROTC	ROTC CADETS							NON-ROTC CADETS							
	Total %	Male %	Female %	Test of Signif-icance	Black %	White %	Hispanic %	Test of Signif-icance	Male %	Female %	Test of Signif-icance	Black %	White %	Hispanic %	Test of Signif-icance
During grade school	13.2	13.6	8.6		12.1	11.5	19.7		17.7	11.1		6.8	15.5	15.8	
During high school	61.3	63.3	55.1		58.9	63.3	50.0		57.3	66.7		77.3	65.1	49.5	
After arriving at college	23.9	21.6	35.7	$\chi^2(3) = 15.51^{**}$	27.4	25.1	24.2	$\chi^2(6) = 24.36^{***}$	21.6	21.2	$\chi^2(3) = NS$	13.6	18.2	29.7	$\chi^2(6) = 17.09^{**}$
Never heard of until now	1.6	1.4	0.5		1.6	0.2	6.1		3.4	1.1		2.3	1.2	5.0	
Sources of First Awareness of ROTC															
Friends	65.4	62.9	72.4	$\chi^2(1) = 5.40^*$	69.4	63.5	71.2	$\chi^2(2) = NS$	64.7	65.9	$\chi^2(1) = NS$	61.4	61.3	74.3	$\chi^2(2) = NS$
Pamphlets	60.8	61.7	63.8	$\chi^2(1) = NS$	66.9	61.6	60.6	$\chi^2(2) = NS$	55.4	61.8	$\chi^2(1) = NS$	56.8	61.3	51.0	$\chi^2(2) = NS$
ROTC personnel on campus	60.2	62.5	67.6	$\chi^2(1) = NS$	74.2	61.8	59.1	$\chi^2(2) = 7.27^*$	49.8	59.7	$\chi^2(1) = 4.06^*$	43.2	57.8	52.0	$\chi^2(2) = NS$
ROTC recruiters	56.6	56.5	65.4	$\chi^2(1) = 4.41^*$	66.9	58.0	50.0	$\chi^2(2) = NS$	53.7	51.6	$\chi^2(1) = NS$	61.4	54.7	46.0	$\chi^2(2) = NS$
(Continued)															

(Continued)

TABLE 49
(Continued)

Sources of First Awareness of ROTC	ROTC CADETS					NON-ROTC CADETS								
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Male %	Female %	Black %	White %	Hispanic %	Test of Signif- icance
Radio/T.V.	52.0	48.1	55.1	$\chi^2(1) =$ NS	58.9	49.3	42.4	$\chi^2(2) =$ NS	50.6	61.3	56.8	60.9	43.0	$\chi^2(2) =$ 9.40**
Magazine or newspaper ads	52.0	49.3	58.4	$\chi^2(1) =$ 4.46*	59.7	52.7	39.4	$\chi^2(2) =$ 7.11*	48.9	57.0	61.4	55.5	40.0	$\chi^2(2) =$ 8.54*
Other military personnel	47.7	52.1	45.4	$\chi^2(1) =$ NS	56.5	49.0	47.0	$\chi^2(2) =$ NS	44.2	42.5	45.5	44.9	41.0	$\chi^2(2) =$ NS
Teachers/counselors	42.9	42.7	47.0	$\chi^2(1) =$ NS	40.3	46.1	34.8	$\chi^2(2) =$ NS	43.1	38.9	40.9	43.4	37.6	$\chi^2(2) =$ NS
Family	41.8	49.9	40.0	$\chi^2(1) =$ 5.31*	46.0	48.4	37.9	$\chi^2(2) =$ NS	30.7	35.5	27.3	34.1	29.7	$\chi^2(2) =$ NS
Personal reading	38.6	42.9	41.6	$\chi^2(1) =$ NS	62.9	38.6	36.4	$\chi^2(2) =$ 24.88***	36.2	26.9	38.6	30.5	33.7	$\chi^2(2) =$ NS
Other sources not above	31.2	33.9	29.3	$\chi^2(1) =$ NS	36.3	31.5	30.3	$\chi^2(2) =$ NS	31.2	26.1	32.6	25.9	33.0	$\chi^2(2) =$ NS
Mean number of awareness sources	5.58	5.73	5.86	$t(683) =$ NS	6.54	5.65	5.17	$F(2,658) =$ 7.127***	5.23	5.32	5.25	5.41	4.98	$F(2,398) =$ NS

* $p < .05$
** $p < .01$
*** $p < .001$

Ethnic differences in program awareness among ROTC Cadets also are strong enough to reach statistical significance ($X^2=24.36$, $df=6$, $p<.001$). It appears that relatively more Hispanic ROTC Cadets report becoming aware of ROTC during grade school and high school than black or white Cadets, who report developing their awareness during high school and college.

There are no significant differences between male and female non-ROTC Cadets in terms of first awareness. However, ethnic differences among non-Cadets are significant ($X^2=17.09$, $df=6$, $p<.01$). Generally, a higher percentage of black and white non-Cadets report ROTC awareness during high school. More Hispanic non-ROTC Cadets become aware of ROTC during college.

Sources of program awareness show sex and ethnic differences among ROTC Cadets. Male ROTC Cadets report friends, ROTC personnel on campus, and pamphlets as the top three sources of their program awareness. Female ROTC Cadets report their top three as all interpersonal sources: friends, ROTC personnel on campus, followed by information from ROTC recruiters.

Significantly more female than male ROTC Cadets report friends, ROTC recruiters, and magazine/newspaper ads as awareness sources. Male ROTC Cadets report the family as an awareness source significantly more often than female ROTC Cadets. There are no significant differences between male and female ROTC Cadets in terms of the mean number of awareness sources they mention. Males mention 5.73, while females mention 5.86.

Black ROTC Cadets most often report ROTC personnel on campus and friends as their sources of program awareness. Tied for third in importance are pamphlets and ROTC recruiters. White ROTC Cadets reveal friends, ROTC personnel on campus, and pamphlets as their three most frequent sources of awareness. Hispanic ROTC Cadets most often report friends, pamphlets, and ROTC personnel on campus as their awareness sources.

Significantly more black than white or Hispanic ROTC Cadets report awareness through ROTC personnel on campus, magazines or newspaper ads and personal reading. Blacks also report a significantly higher mean number of awareness sources (6.54) over white (5.65) or Hispanic (5.17) ROTC Cadets ($F(2,658)=7.127$, $p<.001$).

Male and female non-ROTC Cadets most often report friends and pamphlets as their sources of ROTC awareness. Males report ROTC recruiters as the third most important source, while females report radio/T.V. as their third most important ROTC awareness source. Significantly more female non-ROTC Cadets report becoming aware of the program through ROTC personnel on campus, and radio/T.V., while significantly more males report gaining their awareness through personal reading. There are no differences in the average number of sources mentioned by males (5.23) and females (5.32).

Among black non-Cadets, friends, ROTC recruiters, and magazine/newspaper ads are tied as the most important awareness sources. White non-Cadets are made aware equally through friends and pamphlets, followed by radio/T.V. Hispanic non-ROTC Cadets report friends, ROTC personnel on campus, and pamphlets as their awareness sources. There are two sources that reveal significant ethnic differences. White non-Cadets report radio/T.V. more frequently as a source than do black or Hispanic non-Cadets. Similarly, black non-ROTC Cadets report magazines or newspaper ads as an important source more frequently than do white or Hispanic non-ROTC Cadets. There are no significant ethnic differences among non-ROTC Cadets in terms of the average number of ROTC awareness sources mentioned.

There are significant sex and ethnic differences among Cadets concerning when they first become aware of the Scholarship Program (See Table 50). Specifically, over 50% of the males report awareness during high school, while over 50% of the females report first awareness during the college years.

TABLE 50

First Awareness and Sources of the ROTC Scholarship Program by Sex and Ethnicity of Cadets and Non-Cadets

Time of First Awareness of ROTC Scholarship Program	ROTC CADETS							NON-ROTC CADETS						
	Total %	Male %	Female %	Test of Significance	Black %	White %	Hispanic %	Test of Significance	Male %	Female %	Black %	White %	Hispanic %	Test of Significance
During grade school	2.3	3.6	0.5		3.2	2.8	3.0		1.7	1.1	2.3	0.8	2.0	
During high school	47.6	53.1	38.9		41.9	53.5	37.9		45.2	44.6	34.1	52.2	33.0	
After arriving at college	39.5	38.1	53.0	$\chi^2(3) = 18.48^{***}$	50.0	39.5	42.4	$\chi^2(6) = 23.52^{***}$	33.5	37.1	40.9	32.5	39.0	$\chi^2(6) = 15.50^*$
Never heard of until now	10.6	5.2	7.6		4.8	4.2	16.7		19.6	17.2	22.7	14.5	26.0	
Sources of First Awareness of ROTC Scholarship Program														
ROTC personnel on campus	59.9	68.3	75.0	$\chi^2(1) = 11.58^{**}$	82.9	67.9	65.2	$\chi^2(2) = 11.58^{**}$	42.7	43.7	36.4	44.1	45.0	$\chi^2(2) = 11.58^{**}$
ROTC recruiters	55.7	61.5	67.0	$\chi^2(1) = 11.58^{**}$	71.5	62.2	57.6	$\chi^2(2) = 11.58^{**}$	42.2	45.9	34.1	47.8	39.4	$\chi^2(2) = 11.58^{**}$
Pamphlets	51.8	55.2	56.0	$\chi^2(1) = 11.58^{**}$	63.4	54.3	51.5	$\chi^2(2) = 11.58^{**}$	46.6	44.8	29.5	50.8	40.0	$\chi^2(2) = 11.58^{**}$
Friends	40.7	42.7	42.3	$\chi^2(1) = 11.58^{**}$	43.1	42.6	37.9	$\chi^2(2) = 11.58^{**}$	40.1	34.6	38.6	36.0	40.0	$\chi^2(2) = 11.58^{**}$

(Continued)

(Continued)

TABLE 50
(Continued)

Sources of First Awareness of ROTC Scholarship Program	ROTC CADETS						NON-ROTC CADETS							
	Total %	Male %	Female %	Test of Significance	Black %	White %	Hispanic %	Test of Significance	Male %	Female %	Black %	White %	Hispanic %	Test of Significance
Other military personnel	40.7	44.8	44.0	$\chi^2(1) =$ NS	50.4	44.9	36.4	$\chi^2(2) =$ NS	36.6	31.1	38.6	36.2	29.0	$\chi^2(2) =$ NS
Magazine or newspaper ads	40.1	40.8	40.8	$\chi^2(1) =$ NS	47.2	41.1	36.4	$\chi^2(2) =$ NS	37.1	41.8	45.5	43.7	24.0	$\chi^2(6) =$ 12.59**
Teachers/counselors	38.9	42.5	41.2	$\chi^2(1) =$ NS	44.7	42.7	34.8	$\chi^2(2) =$ NS	34.5	32.4	29.5	35.6	29.0	$\chi^2(2) =$ NS
Radio/T.V.	37.3	38.2	33.7	$\chi^2(1) =$ NS	42.3	38.3	24.2	$\chi^2(2) =$ 6.26*	37.1	38.8	36.4	41.3	29.0	$\chi^2(2) =$ NS
Personal reading	28.1	31.3	31.5	$\chi^2(1) =$ NS	48.8	28.5	24.2	$\chi^2(2) =$ 20.41***	27.3	16.9	29.5	20.1	25.0	$\chi^2(2) =$ NS
Family	26.6	33.8	20.3	$\chi^2(1) =$ 11.47***	22.8	31.9	27.3	$\chi^2(2) =$ NS	20.7	20.9	15.9	22.9	16.0	$\chi^2(2) =$ NS
Other sources not above	22.3	25.3	18.6	$\chi^2(1) =$ NS	25.2	23.2	22.7	$\chi^2(2) =$ NS	22.9	17.0	23.3	19.4	21.0	$\chi^2(2) =$ NS
Mean number of awareness sources mentioned	4.80	5.03	4.86	$t(676) =$ NS	5.56	4.92	4.52	$F(2,651) =$ 3.909*	4.56	4.30	4.22	4.54	4.24	$F(2,391) =$ NS

* $p < .05$

** $p < .01$

*** $p < .001$

Whites, as a group, are aware of scholarships at an earlier time in their lives than blacks, who in turn, become aware before Hispanics ($\chi^2=23.52$, $df=6$, $p<.001$). Four in ten black ROTC Cadets report becoming aware of ROTC scholarships during high school, while an additional 50% become aware during college. Over half (53.5%) of the white ROTC Cadets report first being aware of ROTC scholarships during high school and 39.5% during college. A little over a third (37.9%) of the Hispanic ROTC Cadets report becoming aware during high school and 42.4% during college.

Male and female non-ROTC Cadets are similar in their response patterns, with almost 50% of both groups showing awareness of the ROTC Scholarship Program during high school. Significant ethnic differences are evident among non-Cadets ($\chi^2=15.50$, $df=6$, $p<.05$). Relatively more white non-Cadets report awareness during high school, while more black and Hispanic non-Cadets first become aware of the Scholarship Program during college. Also, a larger percentage of black (22.7%) and Hispanic (26.0%), rather than white non-ROTC Cadets report never having heard of the ROTC Scholarship Program until the time of the survey.

Male and female ROTC Cadets are similar in the ROTC scholarship awareness sources they mention. The three most frequently mentioned sources are ROTC personnel on campus, ROTC recruiters, and pamphlets. Significantly, more male than female ROTC Cadets report their family as a source of awareness. Additionally, the male and female ROTC Cadets report similar average numbers of awareness sources (See Table 50).

Ethnic differences are, in general, very few. The three most frequently mentioned awareness sources for black, white, and Hispanic ROTC Cadets parallel those for male and female ROTC Cadets. Significantly more black than white or Hispanic Cadets report ROTC

personnel on campus, radio/T.V., and personal reading as sources of awareness. Moreover, blacks report a significantly higher average number of ROTC Scholarship Program awareness sources (5.56) than do white (4.92) or Hispanic (4.52) ROTC Cadets ($F(2,651)=3.909, p<.05$).

Male non-ROTC Cadets report pamphlets, ROTC personnel on campus, and ROTC recruiters as the three most frequent sources of awareness about the Scholarship Program. Female non-Cadets report ROTC recruiters, pamphlets, and ROTC personnel on campus as their most frequent awareness sources. Significantly more male than female non-Cadets report personal reading as a source. There are no significant differences among male and female non-ROTC Cadets in terms of the average number of sources mentioned.

Black non-ROTC Cadets attribute their first awareness of ROTC scholarships to magazines or newspaper ads, friends, and "other" military personnel. White non-Cadets report pamphlets, ROTC recruiters, and ROTC personnel on campus as their most frequent awareness sources. Hispanic non-Cadets report ROTC personnel on campus as the most frequent source of awareness, followed equally by pamphlets and friends. Two awareness sources exhibit significant ethnic differences. Significantly more white than Hispanic or black non-ROTC Cadets attribute awareness of scholarship to pamphlets, while significantly more black than white or Hispanic non-ROTC Cadets attribute awareness to magazine or newspaper ads. There are no significant differences among the average number of awareness sources mentioned by black, white, and Hispanic non-Cadets.

2. Knowledge of ROTC and the Army

As mentioned in Chapter IV, over half of the respondents know something about Army ROTC, with the remainder split between knowing little and knowing a great deal. Male and female ROTC Cadets exhibit significant differences ($\chi^2=18.60, df=2, p<.001$) in

their responses to this query. As shown in Table 51, males are more likely (36.3%) than females (25.4%) to profess knowing a great deal about the Army. On the other hand, females report knowing little about the Army (17.3%) more often than males (7.2%).

Likewise, there are significant ethnic differences among ROTC Cadets on this variable ($X^2=12.56$, $df=4$, $p<.05$). Hispanic ROTC Cadets report knowing little or nothing about Army ROTC (21.2%), while black and white ROTC Cadets purport to be fairly knowledgeable.

Male and female non-ROTC Cadets also show significant response differences ($X^2=16.17$, $df=2$, $p<.001$). A majority of the male non-ROTC Cadets report some knowledge of Army ROTC (57.8%), with the remainder reporting little or no knowledge (31.9%) or a great deal (10.3%). Fewer female non-ROTC Cadets report some knowledge (45.0%), more report little or no knowledge (50.3%), and only a few say a great deal (4.3%).

Ethnic differences among non-ROTC Cadets are also strong enough to reach statistical significance ($X^2=10.97$, $df=4$, $p<.05$). Over half of the black, white and Hispanic non-ROTC Cadets report knowing something about Army ROTC. Most of the remainder report knowing little or nothing about Army ROTC. However, none of the black non-Cadets report knowing a great deal about Army ROTC, while 10.9% of the white and 3.0% of Hispanic non-Cadets report knowing a great deal about Army ROTC.

Supplementing students' self-assessed knowledge levels was a 15-item true/false battery dealing with knowledge about aspects of ROTC and military service. These results are found in Table 51.

In general, male Cadets more often give correct answers to the knowledge questions than female Cadets. For both sexes, the three statements most often

TABLE 51

Knowledge of ROTC and the Army by Sex and Ethnicity of Cadets and Non-Cadets

Respondents' Knowledge about Army ROTC	ROTC CADETS						NON-ROTC CADETS								
	Total %	Male %	Female %	Test of Significance	Black %	White %	Hispanic %	Test of Significance	Male %	Female %	Test of Significance	Black %	White %	Hispanic %	Test of Significance
Little or nothing	21.4	7.2	17.3		6.5	8.9	21.2		31.9	50.3		45.5	38.4	38.6	
Some	54.9	56.5	57.3	$\chi^2(2) = 18.60^{***}$	58.1	58.2	45.5	$\chi^2(4) = 12.56^*$	57.8	45.0	$\chi^2(2) = 16.17^{***}$	54.5	50.8	58.4	$\chi^2(4) = 10.97^*$
A great deal	23.6	36.3	25.4		35.5	32.9	33.3		10.3	4.8		-	10.9	3.0	
Army/ROTC Information Statements Responded to Correctly															
ROTC is available for both men and women (T)	95.8	96.6	97.2	$\chi^2(1) = 95.1$ NS	97.2	96.9	96.9	$\chi^2(2) = 4.66^*$ NS	92.1	97.1	$\chi^2(1) = 4.66^*$	88.6	95.5	93.5	$\chi^2(2) = 4.66^*$ NS
Postgraduate schooling is available to officers while in the Army (T)	86.9	88.9	89.5	$\chi^2(1) = 78.7$ NS	92.9	83.1	83.1	$\chi^2(2) = 23.56^{***}$ NS	81.1	86.2	$\chi^2(1) = 23.56^{***}$ NS	81.8	85.0	80.6	$\chi^2(2) = 23.56^{***}$ NS
ROTC scholarships are available for each college year (T)	81.2	82.8	83.4	$\chi^2(1) = 82.0$ NS	83.8	78.5	78.5	$\chi^2(2) = 23.56^{***}$ NS	77.5	78.7	$\chi^2(1) = 23.56^{***}$ NS	77.3	78.1	77.4	$\chi^2(2) = 23.56^{***}$ NS
Some ROTC graduates fulfill most of their Army obligations in the Reserves (T)	73.2	73.9	74.6	$\chi^2(1) = 65.6$ NS	76.5	72.3	72.3	$\chi^2(2) = 6.12^*$ NS	70.0	73.6	$\chi^2(1) = 6.12^*$ NS	70.5	73.3	67.7	$\chi^2(2) = 6.12^*$ NS

(Continued)

(Continued)

TABLE 51
(Continued)

	ROTC CADETS					NON-ROTC CADETS				
	Total n	Male n	Female n	Test of Signif- icance	Test of Signif- icance	Black n	White n	Hispanic n	Test of Signif- icance	Test of Signif- icance
ROTC pays all Cadets \$100 per month during junior and senior years of college (T)	71.9	77.8	79.0	$\chi^2(1) =$ NS	$\chi^2(2) =$ NS	84.4	77.8	72.3	$\chi^2(1) =$ NS	$\chi^2(2) =$ 7.68*
All officers must serve in the infantry at least one year (F)	70.8	80.2	68.0	$\chi^2(1) =$ 11.20***	$\chi^2(2) =$ 9.61**	66.4	79.1	81.5	$\chi^2(1) =$ 8.32**	$\chi^2(2) =$ 10.66**
After an obligated duty period, officers may resign from the Army at any time (T)	70.5	70.9	72.9	$\chi^2(1) =$ NS	$\chi^2(2) =$	70.5	72.4	64.6	$\chi^2(1) =$ NS	$\chi^2(2) =$ NS
ROTC requires attending a summer camp each year of college (F)	68.2	81.4	74.0	$\chi^2(1) =$ 4.42*	$\chi^2(2) =$ NS	71.3	80.6	83.1	$\chi^2(1) =$ NS	$\chi^2(2) =$ NS
ROTC pays all Cadets \$100 per month during the freshman and sophomore years of college (F)	68.1	77.4	72.4	$\chi^2(1) =$ NS	$\chi^2(2) =$ 6.82*	84.4	73.3	78.5	$\chi^2(1) =$ NS	$\chi^2(2) =$ NS

(Continued)

TABLE 51
(Continued)

	ROTC CADETS					NON-ROTC CADETS						
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
The starting base pay for officers is over \$900 per month (T)	67.6	70.5	71.8	$\chi^2(1) =$ NS	63.1	72.6	69.2	$\chi^2(2) =$ NS	59.1	62.3	61.3	$\chi^2(2) =$ NS
It is possible to join the last two years of ROTC without attending the first two (T)	65.6	73.5	60.8	$\chi^2(1) =$ 10.30**	51.6	74.1	76.9	$\chi^2(2) =$ 24.99***	52.3	56.7	63.4	$\chi^2(2) =$ NS
Officers can retire after 14 years of duty at one-half of their pay (F)	53.7	61.2	47.5	$\chi^2(1) =$ 10.18**	57.4	56.0	67.7	$\chi^2(2) =$ NS	40.9	48.6	50.5	$\chi^2(2) =$ NS
Graduating from ROTC means that you have to serve four years of active duty in the Army (F)	51.2	54.1	50.3	$\chi^2(1) =$ NS	53.3	51.3	66.2	$\chi^2(2) =$ NS	43.2	52.2	40.9	$\chi^2(2) =$ NS
Officers receive a maximum of 20 days paid vacation per year (F)	47.0	54.9	39.8	$\chi^2(1) =$ 12.20***	41.8	52.1	53.8	$\chi^2(2) =$ NS	31.8	44.5	36.6	$\chi^2(2) =$ NS

(Continued)

(Continued)

TABLE 51
(Continued)

	ROTC CADETS						NON-ROTC CADETS								
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
All officers must serve at least four (4) years of active duty (F)	43.7	51.9	42.5	$\chi^2(1) = 4.66^*$	46.7	48.9	58.5	$\chi^2(2) = NS$	33.5	35.1	$\chi^2(1) = NS$	29.5	38.5	24.7	$\chi^2(2) = 6.13^*$
Mean number of statements responded to correctly	10.15	10.96	10.24	$t(675) = 3.636^{***}$	10.12	10.89	11.03	$F(2,652) = 5.610^{**}$	9.29	8.89	$t(400) = NS$	8.18	9.44	8.86	$F(2,381) = 7.171^{***}$

* $p < .05$
 ** $p < .01$
 *** $p < .001$

correctly answered concern the availability of ROTC to men and women, postgraduate schooling, and ROTC scholarships. Male ROTC Cadets correctly respond to six of the 15 statements significantly more often than do female ROTC Cadets. In addition, males correctly respond to a higher average number of statements than do female ROTC Cadets ($t=3.636$, $df=675$, $p<.001$).

The statements most often correctly answered by black ROTC Cadets concern: availability of ROTC to men and women, and the paid allowance during the junior and senior years and not during the freshman and sophomore years of college. White ROTC Cadets most often correctly identify the availability of ROTC for both men and women, postgraduate schooling, and ROTC scholarships for each year of college. Hispanic ROTC Cadets also identify most frequently that ROTC is for both men and women and that postgraduate schooling is available. They also know that a summer camp is not a requirement for ROTC.

Five of the 15 statements reveal significant ethnic differences among ROTC Cadets. Significantly more white and Hispanic than black ROTC Cadets know of the availability of postgraduate schooling, know that service obligations can be fulfilled in the Reserves, that officers do not have to serve in the infantry, and that it is possible to join the last two years of ROTC without attending the first two.

However, significantly more black ROTC Cadets know that ROTC does not pay \$100 per month during the freshman and sophomore years of college. In addition, Hispanics have significantly more correct answers, on the average, than do black or white ROTC Cadets ($F(2,652)=5.610$, $p<.01$).

Non-ROTC Cadets also show similar male and female responses to the ROTC/Army statements. The three statements to which correct responses are most often given are identical to those described for male and female ROTC Cadets. In general, the non-Cadets show lower frequency of correct responses to the

statements than do the ROTC Cadets. Significantly more female than male non-ROTC Cadets are aware that ROTC is available to men and women. However, significantly more male non-Cadets know that officers do not have to serve in the infantry and that officers cannot retire after 14 years of duty at one-half of their pay. There are no significant differences between the average number of statements responded to correctly by male and female non-Cadets.

Black, white, and Hispanic non-ROTC Cadets also correctly responded to the knowledge statements in a manner similar to males and females. The three statements most often correct for each group are the same as for the male and female non-Cadets. Significantly more white than Hispanic or black non-ROTC Cadets know that ROTC pays \$100 per month during the junior and senior years of college and that officers do not have to serve in the infantry for a year. Significantly more white than black or Hispanic non-ROTC Cadets are aware that officers do not have to serve four years of active duty. Furthermore, white non-Cadets correctly respond to more statements, on the average, than do Hispanic and black non-Cadets ($F(2,381)=7.171, p<.001$).

3. Attractiveness of college ROTC program

Male and female ROTC Cadets are attracted to the program by the ROTC instructors, guaranteed job after college, and the Scholarship Program (See Table 52). In general, females assign higher attractiveness ratings to the aspects of college ROTC than do men, with four aspects revealing differences large enough to be significant. Females also rate significantly more aspects of college ROTC as attractive than do male ROTC Cadets ($t=2.553, df=671, p<.05$).

All ethnic groups find the guaranteed job after college, ROTC instructors, and the Scholarship Program attractive aspects of ROTC. Black ROTC Cadets also mention the quality of the program. Significant ethnic differences are evident for six out of ten

TABLE 52

Attractiveness of College ROTC Program by Sex and Ethnicity of Cadets and Non-Cadets

Mean Attractiveness Rating of Aspects of College ROTC Program	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	$\bar{x}$	
Guaranteed job after college	3.83	4.03	4.14	t(670) = NS	4.18	4.01	4.22	F(2,646) = NS	3.38	3.51	t(394) = NS	3.48 F(2,375) = NS
Scholarship Program	3.78	3.96	4.04	t(670) = NS	3.99	3.96	4.20	F(2,646) = NS	3.41	3.50	t(393) = NS	3.46 F(2,374) = NS
ROTC instructors	3.72	4.06	4.16	t(671) = NS	4.12	4.08	4.20	F(2,647) = NS	3.18	2.99	t(391) = NS	3.26 F(2,373) = 3.035*
Quality of the program (instructors, training, etc.)	3.63	3.81	3.94	t(671) = NS	4.00	3.81	3.97	F(2,647) = NS	3.33	3.18	t(395) = NS	3.33 F(2,376) = NS
Program activities (courses, modules, labs, social functions, etc.)	3.59	3.84	3.92	t(671) = NS	3.98	3.80	4.08	F(2,647) = 3.376*	3.30	2.88	t(394) = 3.875***	3.27 F(2,375) = 3.077*

(Continued)

TABLE 52
(Continued)

Mean Attractiveness Rating of Aspects of College Men Program	ROTC CADETS						NON-ROTC CADETS						
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic		
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$		
Program organization (social climate, morale, etc.)	3.42	3.62	3.86	t(671) = 2.630**	3.89	3.59	3.97	F(2,647) = 6.506**	3.04	2.90	t(393) = NS	3.16	F(2,375) = 6.530**
Program components	3.33	3.54	3.73	t(671) = 2.268*	3.80	3.53	3.74	F(2,647) = 4.292*	2.99	2.79	t(395) = NS	3.05	F(2,376) = NS
Faculty program	3.32	3.47	3.68	t(671) = 2.558*	3.81	3.42	3.80	F(2,647) = 10.098***	3.00	2.96	t(394) = NS	3.12	F(2,375) = NS
Program evaluation	3.29	3.42	3.76	t(671) = 3.795***	3.77	3.40	3.85	F(2,647) = 9.332***	2.86	3.01	t(393) = NS	3.05	F(2,374) = NS
Program staff	3.06	3.24	3.38	t(671) = NS	3.53	3.18	3.48	F(2,647) = 5.822**	2.75	2.60	t(392) = NS	2.75	F(2,373) = NS
Program facilities	3.30	3.70	3.86	t(671) = 2.553*	3.91	3.68	3.95	F(2,647) = 7.111***	3.12	3.03	t(395) = NS	3.19	F(2,376) = 3.093*

aspects rated by ROTC Cadets. Hispanic ROTC Cadets find ROTC program activities, environment, and the ROTC Cadets themselves significantly more attractive than do black or white ROTC Cadets. Black ROTC Cadets find the program requirements, image of the program, and obligated duty requirements significantly more attractive than do Hispanic or white ROTC Cadets. Overall, Hispanic and black ROTC Cadets find more aspects of the college ROTC program attractive than do white ROTC Cadets.

Male non-ROTC Cadets differ from their female counterparts in that they find the program activities to be significantly more attractive. There are no significant differences in the average number of program aspects found attractive by male and female non-ROTC Cadets.

Significantly more black and Hispanic than white non-ROTC Cadets report ROTC instructors and program activities as attractive. The program environment is significantly more attractive to black than Hispanic or white non-Cadets. Black non-Cadets report significantly more aspects of ROTC as attractive than do Hispanic or white non-Cadets.

4. Attractiveness ratings of aspects of the Army

Male ROTC Cadets reveal that job security, officer responsibilities, and officer pay and fringe benefits are the most attractive aspects of the Army to them (See Table 53). For female ROTC Cadets, job security is rated as the most attractive aspect of the Army. This is followed by officer pay and fringe benefits and quality of Army officers. There are significant sex differences among ROTC Cadets on six of 16 Army aspects. Females rate the attractiveness of officer pay and fringe benefits, quality of Army officers, goals of the Army, required mobility and travel, and the public image of the Army significantly more attractive than male Cadets. However, males find Army training significantly more attractive than female ROTC Cadets. There are no sex differences in the average number of aspects of Army life found attractive among ROTC Cadets.

TABLE 53

Attractiveness Ratings of Aspects of the Army by Sex and Ethnicity of Cadets and Non-Cadets

Mean Attractiveness Rating of Aspects of the Army	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
Job security	3.94	4.11	4.17	t(673) = NS	4.27	4.09	4.14	F(2,649) = NS	3.59	3.66	t(398) = NS	3.46 F(2,380) = NS
Officer responsibilities	3.59	3.79	3.76	t(674) = NS	3.94	3.72	3.94	F(2,650) = 3.139*	3.28	3.25	t(396) = NS	3.33 F(2,378) = NS
Officer pay and fringe benefits	3.55	3.71	3.94	t(674) = 2.505*	4.02	3.70	3.88	F(2,650) = 4.449*	3.09	3.29	t(397) = NS	3.13 F(2,379) = NS
Quality of Army officers	3.48	3.64	3.83	t(673) = 2.338*	4.02	3.59	3.82	F(2,649) = 9.964***	3.06	3.19	t(398) = NS	3.11 F(2,380) = NS
Goals of the Army	3.44	3.59	3.80	t(674) = 2.380*	4.06	3.40	3.95	F(2,650) = 16.461***	3.06	3.16	t(397) = NS	3.02 F(2,379) = NS
Available recreation and entertainment	3.34	3.49	3.56	t(674) = NS	3.66	3.46	3.68	F(2,650) = NS	3.04	3.09	t(396) = NS	2.95 F(2,378) = NS
Relevance of the military to society	3.33	3.49	3.51	t(672) = NS	3.78	3.40	3.58	F(2,648) = 6.763***	3.11	2.99	t(398) = NS	2.84 F(2,380) = NS
Required mobility and travel	3.29	3.32	3.68	t(674) = 3.730***	3.89	3.29	3.51	F(2,650) = 13.170***	2.90	3.29	t(397) = 3.094**	2.96 F(2,379) = NS
Army training	3.22	3.52	3.27	t(674) = 2.522*	3.63	3.41	3.51	F(2,650) = NS	2.96	2.63	t(399) = 2.835**	2.88 F(2,381) = NS

(Continued)

TABLE 53
(Continued)

Mean Attractiveness Rating of Aspects of the Army	ROTC CADETS					NON-ROTC CADETS									
	Total	Male	Female	Test of Signif- icance	Black	White	Hispanic	Test of Signif- icance	Male	Female	Test of Signif- icance	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$	
Day-to-day activities	3.21	3.43	3.46	t(673) = NS	3.79	3.33	3.63	F(2,649) = 10.067***	2.87	2.78	t(396) = NS	3.07	2.74	2.96	F(2,378) = NS
Discipline required	3.18	3.44	3.30	t(674) = NS	3.66	3.31	3.65	F(2,650) = 5.882**	2.85	2.71	t(399) = NS	3.05	2.67	2.94	F(2,381) = 3.070*
Nature of relationships	3.13	3.27	3.38	t(673) = NS	3.35	3.28	3.34	F(2,649) = NS	2.83	2.89	t(398) = NS	3.05	2.83	2.83	F(2,380) = NS
Public image of the Army	3.02	3.11	3.34	t(674) = 2.408*	3.56	3.05	3.35	F(2,650) = 11.941***	2.67	2.87	t(397) = NS	3.16	2.70	2.76	F(2,379) = 3.301*
Living arrangements	2.66	2.87	2.91	t(674) = NS	3.35	2.70	3.29	F(2,650) = 23.734***	2.36	2.20	t(399) = NS	2.77	2.13	2.45	F(2,381) = 7.736***
Prejudice in the Army	2.60	2.68	2.65	t(674) = NS	2.72	2.68	2.57	F(2,650) = NS	2.45	2.53	t(398) = NS	2.70	2.47	2.44	F(2,380) = NS
Personal freedom in the Army	2.53	2.63	2.70	t(674) = NS	2.89	2.54	2.97	F(2,650) = 8.143***	2.23	2.50	t(399) = 2.317*	2.74	2.24	2.47	F(2,381) = 4.199**
Mean number attractive aspects of Army life (rating of "4" or "5")	3.22	3.38	3.45	t(673) = NS	3.66	3.32	3.55	F(2,649) = 13.299***	2.90	2.94	t(396) = NS	3.18	2.88	2.91	F(2,378) = NS
T(1 = Very unattractive, 5 = Very attractive)															
* p < .05															
** p < .01															
*** p < .001															

1(1) = Very unattractive, 5 = Very attractive)

* p < .05

** p < .01

*** p < .001

Black ROTC Cadets attribute the greatest attractiveness to job security and goals of the Army. These are followed with equal frequency by officer pay and fringe benefits and quality of Army officers. White ROTC Cadets believe job security, officer responsibilities, and officer pay and fringe benefits are the most attractive aspects of the Army. Hispanic ROTC Cadets think job security, goals of the Army, and officer responsibilities are the most attractive. Eleven out of 16 aspects reveal significant ethnic differences among ROTC Cadets. In all cases, black, and Hispanic ROTC Cadets find aspects of Army life more attractive than do white ROTC Cadets. Black ROTC Cadets rate significantly more aspects of the Army as attractive than do Hispanic or white ROTC Cadets (3.18, 2.91, 2.88, respectively).

Male non-ROTC Cadets find job security, officer responsibilities, and relevance of the military to society as the most attractive aspects of the Army. Female non-Cadets report job security most attractive. This is followed with equal frequency by officer pay and fringe benefits and required mobility and travel. Females report that mobility and travel in addition to the personal freedom in the Army are significantly more attractive than they are for male non-ROTC Cadets. However, male non-Cadets believe Army training is more attractive than do female non-Cadets. Male and female non-ROTC Cadets rate similar numbers of aspects of Army life as attractive (2.90 and 2.94, respectively).

Black non-ROTC Cadets rate as most attractive job security, goals of the Army, and quality of Army officers. White and Hispanic non-ROTC Cadets attribute the greatest attractiveness to job security, officer responsibilities, and officer pay and fringe benefits. Four out of 16 aspects of the Army reveal significant ethnic differences among the non-Cadets. In all cases, blacks rate the Army as more attractive than do Hispanics who, in turn, rate the Army higher than white non-ROTC Cadets. Black, white, and Hispanic non-ROTC Cadets find a similar number of aspects of Army life attractive.

5. Feelings about military service

When asked about their feelings toward military service, almost half said they would serve if needed. There are, however, notable sex and ethnic differences as shown in Table 54. The differences between male and female Cadets is carried primarily by the degree of prior thinking about their service commitment. Whereas 18.5% of the male ROTC Cadets say they have not given much thought to serving, 41.0% of the females respond that way.

Although most of the ROTC Cadet respondents feel it is their duty to serve if needed, a larger percentage of white (26.6%) and Hispanic (31.8%) than black (15.7%) ROTC Cadets feel it is their duty to serve, regardless of need. A larger percentage of black (33.1%) rather than white (22.5%) or Hispanic (24.2%) ROTC Cadets report not having given much thought to service in the military.

Sex differences are significant among non-ROTC Cadets ($\chi^2=13.01$, $df=2$, $p<.01$). Over half (54.1%) of the male non-ROTC Cadets would serve if needed, while 38.2% of the females would do so. Most female non-Cadets (57.1%) have not given service much thought (as compared to 38.7% of the males).

Ethnic differences also are significant among non-ROTC Cadets ($\chi^2=11.69$, $df=4$, $p<.05$). Approximately half of the white (49.8%) and Hispanic (50.0%) non-Cadets would serve if needed, while this is true for only 31.0% of the black non-Cadets. There are 64.3% of black non-ROTC Cadets who have not given much thought to the military, which is more than white and Hispanic non-Cadets (45.7% and 38.9%, respectively). Only a small percentage of black (4.8%), white (4.5%) and Hispanic (11.1%) non-RTC Cadets feel a duty to serve.

TABLE 54

Feelings about Military Service by Sex and Ethnicity of Cadets and Non-Cadets

Respondents' Feelings about Military Service	ROTC CADETS						NON-ROTC CADETS					
	Test of Significance			Test of Significance			Test of Significance			Test of Significance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	
I haven't given much thought to military service	32.7	18.5	41.0	33.1	22.5	24.2	38.7	57.1	64.3	45.7	38.9	
I feel I have a duty to serve if needed	49.2	52.1	45.4	51.2	50.9	43.9	54.1	38.2	31.0	49.8	50.0	$\chi^2(4) = 11.69^*$
I feel it is my duty to serve in the military	18.1	29.3	13.7	15.7	26.6	31.8	7.2	4.7	4.8	4.5	11.1	

*p < .05

**p < .01

***p < .001

D. Education and Career Plans

1. College major

The selection of a college major differs by sex and ethnicity. Although business is a popular choice among all respondents, choice of major shows a traditional break between males and females (See Table 55). Male ROTC Cadets choose majors in engineering significantly more often than do their female counterparts. However, the female Cadets choose majors in education, nursing and foreign languages significantly more often than do male Cadets.

A significantly greater number of white than Hispanic or black ROTC Cadets choose majors in engineering and agriculture/forestry. Hispanic ROTC Cadets, significantly more often than other ROTC Cadets, choose majors in education, while black ROTC Cadets significantly more often choose the "other category" as a college major.

Among non-ROTC Cadets, the traditional male-dominated and female-dominated choices are manifested. Male non-Cadets choose engineering and physical education significantly more often than do females. The female non-Cadets choose majors in the biological sciences, education, and nursing significantly more often than do males.

There are significantly more black than Hispanic or white non-ROTC Cadets who choose a college major in physical education.

2. Sources of financial support

The sources of financial support differ for males and females and for blacks, whites, and Hispanics (See Table 56). There are significantly more female (75.7%) than male (63.6%) ROTC Cadets who report receiving finances from family, while significantly more males (16.3%) than females (10.3%) report work and ROTC scholarships as means of financial support.

TABLE 55

College Major by Sex and Ethnicity of Cadets and Non-Cadets

Actual/Intended Major	ROTC CADETS						NON-ROTC CADETS					
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
Business	28.6	27.5	30.1	$\chi^2(1) =$ NS	23.8	28.1	34.8	$\chi^2(2) =$ NS	20.0	31.4	26.0	$\chi^2(2) =$ NS
Engineering	13.8	18.0	4.3	$\chi^2(1) =$ 20.85***	3.2	18.9	6.1	$\chi^2(2) =$ 24.07***	11.1	11.2	18.3	$\chi^2(2) =$ NS
Social science	6.9	8.8	5.9	$\chi^2(1) =$ NS	7.9	7.7	13.6	$\chi^2(2) =$ NS	11.1	5.0	3.8	$\chi^2(2) =$ NS
Biological science	5.9	6.2	4.8	$\chi^2(1) =$ NS	5.6	6.2	3.0	$\chi^2(2) =$ NS	2.2	7.8	3.8	$\chi^2(2) =$ NS
Education	5.0	2.4	7.0	$\chi^2(1) =$ 8.10**	4.8	2.6	10.6	$\chi^2(2) =$ 10.74**	6.7	6.6	9.6	$\chi^2(2) =$ NS
Physical science	4.0	4.0	2.7	$\chi^2(1) =$ NS	1.6	4.0	1.5	$\chi^2(2) =$ NS	4.4	3.9	5.8	$\chi^2(2) =$ NS
Agriculture/ forestry	3.8	4.4	2.7	$\chi^2(1) =$ NS	-	5.1	3.0	$\chi^2(2) =$ 7.02*	2.2	4.7	1.9	$\chi^2(2) =$ NS

(Continued)

TABLE 55
(Continued)

Actual/Intended Major	ROYAL CADETS						NON-ROYAL CADETS					
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance
Fine arts	2.6	2.4	4.3	$\chi^2(1) =$ NS	5.6	2.1	4.5	$\chi^2(2) =$ NS	-	2.3	2.9	$\chi^2(2) =$ NS
Physical education	2.4	1.8	1.1	$\chi^2(1) =$ NS	-	1.9	3.0	$\chi^2(2) =$ NS	13.3	1.9	4.8	$\chi^2(2) =$ 13.46**
Nursing	2.1	0.4	6.5	$\chi^2(1) =$ 24.78***	3.2	1.7	1.5	$\chi^2(2) =$ NS	-	2.7	1.9	$\chi^2(2) =$ NS
Mathematics	1.0	1.2	0.5	$\chi^2(1) =$ NS	1.6	0.9	1.5	$\chi^2(2) =$ NS	-	1.2	1.0	$\chi^2(2) =$ NS
English and literature	0.8	0.6	1.1	$\chi^2(1) =$ NS	1.6	0.6	-	$\chi^2(2) =$ NS	-	1.6	-	$\chi^2(2) =$ NS
Foreign language	0.7	0.4	2.2	$\chi^2(1) =$ 4.78*	-	1.1	1.5	$\chi^2(2) =$ NS	-	-	1.0	$\chi^2(2) =$ NS
Other	16.5	16.4	21.5	$\chi^2(1) =$ NS	36.5	13.8	10.6	$\chi^2(2) =$ 37.50***	22.2	13.6	13.5	$\chi^2(2) =$ NS
Don't know	5.8	5.4	5.4	$\chi^2(1) =$ NS	4.8	5.3	4.5	$\chi^2(2) =$ NS	6.7	6.2	5.8	$\chi^2(2) =$ NS

*p < .05

**p < .01

***p < .001

TABLE 56

Sources of College Financing by Sex and Ethnicity of Cadets and Non-Cadets

Sources of Finance for College	ROTC CADETS							NON-ROTC CADETS						
	Total %	Male %	Female %	Test of Signif- icance	Black %	White %	Hispanic %	Test of Signif- icance	Male %	Female %	Black %	White %	Hispanic %	Test of Signif- icance
Family	64.6	63.6	75.7	$\chi^2(1) = 8.91^{**}$	70.5	68.8	47.0	$\chi^2(2) = 13.32^{**}$	53.9	69.5	51.1	64.5	58.4	$\chi^2(2) =$ NS
Work	53.8	56.7	47.8	$\chi^2(1) = 4.25^*$	34.1	59.0	63.6	$\chi^2(2) = 26.55^{***}$	53.4	52.7	26.7	59.1	52.0	$\chi^2(2) = 16.41^{***}$
Scholarship (other)	33.8	28.0	25.4	$\chi^2(1) =$ NS	43.5	20.9	39.4	$\chi^2(2) = 31.05^{***}$	47.2	40.5	57.8	41.2	45.1	$\chi^2(2) =$ NS
Scholarship (ROTC)	9.4	16.3	10.3	$\chi^2(1) = 3.86^*$	9.1	15.8	18.2	$\chi^2(2) =$ NS	1.3	0.5	-	0.8	1.0	$\chi^2(2) =$ NS

*p < .05

**p < .01

***p < .001

Significantly fewer Hispanic (47.0%) than black (70.5%) and white (68.8%) ROTC Cadets report financial support from family, while significantly more Hispanic than black or white ROTC Cadets report finances coming from work (63.6%, 34.1%, and 59.0%, respectively).

For all non-ROTC Cadets, support is received primarily from family, work, and other scholarships. Male and female non-ROTC Cadets are relatively similar in their sources of finance for college. The exception is that a significantly greater number of females (69.5%) receive support from their families than do males (53.9%). Significantly more white (59.1%) than Hispanic (52.0%) or black (26.7%) non-ROTC Cadets report work as a source of college finances.

3. Educational and career plans influencers

Although both parents play an important role in the educational plans of all respondents, some interesting sex and ethnic differences emerge. As shown in Table 57, significantly more female than male ROTC Cadets attribute influence to the mother/female guardian, information from those in the career, teachers, and counselors. Black ROTC Cadets attribute the greatest influence to their mothers/female guardians, followed by their teachers, and then their fathers/male guardians. White ROTC Cadets, on the other hand, report most influence from their fathers/male guardians, then the mothers/female guardians, and information from those in the career. Hispanic ROTC Cadets report their mothers/female guardians, fathers/male guardians, and information from those in the career as the most influential persons on their educational plans.

Sex and ethnic subgroups of non-ROTC Cadets are slightly different from the patterns established by Cadets. Significantly more female than male non-ROTC Cadets report information from those in the career as influencing their educational plans. Black, white, and Hispanic non-ROTC Cadets all report that their mothers/female guardians and fathers/male guardians are the first and second most influential people in their educational plans. Black and Hispanic non-ROTC Cadets attribute the third most influential role to

TABLE 57

Educational and Career Plans Influencers by Sex and Ethnicity of Cadets and Non-Cadets

Mean Rating of Persons on Educational and Career Plans	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
Mother/female guardian	3.69	3.66	3.88	4.30	3.55	3.86	3.60	3.73	3.77	3.68	3.50	F(2,403) = NS
				t(683) = 2.178*		F(2,659) = 21.208***			t(423) = NS			F(2,403) = NS
Father/male guardian	3.50	3.57	3.40	3.18	3.60	3.50	3.52	3.36	3.45	3.52	3.26	t(423) = NS
				t(684) = NS		F(2,659) = 4.847**			t(423) = NS			F(2,403) = NS
Information from those in the career	2.77	2.84	3.09	3.13	2.81	3.08	2.41	2.75	2.56	2.51	2.76	t(423) = 2.864**
				t(684) = 2.305*		F(2,660) = 3.723*			t(423) = NS			F(2,403) = NS
Teachers	2.70	2.67	2.89	3.37	2.51	3.06	2.58	2.77	2.89	2.56	2.83	t(424) = NS
				t(684) = 2.079*		F(2,660) = 30.030***			t(424) = NS			F(2,404) = NS
Friends	2.58	2.52	2.70	2.73	2.54	2.45	2.56	2.64	2.64	2.62	2.62	t(424) = NS
				t(684) = NS		F(2,660) = NS			t(424) = NS			F(2,404) = NS
Other relatives	2.49	2.45	2.62	3.08	2.35	2.39	2.54	2.40	2.71	2.37	2.69	t(424) = NS
				t(683) = NS		F(2,659) = 19.689***			t(424) = NS			F(2,404) = 3.171*
Counselors	2.27	2.25	2.49	2.98	2.11	2.47	2.25	2.15	2.69	2.03	2.44	t(423) = NS
				t(644) = 2.279*		F(2,659) = 28.692***			t(423) = NS			F(2,403) = 8.510***

T (1 = Very small role, 5 = Very large role)

*p < .05

**p < .01

***p < .001

teachers, while white non-ROTC Cadets attribute it to their friends. Significantly more black than Hispanic or white non-ROTC Cadets are influenced by other relatives and counselors.

4. Salary expectations and career choice

As shown in Table 58, male ROTC Cadets expect significantly higher mean annual salaries ten years after college than do females (\$38,330 versus \$33,510, respectively). Hispanic Cadets report significantly lower expected salaries (\$32,990) than either whites (\$37,540), or blacks (\$37,360). Male non-ROTC Cadets also expect significantly higher salaries than their female counterparts; salary expectations do not differ among non-ROTC Cadets by ethnicity.

The first choice of careers for male ROTC Cadets is that of a military officer, followed by engineering and business administration. Female ROTC Cadets list military officer as their third choice behind careers in business administration and medical/biological sciences. Significantly more male ROTC Cadets choose engineering and military officer than do females. However, the female ROTC Cadets choose medical/biological sciences, teaching/social services, and secretarial/office workers as careers significantly more often than do male ROTC Cadets.

Black and Hispanic ROTC Cadets most frequently mention business administration, military officer, and humanities/law/social and behavioral sciences as their first choice careers. White Cadets include engineering among their top choices, while Hispanic ROTC Cadets are significantly more interested in being a military officer and in the humanities/law/social and behavioral sciences. Black ROTC Cadets are significantly more interested than white or Hispanic ROTC Cadets in the fine/performing arts, technical jobs, and secretarial/office work.

The first choices of male non-ROTC Cadets are evenly divided among business administration and engineering, followed by humanities/law/social and behavioral sciences. Female non-ROTC Cadets choose medical/biological sciences, business administration,

TABLE 58

Annual Salary Expectation and Career Choice by Sex and Ethnicity of Cadets and Non-Cadets

	ROTC CADETS					
	Total	Male	Female	Test of Significance	Black	White
	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$
Mean Expected Salary 10 Years after College	\$36,010	\$38,330	\$33,510	t(678) = 5.123***	\$37,360	\$37,540
(Categorical Mean) 1	6.82	7.31	6.28	t(678) = 5.145***	7.09	7.15
Careers Being Considered (First Choice)						
Business administration	22.3	18.8	23.8	$\chi^2(1) = \text{NS}$	19.5	21.1
Engineering/physical science/math/architecture	17.5	19.4	8.1	$\chi^2(1) = 12.56^{**}$	8.1	20.4
Military officer	12.4	20.8	10.8	$\chi^2(1) = 9.08^{**}$	14.6	16.8
Medical/biological sciences	12.1	8.7	14.6	$\chi^2(1) = 5.09^*$	9.8	10.4
Humanities/law/social and behavioral sciences	10.2	11.5	8.6	$\chi^2(1) = \text{NS}$	14.6	8.7

(Continued)

General teaching/social

 $\chi^2(2) = \text{NS}$ $\chi^2(2) = 16.37^{***}$ $\chi^2(2) = 8.64^*$ $\chi^2(2) = \text{NS}$ $\chi^2(2) = 6.58^*$

TABLE 58
(Cont Inued)

ROTC CADETS								
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Test of</u> <u>Significance</u>	<u>Black</u>	<u>White</u>	<u>Hispanic</u>	<u>Test of</u> <u>Significance</u>
	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$	
Careers Being Considered (First Choice)								
General teaching/social services	6.8	2.6	8.6	$\chi^2(1) =$ 11.96***	3.3	4.3	7.7	$\chi^2(2) =$ NS
Fine/performing arts	2.8	2.4	5.4	$\chi^2(1) =$ NS	7.3	2.1	4.6	$\chi^2(2) =$ 8.48*
Technical jobs	2.5	2.6	2.7	$\chi^2(1) =$ NS	5.7	2.1	-	$\chi^2(2) =$ 6.83*
Proprietors/sales	2.3	2.8	2.2	$\chi^2(1) =$ NS	1.6	3.0	3.1	$\chi^2(2) =$ NS
Secretarial/office workers	1.6	0.2	6.5	$\chi^2(1) =$ 28.36***	6.5	0.4	4.6	$\chi^2(2) =$ 21.19***
Construction trades	0.8	1.2	-	$\chi^2(1) =$ NS	2.4	0.6	-	$\chi^2(2) =$ NS
General labor/community and public service	0.8	0.8	0.5	$\chi^2(1) =$ NS	0.8	0.6	1.5	$\chi^2(2) =$ NS
Housewife	0.8	0.4	1.1	$\chi^2(1) =$ NS	-	0.9	-	$\chi^2(2) =$ NS
Mechanics/industrial trades	0.6	0.8	-	$\chi^2(1) =$ NS	-	0.9	-	$\chi^2(2) =$ NS
Other	6.3	6.9	7.0	$\chi^2(1) =$ NS	5.7	7.7	3.1	$\chi^2(2) =$ NS
(continued)								

(Cont inued)

TABLE 58
(Cont inued)

	NON-ROYAL CADETS						
	Total	Male	Female	Test of Significance	Black	White	Hispanic
	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$
Mean Expected Salary 10 Years after College	\$36,010	\$37,980	\$30,010	$t(423) =$ 7.534^{***}	\$35,710	\$34,720	\$33,230
(Categorical Mean) ¹	6.82	7.24	5.55	$t(423) =$ 7.583^{***}	6.74	6.55	6.22
							NS
Careers Being Considered (First Choice)							
Business administration	22.3	27.9	23.4	$\chi^2(1) =$ NS	26.1	25.2	24.3
Engineering/physical science/math/architecture	17.5	27.9	9.0	$\chi^2(1) =$ 23.58^{***}	10.9	18.5	24.3
Military officer	12.4	5.6	0.5	$\chi^2(1) =$ 8.25^{**}	13.0	2.4	1.0
Medical/biological sciences	12.1	5.2	27.1	$\chi^2(1) =$ 39.49^{***}	10.9	16.1	14.6
Humanities/law/social and behavioral sciences	10.2	9.4	9.0	$\chi^2(1) =$ NS	10.9	9.8	8.7
							$\chi^2(2) =$ NS

(Cont inued)

TABLE 58
(Continued)

NON-ROTC CADETS								
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Test of</u> <u>Significance</u>	<u>Black</u>	<u>White</u>	<u>Hispanic</u>	<u>Test of</u> <u>Significance</u>
Careers Being Considered (First Choice)	$\bar{X}$	$\bar{X}$	$\bar{X}$		$\bar{X}$	$\bar{X}$	$\bar{X}$	
General teaching/social services	6.8	6.4	16.5	$\chi^2(1) =$ 10.80**	6.5	9.8	16.5	$\chi^2(2) =$ NS
Fine/performing arts	2.8	2.1	2.1	$\chi^2(1) =$ NS	-	2.8	1.9	$\chi^2(2) =$ NS
Technical jobs	2.5	2.1	2.7	$\chi^2(1) =$ NS	4.3	2.8	1.0	$\chi^2(2) =$ NS
Proprietors/sales	2.3	1.7	1.6	$\chi^2(1) =$ NS	4.3	2.0	-	$\chi^2(2) =$ NS
Secretarial/office workers	1.6	0.4	2.1	$\chi^2(1) =$ NS	-	1.2	1.0	$\chi^2(2) =$ NS
Construction trades	0.8	1.3	-	$\chi^2(1) =$ NS	-	1.2	-	$\chi^2(2) =$ NS
General labor/community and public service	0.8	1.3	0.5	$\chi^2(1) =$ NS	-	0.8	1.9	$\chi^2(2) =$ NS
Housewife	0.8	0.4	2.1	$\chi^2(1) =$ NS	-	1.6	1.0	$\chi^2(2) =$ NS
Mechanics/industrial trades	0.6	0.9	0.5	$\chi^2(1) =$ NS	2.2	0.4	1.0	$\chi^2(2) =$ NS
Other	6.3	7.3	2.7	$\chi^2(1) =$ 4.52*	10.9	5.5	2.9	$\chi^2(2) =$ NS

†(6 = \$30,000 to \$34,999 per year, 7 = \$35,000 to \$39,999 per year)

*p < .05

**p < .01

***p < .001

and teaching/social services most often as their preferred careers. Male non-ROTC Cadets are significantly more interested than females in engineering, military officer, and "other" careers. Female non-Cadets are significantly more interested in medical/biological sciences and teaching/social services than their male counterparts.

Black non-ROTC Cadets are interested in business administration and military officer careers. White non-ROTC Cadets are interested in business administration, engineering, and medical/biological sciences. Hispanic non-ROTC Cadets are equally interested in business administration and engineering, followed by a career in teaching/social services. Significantly more black non-ROTC Cadets report military officer as their first choice career than do white or Hispanic non-ROTC Cadets.

5. Personal importance ratings of job dimensions

Male and female ROTC Cadets show similar patterns in importance ratings given to selected job dimensions (See Table 59). Advancement, challenge, and security are most important to male ROTC Cadets, while female ROTC Cadets are less concerned with security, but place more emphasis on self-improvement. Generally, females exhibit slightly higher mean ratings than do males to most of the 21 job dimensions, with nine dimensions revealing significant sex differences among the ROTC Cadets.

Black ROTC Cadets are interested in advancement, salary, and security. White ROTC Cadets believe that challenge is more important than security, while Hispanics rate highly feedback about job performance. In general, black ROTC Cadets attribute higher mean importance ratings to all dimensions of a job than do white or Hispanic ROTC Cadets; not once do the mean importance ratings of black ROTC Cadets fall below four on a five-point scale.

Male non-ROTC Cadets are concerned with the advancement, personal freedom, and self-improvement dimensions of a job. Female non-ROTC Cadets believe a

TABLE 59

Importance Ratings of Job Dimensions by Sex and Ethnicity of Cadets and Non-Cadets

Mean Importance Rating of Job Dimensions	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
Opportunity to advance within the organization	4.55	4.58	4.66	t(663) = NS	4.70	4.57	4.66	F(2,638) = NS	4.48	4.44	t(389) = NS	4.41 4.49 4.43 F(2,372) = NS
Interesting/ challenging work	4.48	4.50	4.57	t(666) = NS	4.47	4.53	4.56	F(2,641) = NS	4.33	4.50	t(392) = NS	4.11 4.55 4.11 F(2,375) = 11.796***
Job security	4.44	4.44	4.52	t(669) = NS	4.63	4.42	4.48	F(2,644) = 3.134*	4.37	4.47	t(393) = NS	4.36 4.42 4.36 F(2,376) = NS
Opportunity for continued self- improvement and development	4.44	4.38	4.54	t(667) = 2.462*	4.60	4.37	4.50	F(2,642) = 4.044*	4.38	4.55	t(394) = 2.146*	4.41 4.48 4.41 F(2,377) = NS
Contentment of spouse and family with job	4.41	4.35	4.50	t(665) = NS	4.29	4.42	4.37	F(2,640) = NS	4.33	4.56	t(390) = 2.463*	4.13 4.57 4.13 F(2,374) = 8.232***
Amount of personal freedom in expression of opinions on and off the job	4.36	4.31	4.41	t(669) = NS	4.51	4.31	4.24	F(2,644) = 3.076*	4.40	4.41	t(394) = NS	4.35 4.45 4.35 F(2,377) = NS
Opportunity to work with interesting people	4.34	4.30	4.48	t(669) = 2.575*	4.55	4.30	4.40	F(2,644) = 4.474*	4.19	4.47	t(395) = 3.168**	4.15 4.37 4.15 F(2,379) = NS

(Continued)

TABLE 59
(Continued)

Mean Importance Ratings of Job Dimensions	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
Quality of supervisor(s)	4.31	4.30	4.44	t(667) = 1.971*	4.32	4.34	F(2,642) = NS	4.24	4.27	4.13	4.05	F(2,376) = 3.728*
Importance of one's work to the organization	4.28	4.25	4.43	t(666) = 2.426*	4.25	4.47	F(2,641) = NS	4.19	4.30	4.13	4.07	F(2,375) = NS
Use of previously developed skills in a specialized field	4.28	4.24	4.40	t(667) = 2.168*	4.21	4.33	F(2,642) = 8.378***	4.26	4.28	4.22	4.35	F(2,379) = NS
Amount of personal responsibility	4.27	4.28	4.34	t(669) = NS	4.26	4.33	F(2,644) = 3.205*	4.21	4.26	4.13	4.18	F(2,379) = NS
Salary	4.26	4.19	4.38	t(645) = 2.653**	4.14	4.31	F(2,620) = 16.210***	4.34	4.19	4.59	4.31	F(2,360) = 3.330*
Feedback about how well one is doing on the job	4.25	4.21	4.42	t(666) = 2.966**	4.20	4.61	F(2,641) = 7.280***	4.19	4.27	4.05	4.11	F(2,376) = NS
Opportunity to help others	4.21	4.16	4.39	t(668) = 3.106**	4.13	4.43	F(2,643) = 9.249***	4.09	4.31	4.15	4.04	F(2,377) = NS
Opportunity for a stable home life and involvement in the community	4.21	4.17	4.32	t(669) = NS	4.14	4.16	F(2,644) = 7.646***	4.14	4.27	4.33	3.99	F(2,377) = NS

(Continued)

TABLE 59
(Continued)

Mean Importance Rating of Job Dimensions	ROTC CADETS						NON-ROTC CADETS					
	Test of			Signif-			Test of			Signif-		
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic	Test of Signif- icance
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	
Opportunity to make a lasting contribution to society	4.05	4.07	4.04	t(669) = NS	4.45	3.95	4.16	F(2,644) = 11.215***	4.08	4.00	t(394) = NS	4.09 F(2,378) = NS
Chance to be a leader	4.05	4.21	4.07	t(669) = NS	4.42	4.08	4.46	F(2,644) = 9.542***	4.10	3.56	t(394) = 4.997***	3.84 F(2,377) = NS
Chance for adventure and a variety of duties	4.02	4.05	4.08	t(669) = NS	4.09	4.04	4.22	F(2,644) = NS	3.91	4.02	t(394) = NS	3.80 F(2,377) = NS
Amount of prestige associated with the job	3.99	4.04	4.09	t(669) = NS	4.28	3.96	4.30	F(2,644) = 7.867***	3.91	3.86	t(394) = NS	3.99 F(2,379) = NS
Geographic desira- bility of job location	3.93	3.92	4.07	t(668) = NS	4.07	3.94	3.89	F(2,643) = NS	3.82	3.93	t(394) = NS	3.72 F(2,378) = 5.245**
Opportunity to obtain additional formal schooling	3.85	3.79	4.06	t(669) = 3.089**	4.28	3.73	4.02	F(2,644) = 13.242***	3.77	3.86	t(394) = NS	4.03 F(2,377) = 3.392*

†(1) = Not important at all, 5 = Very important)

* p < .05

** p < .01

*** p < .001

spouse's contentment with a job, self-improvement, and challenge are the most important job dimensions. Males and females attribute similar ratings to most dimensions, although females attribute significantly higher mean importance ratings than do males to self-improvement, spouse's contentment with the job, working with interesting people, helping others, and the leadership opportunities of a job.

Black non-ROTC Cadets believe salary, security, and self-improvement to be the most important job dimensions. White non-Cadets attribute greatest importance to spouse's contentment with the job, challenge, and advancement opportunities. Hispanic non-ROTC Cadets look to the opportunity for advancement, self-improvement, and security in a job. White as compared to Hispanic or black non-Cadets attribute significantly higher mean importance ratings to a job's challenge, spouse's contentment with the job, quality of supervisors, and geographic desirability of the job location. Black non-ROTC Cadets find salary significantly more important than other non-ROTC Cadets. Hispanic non-Cadets find additional school opportunities a significantly more important job dimension than do black or white non-Cadets.

6. Army potential satisfaction ratings of job dimensions

As shown in Table 60, both male and female Cadets give the Army high marks for potentially providing security, leadership, and advancement opportunities. Female ROTC Cadets rate the Army significantly higher than do males in terms of the importance of one's work to the organization, use of previously developed skills, and salary.

For all ethnic groups among Cadets, job security, advancement, and leadership opportunities are valued. There are small yet significant differences along nearly all dimensions, with black Cadets generally rating the Army's ability to provide job satisfaction higher than whites or Hispanics.

TABLE 60

Army Potential Satisfaction Ratings of Job Dimensions by Sex and Ethnicity for Cadets and Non-Cadets

Mean Army Satisfaction Ratings of Job Dimensions	ROTC CADETS						NON-ROTC CADETS							
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance				
	Total	Male	Female	Black	White	Hispanic	Black	White	Hispanic	Male	Female	Black	White	Hispanic
	$\bar{X}$	$\bar{X}$	$\bar{Y}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Job security	4.39	4.43	4.46	t(673) = 4.53 NS	4.41	4.46	F(2,649) = 4.076* NS	4.27	4.33	t(400) = 4.51 NS	4.41	4.26	4.41	F(2,380) = 4.06 NS
Opportunity to advance within the organization	4.27	4.39	4.35	t(670) = 4.58 NS	4.32	4.48	F(2,646) = 4.076* NS	4.02	4.18	t(396) = 4.19 NS	4.09	4.09	4.09	F(2,376) = 4.06 NS
Chance to be a leader	4.23	4.42	4.29	t(673) = 4.52 NS	4.35	4.40	F(2,649) = 4.06 NS	4.06	3.83	t(399) = 3.90 NS	4.06	3.97	4.06	F(2,379) = 4.06 NS
Chance for adventure and a variety of duties	4.19	4.33	4.26	t(672) = 4.35 NS	4.31	4.36	F(2,648) = 4.06 NS	3.93	4.07	t(400) = 3.85 NS	4.00	4.00	4.06	F(2,380) = 4.06 NS
Opportunity for continued self- improvement & development	4.13	4.18	4.27	t(671) = 4.46 NS	4.31	4.44	F(2,647) = 8.059*** NS	3.93	4.10	t(400) = 4.41 NS	3.94	4.08	4.08	F(2,380) = 3.473* NS
Amount of personal responsibility	4.12	4.22	4.16	t(675) = 4.32 NS	4.15	4.32	F(2,651) = 4.06 NS	3.97	4.01	t(400) = 4.12 NS	3.88	4.18	4.18	F(2,381) = 4.06 NS
Interesting/ challenging work	4.07	4.15	4.19	t(671) = 4.40 NS	4.08	4.30	F(2,647) = 5.559** NS	3.86	4.01	t(398) = 4.07 NS	3.87	4.08	4.08	F(2,378) = 4.06 NS
Feedback about how well one is doing on the job	4.02	4.05	4.13	t(672) = 4.30 NS	3.98	4.27	F(2,648) = 6.318** NS	3.88	3.99	t(399) = 3.92 NS	3.92	4.03	4.03	F(2,379) = 4.06 NS

(Continued)

TABLE 60
(Continued)

Mean Army Satisfaction Ratings of Job Dimensions	ROTC CADETS						NON-ROTC CADETS						
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			
	Total	Male	Female	Black	White	Hispanic	Male	Female	Black	White	Hispanic		
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$		
Opportunity to work with interesting people	4.02	4.04	4.18	t(675) = NS	4.29	4.00	4.28	F(2,651) = 5.719**	3.76	4.11	t(400) = 3.093*	4.11	F(2,381) = 3.253*
Opportunity to help others	3.99	4.02	4.18	t(672) = NS	4.31	3.96	4.29	F(2,648) = 8.134***	3.77	3.98	t(400) = NS	4.03	F(2,380) = NS
Importance of one's work to the organization	3.98	3.98	4.15	t(672) = 1.965*	4.19	3.92	4.34	F(2,648) = 7.032***	3.82	3.99	t(400) = NS	4.10	F(2,380) = 3.473*
Use of previously developed skills in a specialized field	3.94	3.90	4.12	t(674) = 2.502*	4.36	3.85	4.06	F(2,650) = 11.928***	3.86	3.95	t(398) = NS	4.11	F(2,379) = 3.523*
Quality of supervisor(s)	3.89	3.94	4.01	t(670) = NS	4.19	3.89	4.03	F(2,646) = 3.625*	3.74	3.83	t(399) = NS	3.93	F(2,379) = NS
Opportunity to obtain additional formal schooling	3.87	3.92	4.04	t(674) = NS	4.19	3.87	4.11	F(2,650) = 5.721**	3.70	3.74	t(399) = NS	3.89	F(2,379) = NS
Amount of prestige associated with the job	3.83	3.93	3.90	t(675) = NS	4.09	3.82	4.32	F(2,651) = 8.786***	3.57	3.81	t(401) = 2.068*	3.84	F(2,382) = 3.350*
Opportunity to make a lasting contribution to society	3.80	3.82	3.87	t(675) = NS	4.15	3.72	4.05	F(2,651) = 8.127***	3.70	3.79	t(401) = NS	4.06	F(2,381) = 5.740**
													(Continued)

(Continued)

TABLE 60
(Continued)

Mean Army Satisfaction Ratings of Job Dimensions	ROTC CADETS						NON-ROTC CADETS					
	Test of Signif- icance			Test of Signif- icance			Test of Signif- icance			Test of Signif- icance		
	Total	Male	Female	Black	White	Hispanic	Black	White	Hispanic	Black	White	Hispanic
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
Contentment of spouse and family with job	3.67	3.66	3.83	t(671) = 3.97 NS	3.60	3.95	t(647) = 5.570** 21.205***	3.47	3.79	t(398) = 2.394* NS	3.52	3.71
Salary	3.55	3.53	3.76	t(660) = 2.575*	3.44	4.03	F(2,636) = 21.205***	3.41	3.54	t(387) = 4.05 NS	3.28	3.76
Geographic desira- bility of job location	3.45	3.49	3.52	t(673) = 3.69 NS	3.42	3.72	F(2,649) = 3.792*	3.33	3.43	t(399) = 3.39 NS	3.35	3.46
Amount of personal freedom in expression of opinions on and off the job	3.44	3.42	3.49	t(673) = 3.93 NS	3.27	3.71	F(2,649) = 15.442***	3.36	3.56	t(399) = 3.95 NS	3.31	3.72
Opportunity for a stable home life and involvement in the community	3.42	3.42	3.51	t(672) = 3.96 NS	3.27	3.81	F(2,648) = 17.254***	3.38	3.34	t(399) = 3.75 NS	3.25	3.61

T(1) = Very unsatisfied, 5 = Very satisfied

* p < .05

** p < .01

*** p < .001

The ratings of male and female non-ROTC Cadets are similar with only a few dimensions being rated significantly different between the sexes. Females attribute to the Army significantly higher ratings than do males in terms of the opportunity to work with interesting people, prestige, and a spouse's contentment with the job.

Similar to the perception of Cadets, black non-ROTC Cadets more often perceive the Army as a provider of job satisfaction along several dimensions.

IX. SUMMARY AND CONCLUSIONS

Chapters II through VIII of this report have described the results of the 1982 Career Attitude Survey. This chapter focuses on a discussion of those results and compares them to the findings of the 1979 survey. The conclusions and recommendations to be drawn from these data are also presented.

A. Demographic Characteristics

A total of 1,120 students from 11 college campuses completed self-administered questionnaires in this present survey. The sample was predominantly male and white as was the 1979 survey conducted on these the same campuses. Unlike the previous survey, which was nearly equally split between Cadets and non-Cadets, about 60% of the current sample was enrolled in MSI or MSII.

Most of the students were reared in the South in a small town or city. This same pattern occurred in the 1979 survey and is likely the result of the over-representation of southern colleges in the sample.

Students in the present survey are older by a year than they were in the previous effort, with the ROTC Cadets being significantly younger (19.85 years) than the non-ROTC Cadets (21.06 years). Mean parental income is reported to be higher now than before, but not out of line with the growth of inflation between the two surveys.

The composition of the two samples is sufficiently similar to warrant comparisons across time.

B. Advertising and Media

1. General media

Cadets and non-Cadets share the same media habits. They direct their attention mainly to newspaper, general radio, campus newspapers, and TV. ROTC

Cadets, perhaps because of the larger representation of males, are more likely to read sports and outdoor magazines, while non-ROTC Cadets are more likely to read home service and women's magazines.

Campus newspapers and radio were included in this survey (and not in the 1979 effort) as potentially useful types of media through which to reach students. The campus newspaper is clearly a popular choice with all students, although campus radio broadcasting receives very little audience support.

2. Magazine readership

Students report exposure to numerous magazines and appear to be "reachable" through several general and focused vehicles. Across the campus, the most popular magazines are the weekly news-oriented issues: Time, Newsweek, and Sports Illustrated. Also widely read are TV Guide, Reader's Digest, U.S. News and World Report, National Geographic, and People.

Although ROTC Cadets report greater exposure to more magazines than non-ROTC Cadets, their choices of reading materials do not differ importantly. Traditional reading habits are noted between males and females but not among ethnic groups. That is, males are drawn to such traditional men's magazines as Playboy and Penthouse, while females most often report reading People or women-focused magazines. Although, there are some significant differences in the reading patterns among whites, blacks, and Hispanics, they are not in terms of targeted, ethnically oriented magazines. Print advertising in national media would be most effective if placed in general weekly rather than highly focused magazines which appear not to capture much of their intended audience on college campuses.

3. Favorite television programs

The TV preferences of students, in many ways, parallels that of the American public at large. M*A*S*H is the overwhelming first choice among all groups of

students. Other popular choices favor the continuing dramatic series of Hill Street Blues, Dynasty, and Dallas. Also popular is 60 Minutes. This pattern is somewhat different than two years ago, when student TV viewing was heavily skewed toward comedy series. These changing patterns are in line with the shifting tastes of the general TV audience.

Black students -- both ROTC Cadets and non-ROTC Cadets -- are attracted by programming featuring minority group members. Popular among these shows are The Jeffersons and Fame.

4. Favorite radio programming

FM programming is a universal favorite among students and will provide the widest reach into the campuses. However, narrow casting makes some sense also. That is, it is possible to focus on a target audience through selective radio programming. Blacks express a preference for some Jazz and Religious radio programs. Whites appear to distinguish themselves by their interest in Rock, Top Forty, and Country-Western music. Hispanic students are more diverse in their programming but can be reached over Spanish language stations and Country-Western radio.

C. Knowledge of and Attitudes toward ROTC and Military Service

Cadets have closer ties to the military and are more knowledgeable about Army life than non-Cadets. A finding from the 1979 survey, confirmed in the present study, is that ROTC Cadets have more contacts with the military. They more often have good friends and relatives who either were or are ROTC Cadets themselves or who have seen military service. Non-ROTC Cadets are less socialized by military contacts and may actively shy away from such contacts.

1. Awareness of Army ROTC and Scholarship

Information about ROTC reaches students through multiple channels -- some of which are interpersonal and some media-based. Friends, ROTC personnel on campus, and recruiters all play a role in getting out the message. On the other hand, pamphlets, radio/T.V., magazine, and newspaper ads also serve to make students aware of the program.

Male Cadets become aware of ROTC through their family and friends and learn about the program earlier than females (i.e., grade and high school). Hispanics evince an interesting awareness pattern: those who become involved with the program (i.e., Cadets) report exposure to the program in grade school and high school, which is earlier than whites or blacks, while those who are not in the program do not become aware until later -- that is, until college.

Program awareness and scholarship awareness are not gained concurrently. Students hear about ROTC before becoming aware of scholarships. In fact, it may be because of their awareness and interest in ROTC that they learn about the Scholarship Program. This relationship is demonstrated by the types of information sources used to learn about the Scholarship Program; they are primarily military-related -- ROTC personnel on campus, recruiters, and brochures. It is also supported by the fact that one in five non-Cadets are totally unaware of ROTC scholarships.

Even when the message gets out, not all groups are reached equally well. Consistent with the 1979 research, males know about the program at an earlier time than females, and whites know about it before blacks and Hispanics.

As the scholarship is perceived to be an attractive feature of the ROTC program, early and consistent communications about it across all groups will be desirable.

2. Knowledge of ROTC and the Army

Not surprisingly, ROTC Cadets professed more knowledge about ROTC than non-Cadets and, when "tested," demonstrate this knowledge. Cadets answer more ROTC/Army knowledge questions correctly. Males, in general, indicate more knowledge about this program than females regardless of whether they are Cadets or not.

As found in the earlier survey, non-Cadets tend to overestimate the obligations of ROTC and underestimate some of the benefits. For example, non-Cadets think summer camp is required every year of college but do not recognize that Cadets receive \$100 stipends as freshmen and sophomores.

The patterns of response to the 1982 and 1979 surveys are remarkably similar. Nearly all respondents know that ROTC is available to men and women and that postgraduate training is available to officers. They consistently err in thinking that all officers are obligated to serve four years of active duty.

3. Attractiveness of college ROTC

As would be expected, Cadets find the program more attractive than non-Cadets. However, all students rate highly the guarantee of a job after college and the Scholarship Program. It is interesting to note that minority group members, in general, find more things attractive about the program than whites do.

Cadets and non-Cadets are consistent in the aspects of the program that they value least. The requirement for obligated duty after college, the ROTC Cadets themselves, and the image of the program are factors with the lowest attractiveness ratings.

It should be noted that one feature of the ROTC program, that is, subsequent military service, is perceived as both a plus and a minus. When students

think of service as guaranteed employment in this uncertain economy, they find that to be very positive. However, when their attention is focused on the fact that this commits them to a specified period of service, they are repelled by the obligation. Communications about the ROTC military service requirement need to be particularly sharp when addressing this issue and to convey the opportunities without the perceived liabilities.

4. Attractiveness of Army life

Echoing their concerns for employment, students say job security is the most attractive feature of Army life. Officer pay and fringe benefits are also highly rated.

Overall, ROTC Cadets find the Army more to their liking than non-ROTC Cadets. This is shown through higher ratings given to individual features and more aspects of Army life being positively evaluated. Black Cadets are the most attracted to Army life.

5. Feelings about military service

Although half of all students would serve in the military if needed, Cadets are more likely to perceive it as their duty, whereas most non-Cadets have not given military service much thought. Females, in general, are much less likely than males to consider unconditional service. Blacks, although stating their attraction to Army life, are more likely than whites or Hispanics not to have given much thought to military service.

6. Junior ROTC

Only about three in ten students had Junior ROTC available to them, and, for the most part, this was an Army program. Only one in ten participated in any Junior program.

The attractive and unattractive features of the Junior program parallel those of college ROTC. That is, instructors and the quality of the program are valued, whereas the ROTC Cadets and the image of the program are not.

D. Education and Career Plans

1. College major

On campuses today, popular college majors are business administration and engineering. Traditional patterns of male- and female-dominated majors are found in the present survey. Males are most often pursuing engineering courses; females are studying education, nursing, and languages.

2. Sources of financial support

The sources of financial aid to college students are multiple, and similarities are found between those used by Cadets and non-Cadets. The family represents the most important source of money to students. Cadets report ROTC scholarships as an important source, where non-ROTC Cadets are more likely to mention other scholarships. Female Cadets more often report families, and males more often report work and ROTC scholarships as income sources.

3. Educational and career plan influencers

Those closest to the students have the most influence on their educational and career plans. For all except white Cadets, the mother/female guardian figure is reported to be most influential. For white Cadets, the father/male guardian role is most influential.

The model provided by someone in the field is more important to Cadets than to non-Cadets. This may speak to why more Cadets have friends and relatives connected to the military and have more contacts and information from ROTC personnel and recruiters.

4. Salary expectations and career choices

Cadets have higher salary goals than non-Cadets and, as with the prior survey, males are looking for higher salaries than females. Career choices are congruent with the course of study being pursued in college. Thus, business is a frequent career choice, as is engineering. Cadets, as a group, often seek a career as an Army officer, although this is more often the case for male than for female Cadets.

Careers typically defined as feminine (i.e., secretarial/office worker, housewife) and careers in the skilled trades field (i.e., construction/industrial/general labor) generated the least amount of interest. The low interest in the typically feminine areas could be reflective of the greater proportion of males to females in the survey. The low interest in the skilled trades areas may be indicative of the currently depressed economic market.

The ROTC Cadets' higher salary expectations may be tied into their views of ROTC and an Army career as a secure position which provides the opportunity for advancement and leadership. On the other hand, it may be that they believe the experience they gain in ROTC and the Army (in addition to their college degree) will contribute to an increased marketability of their skills, should they enter the civilian job market ten years after college.

It is not clear that students realize that there is opportunity in the Army to pursue activities that draw on their educational training and career interest. It is as if one could not consider a military and a technical career at the same time.

5. Personal importance ratings of job dimensions

Aspects of a job which are highly valued by students include the opportunity to advance, interesting and challenging work, job security, and self-improvement. Essentially, these are the same job factors rated highly in the 1979 survey, but in 1982 job security has increased in importance. Cadets also value the chance to be a leader and to be associated with a prestigious organization more than non-Cadets.

6. Army potential satisfaction ratings of job dimensions

Rating the Army's potential to satisfy various needs along these same job dimensions, it seems that, at least for Cadets, the Army can satisfy most of their important criteria. The Army is seen as offering job security, the opportunity to advance and to perform as a leader. In addition, the Army is much more positively rated on most dimensions by Cadets than non-Cadets, with particularly high ratings given by black Cadets.

The aspects of the Army which detract from its value in the minds of both Cadets and non-Cadets are perceived restriction on personal freedom, less opportunity for a stable home life and involvement in the community, and uncertainty in geographic location.

7. Ratings of a military career by reference group

Given that Cadets have more friends and relatives with exposure to the military and that the Army is rated highly on many dimensions, it is consistent that Cadets think their friends and parents would all rate a military career positively.

In general, Cadets are consistent in their positive orientation to the military. They are knowledgeable about and value aspects of a military life-style. The dimensions of a job that are important to them are also ones which they think the Army will satisfy. Moreover, the Army is perceived to satisfy many of the aspects which they look for in a job.

E. ROTC Involvement and Career Commitment

1. Time of decision to join college ROTC

Cadets, although aware of and interested in the program by the time they are in high school, tend to delay their decision to join the program until college. This is a departure from the 1979 survey where it was noted that the majority of Cadets decided to join ROTC in their high school years. Males reach their decision at an earlier point in their lives than females, which is consistent with their earlier awareness of the program and of scholarship opportunities.

2. Influences on decision to join ROTC and to enroll in Advanced Course

The factors influencing a student to join ROTC are similar to those leading him or her to continue into the Advanced Course -- that is, there is support to join from family and friends and the "fit is good." Being in the program is consistent with the student's personal system of values and beliefs, and with career objectives.

Advertising and information from military personnel do not figure in as factors influencing the decision. It is likely the message that is communicated about the program does not "persuade" anyone to join or continue in the program -- rather, it provides information or clarification for students to see how ROTC will meet their personal goals and needs.

3. Intent to continue in ROTC

Slightly less than half of the Cadets intend to continue through the Advanced Course, which is about the same as reported in the 1979 survey. Fully one-quarter will not sign up, which, again is consistent with the earlier research. The bulk of these who do not intend to continue are female, and a relatively higher proportion are white.

It may be that those who joined ROTC found that it did not meet their needs as expected, and therefore they decided not to continue, while those who intend to make the transition believe it will be consistent with their goals.

4. Options and enrollment in Advanced Course

When four variations on service obligations were linked to the decision to make the transition to the Advanced Course, little impact was noted. Options which offer guaranteed Reserve or National Guard service, a two-year commitment, or a scholarship with an extended or variable tour were presented. The most attractive alternative as measured by the interest shown in it is a two-year service obligation instead of three. About one-third of the Cadets state such an alternative would increase their likelihood of continuing in MSIII and MSIV.

For the most part, the alternatives tested are met with indifference. More than half state the changes would neither increase nor decrease their likelihood of continuing in the program. This reinforces the notion that participation is maintained if it appears to fit one's needs, and if that link cannot be established in the Cadet's mind, then the program is abandoned.

5. Subsistence allowance and staying in the ROTC

Cadets are split into three equal sized camps about whether or not to continue ROTC without subsistence. Blacks are more likely to stay if there were no subsistence; whites are more likely to leave.

6. Intention of joining the Army and making it a career

A surprisingly small group of Cadets say they would join the Army even if they were not required to do so by contract. As with the previous survey, Cadets show a slight inclination toward not joining. Consistent with their commitment to the ROTC program, blacks are more likely to join without the requirement, and whites are less likely. For the most part, Cadets have not given much thought to their military service. A sizable group are unsure which type of Army service they would prefer. The majority do not know how long they would serve if they joined, and nearly half would not seek a career in the Army.

Males are more focused with regard to military service than females. Females are more uncertain about the type of service they would like and more often report their intent to serve their minimum obligation.

F. Non-ROTC Cadets: Interest in ROTC and the Army

The same optional program changes presented to Cadets were evaluated by non-ROTC Cadets. In all cases -- whether the choice was guaranteed Reserve or National Guard duty, atwo-year obligation, or a scholarship with an extended or variable tour -- more than half of the non-Cadets would not be persuaded to join or stay (if they were dropouts) in the Army. Less than one in five would be attracted by any of the proposed alternatives.

Subgroup analyses show that those most interested in joining or staying in the ROTC, if the inducements are offered, are Hispanics and blacks. These groups make excellent target candidates for inducements, as they also show increased interest in ROTC and the Army as a career. The least likely target group for the inducements is females.

Again, the students' needs and ROTC or the Army's perceived ability to meet these desires may be the key to attracting and retaining more students. The program changes will give added appeal but are unlikely to function as inducements if the basic compatibility between needs and satisfaction is not perceived.

References

- Armstrong, T.R., Farrel, W.S., and Card, J.J. Subgroup differences in military-related opereceptions and attitudes: implications for ROTC recruitment. Washington, D.C.: U.S. Army Research Institute for the Behavioral and Social Sciences, October, 1979.
- Ayer, N.W., and Son, Inc., and Daniel Yankelovick, Inc. An investigation of ROTC among college and high school students, 1971.
- Card, J.J., Goodstadt, B.E. Gross, D.E., and Shanner, W.M. Development of a ROTC/Army career commitment model. Palo Alto, CA: American Institutes for Research, 1975.
- Hicks, J.M., Collins, T., and Weldon, J.I. Youth aspirations and perceptions of ROTC/Military: A comparison. Washington, D.C.: U.S. Army Research Institite for the Behavioral and Social Sciences, April 1979.
- Montgomery, J.R., McLaughlin, G.W., Pedigo, B.A., Mahan, B.T., and Associates. Outlook on ROTC among high school, college, and ROTC students. Blacksburg, VA: Virginia Polytechnic Institute and State University, December, 1974.

APPENDIX

- Career Attitude Survey:
A Questionnaire for College Students



A QUESTIONNAIRE FOR COLLEGE STUDENTS

CAREER ATTITUDE SURVEY

*US Army Research Institute for the Behavioral & Social Sciences
Alexandria, VA 22333*

SECTION I:

BACKGROUND INFORMATION — THIS SECTION IS DESIGNED
TO GATHER BACKGROUND INFORMATION OF THE
TYPE USUALLY FOUND IN CENSUS SURVEYS.

REMEMBER: DO NOT WRITE
ON THIS QUESTIONNAIRE!
.....USE ANSWER SHEET.....

- A. Sex
1. Male
 2. Female
- B. Racial/Ethnic Background
1. White
 2. Black/Afro-American/Negro (Non-Hispanic)
 3. Hispanic/Mexican-American/Chicano
 4. American Indian
 5. Asian/Oriental
 6. Other
- C. Age
- D. Where did you spend the majority of your elementary school and high school years?
1. New England (Maine, New Hampshire, Massachusetts, Connecticut, Rhode Island, Vermont)
 2. Middle Atlantic (New York, New Jersey, Pennsylvania)
 3. East North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin)
 4. West North Central (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas)
 5. Mountain (Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada)
 6. Pacific (Washington, Oregon, California, Alaska, Hawaii)
 7. South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, South Carolina, North Carolina, Georgia, Florida)
 8. East South Central (Kentucky, Tennessee, Alabama, Mississippi)
 9. West South Central (Arkansas, Louisiana, Oklahoma, Texas)
 10. Didn't grow up in United States
 11. Moved around too much to consider myself from one region
- E. Type of community in which you spent the majority of your elementary school and high school years.
1. Rural
 2. A small city or town (under 50,000)
 3. A medium-sized city (50,000–250,000)
 4. A suburb near a large city
 5. A large city (over 250,000)

F. Parents' Combined Annual Income (If you are not sure, an approximation will do.)

1. Under \$5,000 per year
2. \$ 5,000 to \$ 9,999 per year
3. \$10,000 to \$14,999 per year
4. \$15,000 to \$19,999 per year
5. \$20,000 to \$24,999 per year
6. \$25,000 to \$29,999 per year
7. \$30,000 to \$34,999 per year
8. \$35,000 to \$39,999 per year
9. \$40,000 to \$44,999 per year
10. \$45,000 to \$49,999 per year
11. \$50,000 or Over per year

G. Are [or were] any of the people listed below ever in ROTC or in a military academy?
Answer 1 for Yes, 2 for No or Don't Know.

	<u>Yes</u>	<u>No/Don't Know</u>
G-a. Parents/Guardians	1	2
G-b. Brothers or Sisters	1	2
G-c. Cousins	1	2
G-d. Aunts or Uncles	1	2
G-e. Grandparents	1	2
G-f. Good Friends	1	2

H. Are [or were] any of the following people in the military? Answer 1 for Yes, 2 for No or Don't Know.

	<u>Yes</u>	<u>No/Don't Know</u>
H-a. Parents/Guardians	1	2
H-b. Brothers or Sisters	1	2
H-c. Cousins	1	2
H-d. Aunts or Uncles	1	2
H-e. Grandparents	1	2
H-f. Good Friends	1	2

I. How do you think the majority of your friends would rate an Army officer career?

1. They would attribute very low status to it
2. They would attribute moderately low status to it
3. Don't know
4. They would attribute moderately high status to it
5. They would attribute very high status to it

J. How do you think your Parents or Guardians would rate an Army officer career?

1. They would attribute very low status to it
2. They would attribute moderately low status to it
3. Don't know
4. They would attribute moderately high status to it
5. They would attribute very high status to it

K. Please rate the frequency with which you read or listen to the following media categories.
Use the following answer codes: (1) Never; (2) Rarely; (3) Occasionally; (4) Regularly.

	<u>Never</u>	<u>Rarely</u>	<u>Occasionally</u>	<u>Regularly</u>
K-a. Business/trade magazines	1	2	3	4
K-b. Sports/outdoor magazines	1	2	3	4
K-c. Mechanics and science magazines	1	2	3	4
K-d. Automotive magazines	1	2	3	4
K-e. Men's magazines	1	2	3	4
K-f. Women's magazines (e.g., <i>Cosmopolitan</i>)	1	2	3	4
K-g. Home service magazines (e.g., <i>Better Homes and Gardens</i>)	1	2	3	4
K-h. General magazines (e.g., <i>TV Guide</i> , <i>Reader's Digest</i>)	1	2	3	4
K-i. Newspapers	1	2	3	4
K-j. Sunday supplements (e.g., <i>Parade</i> , <i>Family Weekly</i>)	1	2	3	4
K-k. Campus newspaper	1	2	3	4
K-l. Television	1	2	3	4
K-m. General radio	1	2	3	4
K-n. Campus radio	1	2	3	4
K-o. Advertising on billboards	1	2	3	4

L. Please rate the frequency with which you read the following magazines. Use the following answer codes: (1) Never; (2) Rarely; (3) Occasionally; (4) Regularly.

	<u>Never</u>	<u>Rarely</u>	<u>Occasionally</u>	<u>Regularly</u>
L-a. Exploring	1	2	3	4
L-b. Senior Scholastic	1	2	3	4
L-c. Campus Life	1	2	3	4
L-d. Newsweek	1	2	3	4
L-e. Time	1	2	3	4
L-f. US News & World Report	1	2	3	4
L-g. Ebony	1	2	3	4
L-h. Sports Illustrated	1	2	3	4
L-i. TV Guide	1	2	3	4
L-j. Crisis	1	2	3	4
L-k. Nutshell	1	2	3	4
L-l. Field & Stream	1	2	3	4
L-m. Popular Mechanics	1	2	3	4
L-n. Career World	1	2	3	4
L-o. College Outlook	1	2	3	4
L-p. People	1	2	3	4
L-q. Jet	1	2	3	4
L-r. Black Sports	1	2	3	4
L-s. Dawn	1	2	3	4
L-t. Sport	1	2	3	4
L-u. Wheels	1	2	3	4
L-v. National Future Farmer	1	2	3	4
L-w. Mechanix Illustrated	1	2	3	4
L-x. Road & Track	1	2	3	4
L-y. 18 Almanac	1	2	3	4
L-z. Black Collegian	1	2	3	4
L-aa. Wassaja	1	2	3	4
L-bb. Delegate	1	2	3	4
L-cc. Black Enterprise	1	2	3	4
L-dd. Nuestro	1	2	3	4
L-ee. Navaho Times	1	2	3	4
L-ff. Cosmopolitan	1	2	3	4
L-gg. Car & Driver	1	2	3	4
L-hh. Popular Science	1	2	3	4

Continued . . .

L. Continued

	Never	Rarely	Occasionally	Regularly
L-ii. Popular Photography	1	2	3	4
L-jj. National Geographic	1	2	3	4
L-kk. Stereo Review	1	2	3	4
L-ll. Reader's Digest	1	2	3	4
L-mm. Reader's Digest (Spanish)	1	2	3	4
L-nn. Playboy	1	2	3	4
L-oo. Glamour	1	2	3	4
L-pp. Penthouse	1	2	3	4
L-qq. Seventeen	1	2	3	4
L-rr. Essence	1	2	3	4
L-ss. Mademoiselle	1	2	3	4
L-tt. Vogue	1	2	3	4
L-uu. Soldier of Fortune	1	2	3	4
L-vv. Life	1	2	3	4
L-ww. Redbook	1	2	3	4
L-xx. McCall's	1	2	3	4
L-yy. National Lampoon	1	2	3	4
L-zz. Playgirl	1	2	3	4
L-aaa. Psychology Today	1	2	3	4
L-bbb. Rolling Stone	1	2	3	4
L-ccc. American Rifleman	1	2	3	4
L-ddd. Guns and Ammo	1	2	3	4
L-eee. Hot Rod	1	2	3	4
L-fff. Sourcebook	1	2	3	4
L-ggg. On Your Own	1	2	3	4

On the answer sheet:

- (a) Please list any other magazines you read occasionally or regularly.
- (b) Please list your favorite television programs.

M. Please indicate your favorite types of radio programming. Answer with the number of each of your favorites.

- | | | |
|----------|--------------------|---------------|
| 1. AM | 7. Pop | 13. Religious |
| 2. FM | 8. Country-Western | 14. News |
| 3. Rock | 9. Rhythm & Blues | 15. Top Forty |
| 4. Soul | 10. Easy Listening | 16. Talk |
| 5. Disco | 11. Classical | 17. Spanish |
| 6. Jazz | 12. Sports | 18. Other |
| | | (Describe) |

SECTION II:

SCHOOL LIFE -- THE ITEMS IN THIS SECTION DEAL WITH YOUR INTERESTS, ABILITIES, AND ACHIEVEMENTS RELATIVE TO YOUR LIFE AS A STUDENT.

A. Year in School

1. Freshman
2. Sophomore
3. Other

B. What is your [actual or intended] major?

1. A Physical Science
2. A Biological Science
3. A Social Science
4. English and Literature
5. Education
6. Fine Arts
7. Foreign Language
8. Engineering
9. Mathematics
10. Nursing
11. Agriculture and Forestry
12. Physical Education
13. Business
14. Other
15. Don't Know

C. Are you using any of the following sources of finance to attend college? Answer 1 for Yes, 2 for No.

	<u>Yes</u>	<u>No</u>
C-a. Family	1	2
C-b. Scholarship, ROTC	1	2
C-c. Scholarship, Other	1	2
C-d. Work	1	2

D. What was your approximate grade average in high school?

1. Lower than D- (lower than 60%)
2. D- to D+ (60-69%)
3. C- to C+ (70-79%)
4. B- to B+ (80-89%)
5. A- to A+ (90% or Above)

E. What has been your approximate grade average since entering college?

1. Lower than D- (lower than 60%)
2. D- to D+ (60-69%)
3. C- to C+ (70-79%)
4. B- to B+ (80-89%)
5. A- to A+ (90% or Above)
6. Freshman - No Grades Yet

F. Did you participate in extracurricular activities while in high school (e.g., sports, Junior ROTC, band)?

1. No
2. Yes, in one activity
3. Yes, in more than one activity

G. How large a role has each of the following persons played in guiding your educational and career plans? Use the following answer codes: (1) Very Small Role; (2) Small Role; (3) Moderate Role; (4) Large Role; (5) Very Large Role.

	Very Small Role	Small Role	Moderate Role	Large Role	Very Large Role
G-a. Father/Male Guardian	1	2	3	4	5
G-b. Mother/Female Guardian	1	2	3	4	5
G-c. Other Relatives	1	2	3	4	5
G-d. Friends	1	2	3	4	5
G-e. Teacher(s)	1	2	3	4	5
G-f. Counselor(s)	1	2	3	4	5
G-g. Information from Those in the Career	1	2	3	4	5

SECTION III:

CAREER PLANS — THE ITEMS IN THIS SECTION DEAL WITH
YOUR PLANS REGARDING THE JOB(S) YOU WISH TO HOLD
IN THE FUTURE.

A. What salary do you expect to be making ten (10) years out of college?

1. Under \$10,000 per year
2. \$10,000 to \$14,999 per year
3. \$15,000 to \$19,999 per year
4. \$20,000 to \$24,999 per year
5. \$25,000 to \$29,999 per year
6. \$30,000 to \$34,999 per year
7. \$35,000 to \$39,999 per year
8. \$40,000 to \$44,999 per year
9. \$45,000 to \$49,999 per year
10. \$50,000 or Over per year

B. Following is a list of fifteen (15) career groups whose members may share similar interests, abilities, training, and aptitudes.

1. Engineering, Physical Science, Mathematics, Architecture
2. Medical and Biological Sciences
3. Business Administration
4. General Teaching and Social Service
5. Humanities, Law, Social and Behavioral Sciences
6. Fine Arts, Performing Arts
7. Technical Jobs
8. Proprietors, Sales
9. Mechanics, Industrial Trades
10. Construction Trades
11. Secretarial-Clerical, Office Workers
12. General Labor, Community and Public Service
13. Military Officer
14. Housewife
15. Other

B-a. Which of the above fifteen (15) career clusters are you most likely to end up in?
(Answer with the number associated with your chosen career.)

B-b. Which of the above careers are you next most likely to end up in?

B-c. Which of the above careers are you third most likely to end up in?

C. The factors in the list below have been uncovered by previous researchers as being some of the possible components of job satisfaction. Please assign two ratings to each factor according to the following rules:

(1) Rate each factor according to its *importance to you, personally*, by means of the following codes:

1. Not important at all
2. Not too important
3. Uncertain; neither important nor unimportant
4. Somewhat important
5. Very important to my (future) job satisfaction

(2) Rate each factor for its *potential for satisfaction in the Army*. This is, assume you were an Army officer. How satisfied would you be on each of the factors in the list? Use the following answer codes:

1. Very unsatisfied
2. Somewhat unsatisfied
3. Neutral
4. Somewhat satisfied
5. Very satisfied

Job	Factors	(1) Importance Rating					(2) Army Potential Satisfaction Rating				
		<i>Not Important At All</i>			<i>Very Important</i>		<i>Very Unsatisfied</i>			<i>Very Satisfied</i>	
C-a.	Salary	1	2	3	4	5	1	2	3	4	5
C-b.	Amount of prestige associated with the job	1	2	3	4	5	1	2	3	4	5
C-c.	Amount of personal responsibility	1	2	3	4	5	1	2	3	4	5
C-d.	Opportunity to work with interesting people	1	2	3	4	5	1	2	3	4	5
C-e.	Use of previously developed skills in a specialized field	1	2	3	4	5	1	2	3	4	5
C-f.	Opportunity to make a lasting contribution to society	1	2	3	4	5	1	2	3	4	5

Continued . . .

C. Continued

Job	Factors	(1) Importance Rating					(2) Army Potential Satisfaction Rating				
		<i>Not</i> <i>Important</i> <i>At All</i>		<i>Very</i> <i>Important</i>			<i>Very</i> <i>Unsatisfied</i>		<i>Very</i> <i>Satisfied</i>		
		1	2	3	4	5	1	2	3	4	5
C-g.	Geographic desirability of the job location	1	2	3	4	5	1	2	3	4	5
C-h.	Opportunity to obtain additional formal schooling	1	2	3	4	5	1	2	3	4	5
C-i.	Opportunity for a stable home life and involvement in the community	1	2	3	4	5	1	2	3	4	5
C-j.	Chance to be a leader	1	2	3	4	5	1	2	3	4	5
C-k.	Amount of personal freedom in expression of opinions on and off the job	1	2	3	4	5	1	2	3	4	5
C-l.	Chance for adventure and a variety of duties	1	2	3	4	5	1	2	3	4	5
C-m.	Job Security	1	2	3	4	5	1	2	3	4	5
C-n.	Opportunity to help others	1	2	3	4	5	1	2	3	4	5
C-o.	Opportunities for continued self improvement and development	1	2	3	4	5	1	2	3	4	5
C-p.	Quality of supervisor(s)	1	2	3	4	5	1	2	3	4	5
C-q.	Interesting, challenging work	1	2	3	4	5	1	2	3	4	5
C-r.	Feedback about how well one is doing on the job	1	2	3	4	5	1	2	3	4	5
C-s.	Importance of one's work to the organization	1	2	3	4	5	1	2	3	4	5
C-t.	Contentment of spouse and family with job	1	2	3	4	5	1	2	3	4	5
C-u.	Opportunity to advance within the organization	1	2	3	4	5	1	2	3	4	5

SECTION IV:

ROTC AND MILITARY-RELATED QUESTIONS — THIS SECTION CONTAINS ITEMS CONCERNING YOUR KNOWLEDGE, BELIEFS, AND INTENTIONS WITH REGARD TO ROTC AND THE ARMY.

A. How much do you know about Army ROTC?

1. Little or nothing
2. Some
3. A great deal

B. When did you *first* become aware of ROTC?

1. During grade school
2. During high school
3. After arriving at college
4. Never heard of ROTC until now

C. Which of the following sources [if any] have helped make you aware of ROTC? *Answer 1 for Yes, 2 for No.*

	<u>Yes</u>	<u>No</u>
C-a. Family	1	2
C-b. Friends	1	2
C-c. Teachers/Counselors	1	2
C-d. ROTC Recruiters	1	2
C-e. ROTC Personnel on Campus	1	2
C-f. Other Military Personnel	1	2
C-g. Pamphlets	1	2
C-h. Radio/TV	1	2
C-i. Magazine or Newspaper Ads	1	2
C-j. Personal Reading	1	2
C-k. Other Sources Not Listed Above	1	2

D. When did you *first* become aware of the ROTC scholarship program?

1. During grade school
2. During high school
3. After arriving at college
4. Never heard of it until now

- E. Which of the following sources [if any] have helped make you aware of the ROTC scholarship program? *Answer 1 for Yes, 2 for No.*

	<u>Yes</u>	<u>No</u>
E-a. Family	1	2
E-b. Friends	1	2
E-c. Teachers/Counselors	1	2
E-d. ROTC Recruiters	1	2
E-e. ROTC Personnel on Campus	1	2
E-f. Other Military Personnel	1	2
E-g. Pamphlets	1	2
E-h. Radio/TV	1	2
E-i. Magazine or Newspaper Ads	1	2
E-j. Personal Reading	1	2
E-k. Other Sources Not Listed Above	1	2

- F. Which of the following Junior ROTC program(s) was [were] available at your high school? *Answer 1 if the program was available, 2 if it was not available or you don't know.*

	<u>Available</u>	<u>Not Available/Don't Know</u>
F-a. Army ROTC	1	2
F-b. Navy ROTC	1	2
F-c. Air Force ROTC	1	2

- G. How many years did you participate in Junior ROTC (that is, high school ROTC)?

1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. I did not participate in Junior ROTC, although it was offered at my high school.
6. Junior ROTC was not offered at my high school.

ANSWER THIS QUESTION
ONLY IF JUNIOR ROTC
WAS AVAILABLE
AT YOUR HIGH SCHOOL.
OTHERWISE, SKIP TO PAGE 14.

- H. Please rate the following aspects of your high school Junior ROTC program according to how attractive or unattractive they seemed to you while you were in high school. Use the following answer codes: (1) Very Unattractive; (2) Unattractive; (3) Neutral, neither Attractive nor Unattractive; (4) Attractive; (5) Very Attractive.

		<u>Very Unattractive</u>				<u>Very Attractive</u>
H-a.	Image of the Program	1	2	3	4	5
H-b.	Quality of the Program (instruction, training, etc.)	1	2	3	4	5
H-c.	Program Requirements	1	2	3	4	5
H-d.	Program Activities (courses, modules, labs, social functions, etc.)	1	2	3	4	5
H-e.	Program Environment (social climate, morale, etc.)	1	2	3	4	5
H-f.	ROTC Instructors	1	2	3	4	5
H-g.	ROTC Cadets	1	2	3	4	5

I. Have you ever been a member of college ROTC?

1. Yes, but I dropped out
2. No, but I once considered joining
3. No, I never considered joining
4. Yes, I am currently a member (in MS I)
5. Yes, I am currently a member (in MS II)
6. Yes, I am currently a member (in MS III or IV)

J. Following is a list of factors that may have had some influence on your decision to join college ROTC [if you are a member] or your decision to drop out of/not join ROTC [if you are not a member].

- | | |
|------------------------------------|---|
| 1. Family | 8. General Economic Conditions/Job Market |
| 2. Friends | 9. Military Lifestyle |
| 3. Teachers/Counselors | 10. Personal Beliefs and Interests |
| 4. ROTC Recruiters | 11. Educational Goals |
| 5. ROTC Instructors | 12. Career Goals |
| 6. Other Military Personnel | 13. ROTC Unit Requirements |
| 7. Media Advertisements about ROTC | 14. ROTC Obligated Service |

J-a. Which of the above factors was most influential in your decision? (*Answer with the number associated with that factor.*)

J-b. Which factor was next most influential?

J-c. Which factor was the third most influential?

K. Please rate the following aspects of your college ROTC program according to how attractive or unattractive they seem to you. Use the following answer codes: (1) Very Unattractive; (2) Unattractive; (3) Neutral, neither Attractive nor Unattractive; (4) Attractive; (5) Very Attractive.

	Very Unattractive				Very Attractive
K-a. Image of the Program	1	2	3	4	5
K-b. Quality of the Program (instruction, training, etc.)	1	2	3	4	5
K-c. Program Requirements	1	2	3	4	5
K-d. Program Activities (courses, modules, labs, social functions, etc.)	1	2	3	4	5
K-e. Program Environment (social climate, morale, etc.)	1	2	3	4	5
K-f. ROTC Instructors	1	2	3	4	5
K-g. ROTC Cadets	1	2	3	4	5
K-h. Obligated Duty Requirement	1	2	3	4	5
K-i. Scholarship Program	1	2	3	4	5
K-j. Guaranteed Job after College	1	2	3	4	5

- L. Following are some statements about the U.S. Army ROTC program on a typical college campus and about the U.S. Army Officer Corps. On your answer sheets, please mark each statement 1 for "True" and 2 for "False." If you are not certain what the right answer is, mark the statement closest to what you feel the answer may be.

	<u>True</u>	<u>False</u>
L-a. Graduating from ROTC means that you have to serve four years of active duty in the Army.	1	2
L-b. ROTC pays all cadets \$100 per month during the Freshman and Sophomore years of college.	1	2
L-c. ROTC pays all cadets \$100 per month during the Junior and Senior years of college.	1	2
L-d. ROTC is available for both men and women.	1	2
L-e. ROTC scholarships are available for each college year.	1	2
L-f. It is possible to join the last two years of ROTC without attending the first two.	1	2
L-g. ROTC requires attending a summer camp each year of college.	1	2
L-h. Some ROTC graduates fulfill most of their Army obligation in the reserves.	1	2
L-i. The starting base pay for an Army officer is over \$900 per month.	1	2
L-j. All officers must serve at least four (4) years' active duty.	1	2
L-k. Officers can retire after 15 years' duty at one-half of their pay.	1	2
L-l. Post-graduate schooling is available to officers while in the Army.	1	2
L-m. All officers must serve in the infantry for at least one year.	1	2
L-n. After an obligated duty period, officers may resign from the Army at any time.	1	2
L-o. Officers receive a maximum of 20 days' paid vacation per year.	1	2

- M. Please rate the following aspects of the Army according to how attractive or unattractive they seem to you. Use the following answer codes: (1) Very Unattractive; (2) Unattractive; (3) Neutral, neither Attractive nor Unattractive; (4) Attractive; (5) Very Attractive.

		<u>Very Unattractive</u>				<u>Very Attractive</u>	
M-a.	Personal Freedom in the Army	1	2	3	4	5	
M-b.	Army Training	1	2	3	4	5	
M-c.	Discipline Required	1	2	3	4	5	
M-d.	Army Living Arrangements	1	2	3	4	5	
M-e.	Goals of the Army	1	2	3	4	5	
M-f.	Relevance of the Military to Society	1	2	3	4	5	
M-g.	Quality of Army Officers	1	2	3	4	5	
M-h.	Prejudice in the Army	1	2	3	4	5	
M-i.	Nature of Personal Relationships	1	2	3	4	5	
M-j.	Required Mobility and Travel	1	2	3	4	5	
M-k.	Public Image of the Army	1	2	3	4	5	
M-l.	Available Recreation and Entertainment	1	2	3	4	5	
M-m.	Officer Pay and Fringe Benefits	1	2	3	4	5	
M-n.	Officer Responsibilities	1	2	3	4	5	
M-o.	Day-to-Day Activities	1	2	3	4	5	
M-p.	Job Security	1	2	3	4	5	

N. Which of the following statements best describes your current feelings about military service?

1. I haven't given much thought to military service.
2. I feel I have a duty to serve if needed.
3. I feel it is my duty to serve in the military.

IF YOU ARE AN ROTC CADET, SKIP THE NEXT FIVE (5) QUESTIONS AND PROCEED WITH QUESTION T. IF YOU ARE NOT AN ROTC CADET, ANSWER QUESTIONS O, P, Q, R, AND S. THEN YOU WILL BE FINISHED WITH THE QUESTIONNAIRE.

O. (Non-ROTC Students Only)

Would you have joined (or stayed in) ROTC if you had been guaranteed of serving the military obligation in the Army Reserve or National Guard?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

P. (Non-ROTC Students Only)

Would you have joined (or stayed in) ROTC if your obligated military service were two years instead of three years?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

Q. (Non-ROTC Students Only)

Would you have joined (or stayed in) ROTC if you had an ROTC scholarship, and this increased your obligated military service by one (1) year?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

R. (Non-ROTC Students Only)

Would you have joined (or stayed in) ROTC if you had an ROTC scholarship and your obligated military service were related to the number of years of your scholarship (i.e., no scholarship would mean 2 years of service, a 1-year scholarship would mean 2 1/2 years of service, a 2-year scholarship would mean 3 years of service, a 3-year scholarship would mean 3 1/2 years of service, a 4-year scholarship would mean 4 years of service)?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

S. (Non-ROTC Students Only)

After college, would you consider joining the Army even without having gone through ROTC?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

END OF QUESTIONNAIRE FOR NON-ROTC STUDENTS.

T. (ROTC Cadets Only)
When did you actually decide to join college ROTC?

1. Sophomore year in college
2. Freshman year in college
3. Summer before entering college
4. High school
5. Grade school

U. (ROTC Cadets Only)
Do you intend to continue in ROTC in subsequent years?

1. No, I will not sign up next year.
2. Yes, I will continue for at least one more year.
3. Yes, I will continue through the Advanced Course.

V. (ROTC Cadets Only)
If you were offered a guarantee of serving the military obligation in the Army Reserve or in the Army National Guard, would this affect your decision to enroll in the Advanced Course?

1. It would increase the likelihood of my enrolling in the Advanced Course.
2. It would not affect my decision about enrolling in the Advanced Course.
3. It would decrease the likelihood of my enrolling in the Advanced Course.

W. (ROTC Cadets Only)
If your obligated military service were two years instead of three years, would this affect your decision to enroll in the Advanced Course?

1. It would increase the likelihood of my enrolling in the Advanced Course.
2. It would not affect my decision about enrolling in the Advanced Course.
3. It would decrease the likelihood of my enrolling in the Advanced Course.

X. (ROTC Cadets Only)
If you had an ROTC scholarship and it increased your obligated military service by one (1) year, would this affect your decision to enroll in the Advanced Course?

1. It would increase the likelihood of my enrolling in the Advanced Course.
2. It would not affect my decision about enrolling in the Advanced Course.
3. It would decrease the likelihood of my enrolling in the Advanced Course.

Y. (ROTC Cadets Only)
If you had an ROTC scholarship in which your obligated military service were related to the number of years of your scholarship (i.e., no scholarship would mean 2 years of service, a 1-year scholarship would mean 2 1/2 years of service, a 2-year scholarship would mean 3 years of service, a 3-year scholarship would mean 3 1/2 years of service, a 4-year scholarship would mean 4 years of service), would this affect your decision to enroll in the Advanced Course?

1. It would increase the likelihood of my enrolling in the Advanced Course.
2. It would not affect my decision about enrolling in the Advanced Course.
3. It would decrease the likelihood of my enrolling in the Advanced Course.

Y. (ROTC Cadets Only)

Following is a list of factors that may be influencing your decision concerning whether or not you will sign up for the Advanced Course.

1. Family
2. Friends
3. Teachers/Counselors
4. ROTC Recruiters
5. ROTC Instructors
6. Other Military Personnel
7. Media Advertisements about ROTC
8. General Economic Conditions/Job Market
9. Military Lifestyle
10. Personal Beliefs and Interests
11. Educational Goals
12. Career Goals
13. ROTC Unit Requirements
14. ROTC Program Environment (that is, social climate or morale)
15. ROTC Obligated Service

Y-a. Which of the above factors is *most* influential in your decision? *(Answer with the number associated with that factor.)*

Y-b. Which factor is next most influential?

Y-c. Which factor is the third most influential?

Z. (ROTC Cadets Only)

Would you stay in ROTC if there were no subsistence allowance provided during the last two years?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

AA. (ROTC Cadets Only)

After college, would you join the Army if you did not have any ROTC contractual obligation?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

BB. (ROTC Cadets Only)

How many years do you intend to serve in the Army?

1. The minimum obligation that accompanies my ROTC contract.
2. A year or two beyond my contract.
3. Three to five years beyond my contract.
4. More than five years beyond my contract.
5. Don't know at this time.

CC. (ROTC Cadets Only)

Do you intend to make a career of the Army?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

DD. (ROTC Cadets Only)

Which type of Army service are you planning for after college?

1. Leaning toward Reserve Forces Duty
2. Reserve Forces Duty, definitely
3. Leaning toward Active Duty Reserve
4. Active Duty Reserve, definitely
5. Leaning toward Regular Army
6. Regular Army, definitely
7. Don't know

EE. (ROTC Cadets Only)

Do you hope to get an ROTC scholarship?

1. Yes
2. No
3. I already have an ROTC scholarship

*QUESTIONS FF and GG
ARE FOR
ROTC SCHOLARSHIP HOLDERS ONLY*

FF. Would you have joined ROTC if you had not received the scholarship?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |

GG. Would you stay in ROTC without the scholarship?

- | | |
|-------------------|---------------|
| 1. Definitely Not | |
| 2. Probably Not | 4. Probably |
| 3. Don't Know | 5. Definitely |