

AN ABSTRACT OF THE THESIS OF

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Title: A Comparative Study of Certain Aspects of Personal  
Adjustment of Military Dependent and Civilian Students

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Abstract approved: \_\_\_\_\_  
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The purpose of this study was to compare military dependent and civilian students with respect to academic aptitude and the number of problems they perceive in several areas of their personal lives. It also included a survey of participation in extracurricular activities in school and in activity participation in their respective communities. Sex comparisons were also analyzed for differences within and between the military dependent and civilian student groups.

The following specific null hypotheses were tested:

Hypothesis 1. There are no differences in aptitude for scholastic achievement between civilian and military adolescents.

Hypothesis 2. There is no relation between civilian and military classification and the number of personal problems reported by adolescents.

The subjects were 209 students enrolled in Grade 10 at Glasgow High School, Glasgow, Montana during the school

year 1967-68. The final groups consisted of 177 students tested for academic aptitude and 199 were investigated for self-perceived problems. A total of 207 students were surveyed for extracurricular participation.

In order to test Hypothesis 1, the analysis of variance and discriminate score analysis were applied to the scores of military dependent and civilian students on the Differential Aptitude Test. This test consists of eight subscales: 1) verbal reasoning, 2) numerical ability, 3) abstract reasoning, 4) clerical speed and accuracy, 5) mechanical reasoning, 6) space relations, 7) spelling and 8) grammar.

The results of these analyses indicated that the null hypothesis could be rejected for the male-female comparison by the analysis of variance. This was caused primarily by the extremes of the mean scores of the military females who were highest in clerical speed and accuracy, spelling and grammar subscales and lowest in the mechanical reasoning subscale. The results of the discriminate score analysis indicated that the greatest clustering for self-group was found for the military females and the least self-clustering existed for civilian females. These findings indicated a higher degree of sex differentiation between male and female military dependent students than that exhibited by their civilian counterparts.

To test Hypothesis 2,  $\chi^2$  analysis was applied to the

various tabulations of data of the Mooney Problems Check List, High School Form, which is divided into eleven subscales: 1) health and physical development, 2) finances, living, 3) courtship-sex and marriage, 4) social recreational, 5) social psychological, 6) personal psychological, 7) morals and religion, 8) home and family, 9) future, vocational, 10) adjustment to school work and 11) curriculum and teacher procedures.

The results of the  $\chi^2$  analyses indicated rejection of Hypothesis 2 for the social recreational subscale of the MPCL. The courtship-sex and marriage subscale indicated rejection for females only, which was further supported by the  $\chi^2$  values found in comparing the military and civilian females. Upon further examination, the significance of the home and family subscale was found to be related to male-female differences.

Results of the survey of participation in extracurricular activities showed that civilian females had the highest participation in school activities. Civilian females and military males had the highest participation in community activities. Military students in general exhibited a very low rate of participation in school activities.

The possible reasons for these results were discussed. Also included were sections discussing the value of this study, limitations and suggestions for further research.

A Comparative Study of Certain Aspects of  
Personal Adjustment of Military Dependent  
and Civilian Students

by

Florence Roberson Coslet

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A COMPARATIVE STUDY OF CERTAIN ASPECTS OF  
PERSONAL ADJUSTMENT OF MILITARY DEPENDENT  
AND CIVILIAN STUDENTS

I. INTRODUCTION

Statement of the Problem

Prior to the twentieth century there is little evidence of concern for the military man as a husband and father. The established military organization, until very recently, has been for the purpose of protection or expansion of national boundaries. With the increased population, decreased land frontiers, and technological advances of the twentieth century, however, national identity and military preparedness have become important and complex on a worldwide scale. In addition the philosophy of "you are your brother's keeper" has become global in scope and apparently the military has not avoided the impact of this philosophy, for with these changes has also come a new look in military patterns (Janowitz, 1960).

The increasing cost and length of training procedures and programs of military personnel has brought about proportionate pressures for continuity of military service in contrast to the short term enlistments. One of the means of attaining this end is the acceptance of and provision for families not only at top officer level but down through the ranks. A man may be more willing to make a career of

military service if his place in society as a husband and father is recognized, and his family is accepted and provided for both economically and socially. For this reason families at all rank levels have become a necessary part of the established military installation in order to maintain morale and competency to strengthen the continuity of service (Lindquist, 1952).

The Air Force, as a newer and highly technological branch of the military services, presents patterns and problems differing from the older and more traditional military. For example, due to the basis of operation, Air Force families are subjected to a higher rate of mobility and separation. Living under conditions of anxiety and tension alerts, TDY (temporary duty elsewhere), and PCS (Permanent change of station) creates the possibilities of problems for the wives and children of these families. Wives are left with the entire burden of the family on very short notice and in extreme cases this becomes a continuous pattern. Both wives and children comment that they lack a sense of belonging, that they experience a feeling of "rootlessness" (Lindquist, 1952). In addition, this author has observed that teen-agers often express concern regarding problems of tension over father's physical safety, where the next station assignment will be, and personal affairs such as school, romance and acceptance or rejection by their peers in the civilian community.

The behavior of these families can produce direct and lasting results in the career possibilities for the husband and father. For example, the information of delinquent behavior by a child is attached to the father's permanent record and if severe enough can reduce the father's rank, thereby causing loss of status and reduction of the family income. This problem operates in the civilian society as well but it seems more critical among military families, and in this setting may be the source of more conscious tensions.

As in other unique family patterns, the effects are felt by surrounding familial groups. In this case the civilian communities become enmeshed in the military structure through intermarriage. Due to the large number of young single men attached to the military establishment, marriages between girls of the stable civilian community and the military personnel, both short term and career, are very common. The mobility of these on-going families creates a global relationship between any given family and their civilian connections.

Schools these children attend feel the impact of mobility, authoritarianism of the military structure and possible weakness within recognized and accepted family role standards (Janowitz and Little, 1965). Teachers, counselors and administrators feel, on the basis of personal observation, that the military dependent students

have problems that are not necessarily shared, at least in the same intensity, by their civilian counterparts. These and other people who work in areas that deal with military dependents have expressed a need for more factual information. Each, from his own perception and on the basis of current exposure, is aware of differences, but no two individuals agree as to what these differences are or the degree of intensity.

In the school from which the subjects of the present study come, the proportion of military dependent students decreases in each academic grade upward. This fact would probably hold true for most military installations when one considers the composition of the military personnel. The majority of retirements among career men are at the end of twenty years of service and at that time the father is generally between 37 and 45 years of age. The fathers of military dependent school children are between 25 and 45 years of age, with a much higher proportion of short term enlistments among the younger men, therefore there is a much higher ratio of younger families than occurs in the normal civilian population. Only a very small percentage of field grade officers exceed this upper age limit.

The military provides educational facilities for the dependent children where none are available. This is particularly true at overseas bases where families are stationed with the men. Wherever "adequate" civilian

schools are available a federal subsidy is allocated to help defray the cost of such education. This relieves an impossible burden, in many cases, on the local taxpayers.

Dr. F. Ivan Nye (1963), in reviewing current family life research, has established as one of the major problems, a lack of research beyond the easily accessible boundaries of the university campus. The geographical location of Glasgow, Montana is 366 miles from the nearest university with a graduate department doing research in the behavioral sciences.

With the cooperation of the administration of Glasgow High School, ease of access to the school files, the opportunity to work with students from a civilian community and a large military installation, a study of comparative differences seemed warranted. The effects of a lifetime within the confines of the military establishment upon dependent children could conceivably become apparent.

#### Purpose of the Study

The purpose of this study was to compare military and civilian adolescents with respect to: 1) their measured aptitude for scholastic achievement, 2) selected problem areas, as perceived by the subjects and 3) participation in selected school and non-school activities.

### Hypotheses

- Hypothesis 1. There are no differences in aptitude for the scholastic achievement between civilian and military adolescents.
- Hypothesis 2. There is no relation between civilian and military classifications and the number of personal problems reported by adolescents.

These hypotheses were also tested for sex differences between the two groups. In addition the extent of participation by the two groups in selected school and non-school activities was investigated.

### Analysis of Data

The analysis of variance was used to test the hypothesis concerning scholastic achievement and, in addition, a discriminate analysis was applied to the same data to determine if clustering tendencies existed. Chi-square analysis was used to test the hypothesis concerning perceived problem areas and was also used to determine if different patterns and frequencies of participation in extracurricular activities existed for these groups.

## II. REVIEW OF LITERATURE

The nuclear family is often looked upon as the basic unit of on-going society in the current pattern of American culture. Within this broad pattern there are many recognized sub-groups that add different dimensions to this culture through varied aspects of acceptance, rejection or integration. It is the purpose of this paper to review the literature for evidence that the current military family might be classified as one such sub-group.

### Theory of the Family

It is a generally accepted premise that culturally and socially the nuclear family functions as the primary agent for socialization and personality stabilization (Baldwin, 1967 and Parsons, 1955). Parsons (1955) sums this well by saying:

The basic and irreducible functions of the family are two: first, the primary socialization of children so that they can truly become members of the society into which they have been born; second, the stabilization of the adult personalities of the population of the society (p. 16).

The family itself is a small, relatively simple social system reflecting the similarities and differences characteristic of the larger society of which it is a part (Parsons, 1955), and interactions within this unit appear to be basic to the reinforcements, punishments, and

instigations to emotional response. Focusing on the elements of such interaction, one can attempt to describe the family development and to formulate hypotheses as to the effects of specific family types on our complex society (Baldwin, 1967).

Socialization within the family is probably best defined by saying that it involves a constant change of behavior patterns on the part of the child to fit the accepted adult model of the immediate social order (Baldwin, 1967). For this process the family has become a more distinct, specialized agent in the society as a whole (Parsons, 1955) and, in addition, when personality development is regarded as a portion of socialization, is a process of systems of social interaction of a progressively increasing order of structural complexity (Parsons, 1955).

Structural differentiation of personality development as a result of family socialization can best be studied in the less complex levels where fundamental relationships are easier to discern (Parsons, 1955). To isolate any one member or any one variable of interaction in the family process of development over a period of time is probably impossible, therefore it has been suggested that when studying family units, investigators must consider them as systems, not as single interactions or individuals (Baldwin, 1967).

One of the many variables of interaction that often



comes under scrutiny when conducting investigations of the family as a unit is that of identification. While, within family theory, identification is multi-faceted, one of the more basic aspects is the generalized imitation of any individual or characteristics associated with a specific person or persons within a specialized group, that meet standards which seem desirable for the social structure within which he is operating. It involves copying selected performances, acquisitions of mannerisms and style and finally the acceptance of values and beliefs (Baldwin, 1967). Adult family members as well as offspring have a fundamental need for identification with roles other than those occupied within the familial situation, and these roles should be strategically important and integral to their individual personalities (Parsons, 1955). One such opportunity for adults is career, another is that occupied in friendship groups, and a third, important in the American middle class, is community activities. This latter may be especially significant for the feminine role as an antidote to the stigma of being "just a housewife." For the male the occupational role customarily takes precedence over the family role; however, the female is in most cases more home oriented (Parsons, 1955).

Identification relative to children in the family context presents a variety of implications. Internalization of social rules is defined by Baldwin (1967) as basic

identification whereby the developing child acquires the techniques of self-dependence, self-control and even the ability to carry out self-punishment for transgressions. Parents are the key personnel in such socialization. According to Kagen (1962), theory and research have acknowledged the profound importance of the mother

... as a determinant of the child's behavior. She inculcates goals and values and, by so doing, acts as a mediator of her culture. She influences the child's development through the relationship she establishes with him. She may, for example, be cold and detached or so lavish with affection that the child is infantilized; she may allow him autonomy or control his every activity. Finally, she acts as a model, and the ways in which she is perceived by the child determine many of the behavioral choices he will make (p. 204).

Another aspect of identification is the acquiring of behavior patterns and roles appropriate to one's own sex (Baldwin, 1967). The sex role standard is a perception of characteristics in the same sexed parent taken together with society's rules for male and female. Each cultural pattern has a commonality with slight differences depending on the particular family and subcultural grouping (Kagen, 1964). The desire to establish the proper sex role identification affects such areas as school work, sexual behavior, vocational choice and behavioral continuities during the course of development (Kagen, 1964). Boys, in context of American middle class values, appear to be more analytic, independent and persistent in a

laboratory setting as age increases to late adolescence. Girls, on the other hand, feel increasingly inadequate when faced with most problems requiring analytic reasoning (Kagen, 1964). Parental child-rearing patterns also predicate certain aspects of child behavior. For example, parent protectiveness was a better predictor of passivity for boys, while restriction was the better predictor for girls, according to Kagen and Moss (1962).

Parental domination, another area of family patterning, traditionally is viewed as a father-dominated system. The structure is a hierarchical principle of authority wherein the child is at the bottom. The father or both parents are dominant and they in turn are subordinate to higher authority in either a family system, a career, or both. In American families today this domination is largely affectional although research indicates a "leader" must be present for successful functioning (Smith, 1962). A democratic level of parental domination or power was found by Elder (1963) to be a significant predictor of sex role identification and autonomy.

Significance of prediction for later functioning of the child is founded in early behavior and interaction.

Kagen (1962) states that:

... adult character formation begins to take form during the first ten years of life. Habits and attitudes learned during this period give a direction to the child's development -- guiding him toward specific goals

and making him selectively receptive to specific environmental experiences (p. 203).

Intellectual mastery and areas of mastery behavior followed are specifically related to the values built in by the child's social class and the social groups with which he interacts (Kagen and Moss, 1962).

The inability to meet conditions of allotted tasks can be caused by inconsistencies within the system, either family or social, and in such instances the child may be affected, particularly in the area of sex role standards. However, when patterned behavior associations are congruent the child's behavior is generally predictive of a similar response in adulthood (Kagen and Moss, 1962). Absolute congruence is impossible, of course, and inconsistencies in child rearing are present in all parents to some degree. In general, the child learns, relatively early in life, such things as how to discriminate between acceptance and rejection of his attention-getting devices and how to respond to another's moods. Obviously, these are valuable experiences; however, when parental inconsistencies are extreme they can cause conflict in the child and perhaps lead to undesirable levels of dependency. This can result from either a lack of understandable responses from parents or from partial reinforcement of the child's dependency on the part of the parent. Persistent dependency attempts, difficult to extinguish, can result

(Baldwin, 1967).

When situations or tasks become too difficult and a larger proportion of failures in performance result, an individual attempts to make necessary adjustments. Uncertainty regarding managerial responsibility, definition of authority for decisions and for carrying them out result in threat to the individual (Parsons, 1955). Adjustment to problem situations can take three alternatives: 1) deal with the problem independently, 2) seek assistance or 3) withdraw. Withdrawal is more often adopted where problems are viewed as a severe test of competence or where the individual expects task or social rejection (Janowitz and Little, 1965). According to Kagen and Moss (1962) the most dramatic examples of withdrawal from anxiety-arousing situations occur in adult women.

The family therefore becomes the burden carrier of the social order. The strains and stresses caused by changes in social pattern are cushioned within the family through sympathy, understanding and support. Because the family is the intermediary between the social order and individual it probably reflects more accurately the stresses placed upon it by the converging factors of the total society (Hill, 1949).

### The Military Family

A review of the literature reveals that there has been a great deal of time, expense and effort expended on research of operational functioning of the military man as an individual; however, there is a dearth of research focusing directly on this man in a context of family role or of his family. Some authors (Hill, 1949 and Janowitz and Little, 1965) have theorized as to the stress and pressure to which military families are subjected. However, Hill's (1949) research was based on fairly short term war separation and reconstitution of families due to the conditions caused by enlistments and the draft during World War II, and has only a limited reference to present military family conditions. Janowitz (1960) and Janowitz and Little (1965), current military sociologists, have viewed a relatively small segment of the present military complex (the Air Force, specifically SAC), contrasting present changes with historical military procedures and philosophy. This is based on survey rather than empirical research. Lindquist (1952) undertook a research survey, as her portion of a broad-based project, by interview method of 52 families regarding aspects of marriage and families of officers and airmen in a Strategic Air Command Wing of the United States Air Force. This research focuses directly upon the subjects in the present study.

Janowitz (1960) has described and theorized prolifically about the "new" military look and the underlying necessities and philosophies which have brought this about. Under the cold war conditions prevalent since World War II, the military, in order to hold and augment career personnel, has adopted a policy of approval and support of family units at all levels of rank and in all branches of the military service. This has led to a large number of families (wives and children) following the men from base to base not only within our own country but to our many installations around the world.

The emerging pattern within the military, due primarily to technological advances and needs, is a shift in discipline from domination to indirect and manipulative control. This oftentimes leads to conflict between the residual patterns and the contemporary philosophy which has not resolved into a comfortable pattern easily acceptable at all rank levels within the service branches. This is probably more pervasive and intense in the Strategic Air Command than anywhere else. In the past, the strains were less disruptive because the military man and the military family had a style of life which had its own internal consistency (Janowitz and Little, 1965).

Enlisted personnel and their wives no longer can be taken for granted in an institution which operates on the basis of a "team concept"; they must be fitted into the social

scheme and their presence acknowledged  
(Janowitz, 1960, p. 179).

Historically the only families recognized were among the commissioned officers. These men were encouraged to select wives from among the service connected families, thereby reducing friction and retaining a certain class consciousness. The present pattern includes a majority of marriages from among the civilian population, thereby increasing the problems of assimilation into the military community through lack of adherence to professional requirements. Another accentuated change in attitude moving toward open class consciousness is the assumption that the son of every military family regardless of rank is potential officer material. This is reinforced through basic orientation during childhood, potential training opportunities, offer of scholarships and the method of military academy appointments (Janowitz, 1960).

In the Air Force, where the attention of this paper is focused, the operational mechanics are disruptive of family routines.

Especially acute problems in family life occur in units constantly on the alert and under strenuous training assignments. The strains of training and sudden overseas assignments generated family tensions that affect operational readiness and became a source of concern to Air Force commanders (Janowitz and Little, 1965, p. 107).

For the military family, life in proximity to the civilian community creates problems by comparison. Their



unique experiences are in sharp contrast to those of their civilian neighbors. Discontent can be a reflection of the ambiguity of the military career in a free enterprise society where the military profession cannot compete with the private sector in monetary rewards for its members (Janowitz, 1960). To offset this, benefits such as medical care, overseas family assignments, re-enlistment bonuses, and early retirements are inducements for a man and his family to choose a military career. In addition the Air Force has organized its Dependent Assistance program, with a paid staff of personnel affairs officers serving as specialists in referring families to the appropriate military agency for assistance. Such a program was essential and perhaps long overdue in that the typical wife could never master the mass of regulations governing her constantly changing rights and privileges. Within security limits, these specialists are informed in advance about military missions, so that they can act as informal grapevines to wives in regard to the arrivals and departures of their husbands. There are the longstanding services provided by the commissary and post exchange, infant nurseries, teen-age clubs and a variety of recreational and educational activities. The feeling of a social and welfare state pervades many families. Choices are made for them, and what would appear to many civilian families as benefits have come to

be regarded as a burden because of the lack of self-autonomy (Janowitz and Little, 1965).

Another critical contrast is frequent mobility, often involving additional personal expenditure and perhaps entailing separation from the father for an extended period (Janowitz, 1960). Moore's (1966) study of the effect of mobility on 259 adolescent subjects indicated that mobility is not significant if moving expectations are met and cultural differences are minimized.

Family responsibilities may also create role conflicts.

The main task of the service wife is to manage the details of family life, which despite the facilities of the military community, can become a burdensome task. The logistics of family life in an operational Strategic Air Command Wing involve endless readjustments to new environments and uncertainties which fall heavily on the wife. While her husband may find satisfaction, and even "adventure," in his official duties, her reaction may involve a mixture of resentment and boredom with the constant routine of family life. In fact, some military wives, especially those whose husbands entered with careerist motives, seem detached from the professional content of their husbands' lives. Instead of any real understanding, a "disaster" psychology often operates which leads to feeling of apathy or hostility (Janowitz and Little, 1965, p. 192).

Conflict in roles comes into sharp focus when military and family roles of the men clash. Personal desires of both men and families have to be subordinated to military orders. In addition authoritarian patterns of the military

discipline seem to many wives to have become an integral part of their husbands' personalities, causing them often to be harsh and unreasonable with their children (Lindquist, 1952).

Wives also, in viewing their own situation, find frustration as illustrated by comments Lindquist (1952) compiles, such as: a lack of belonging, adverse effects upon children, uncertainty both for physical safety of husbands and future family plans, plus complication of the seemingly simple mechanics of everyday living.

The one aspect of Strategic Air Command practices that seems to create the most intense and pervasive problems is the TDY. This is a group practice that leaves wives and children feeling cut off and lonely, and wives are forced to assume the total burden of the family. In addition permanence of marriages is endangered by extramarital philandering by one or both partners, or by fear of this even when it does not occur. Lindquist (1952) reports that out of 52 families surveyed, one or both spouses in fifteen of these had been previously divorced. Statistics from Parsons (1955) taken from the 1950 census report 2.6 divorces per 1000 population.

Furthermore, problems relating to mechanics of living and curtailment of long range plans plus the fact of high mobility could conceivably create an educational problem for school age children. Janowitz (1960) tells us:

... the educational experience of the children is a succession of schools of uneven quality, often contributing to apathy and retardation in the classroom (p. 108).

In a research problem involving 217 junior high school students relating recognized problems and school achievement, Sandefur and Bigge (1966) found that the number of problems related inversely to school achievement, number of home and family problems related inversely to school achievement, boy-girl relationships did not affect achievement and the total number of problems related inversely to achievement.

Lindquist (1952) in summing her field survey indicates need for further research in family relationships and the care and development of children.

### Summary

It would appear that the many problems of the military family, while essentially not different from those of the civilian family, indicate more concentration and intensity. A study of education achievement and a self-determination of problems as perceived by adolescents reared totally in the military atmosphere could help to clarify the characteristics of the adolescents who have experienced their primary socialization learnings in these military dependent families.

### III. DESIGN

#### Subjects

The subjects for this study were from Glasgow High School, Glasgow, Montana and included all students in Grade 10. Due to the number of military dependent students in the school system the enrollment varies from week to week, many times from day to day.

At the time the Activity Questionnaire was checked the enrollment in Grade 10 was 209. One boy was deleted from the study because his father had been a career Air Force non-commissioned officer who had retired into the civilian community three years previously. Of the remaining 208 subjects, four had withdrawn from school by the time of testing with the Mooney Problems Check List and five more subjects were deleted when they failed to follow instructions for completion of that instrument. The total for the Mooney Problems Check List then was 199, of which 62 were adolescents of military families and 137 were adolescents of civilian families.

For the Differential Aptitude Test, data were available for 177 subjects. Of this number 46 are military dependent students and 131 are civilian students. This test had been administered two years previously, as it is given to all 8th grade students by the counseling department. It is given at a convenient date in November and

rescheduled twice each year for those absent and for new students enrolled in the school system. Due to absences and the rate of mobility of the military students, the number of subjects for which scores were available varies from the other instruments.

The civilian population of Glasgow, Montana is composed of agriculturally based families (livestock raising, dryland small grain farming, and some irrigated hay and grain farming), Great Northern Railway employees (all economic levels as this is a division point), a small proportion of non-reservation Indian families and the usual complement of professional, business and service personnel associated with a remote rural community of 6,298 population (1960 census).

The military dependent population is from Glasgow Air Force Base which accommodates the 191st Bomber Wing of the Strategic Air Command, the 13th Fighter Interceptor Group and the necessary maintenance and service personnel for this separate community which is situated 20 miles northeast of Glasgow, Montana. The military subjects in this study are all dependents of fathers or guardians who are non-commissioned or commissioned officers from this military facility. The students in Grades 8 through 12 are transported to the high school in town by school bus each day.

## Instruments

### Differential Aptitude Test

The DAT is used to measure aptitude for scholastic achievement and as a prognostic device for possible counseling as to vocational choices. This instrument is divided into eight subscales: 1) verbal reasoning (VR), 2) numerical ability (NA), 3) abstract reasoning (AR), 4) space relations (SR), 5) mechanical reasoning (MR), 6) clerical speed and accuracy (cler), 7) spelling (spell), and 8) sentence usage (grammar). The DAT is used in the Glasgow school as a predictive instrument to assist in counseling students as to enrollment in various areas in the high school curriculum and as an indicator for choices in post high school vocational/academic training. Layton and Swanson (Buros, 1965) state that the DAT is useful in predicting academic success. The VR and NA showed a higher correlation with academic achievement than did the six other subscales, .63 for boys and .61 for girls, based on tests given in Grade 9 and rank in class at the termination of Grade 11. Harris and Dole (Buros, 1965) reviewed the correlation of scores on this instrument, administered in Grade 11, and grade point average at the end of the freshman year at the University of Hawaii. The areas of highest correlation reported were VR .52 and Grammar .56.

### The Mooney Problems Check List

The High School Form, (MPCL), is used as an open-ended self-perceived problem scoring instrument. It is divided into eleven subscales: 1) health and physical development (HPD), 2) finances and living (FLE), 3) social recreational (SRA), 4) courtship, sex and marriage (CSM), 5) social psychological (SPR), 6) personal psychological (PPR), 7) morals and religion (MR), 8) home and family (HF), 9) future: vocational and educational (FVE), 10) adjustment to school work (ASW), 11) curriculum and teaching procedure (CTP). McIntyre assumed that with an instrument of this kind the essential test of validity consists in determining whether or not a student can recognize his own problems, find these problems on the check list and record. He predicted on the basis of sociological and psychological characteristics that some groups would check more problems in certain areas than opposite groups, and of seven hypotheses tested, six were supported at the .05 level or higher.

Burgess states that in the area of problem checking no particular validity is required, i.e., local norms would be of more value than previously determined norms. In collecting evidence he has come to the conclusion that the MPCL is highly successful for the purpose for which it is intended, such as determining problems as the



individual perceives them for himself, based on personal perception.

### The Activity Questionnaire

The Activity Questionnaire was devised as a check list to survey participation in extracurricular activities: school, sports and non-school. The school activities listed in the high school vice-principal's office were used for this with spaces to list other possible activities left open at the bottom of the sheet. The five major school sports were listed with additional spaces provided for other listings. The non-school organizations possible were determined by the interview method with both military dependent and civilian students from the 8th and 9th grade home economics classes and 8th grade general science classes.

### Procedures

The DAT is administered by the counseling and guidance department of Glasgow High School to all 8th grade students each year. The test is rescheduled twice each year for any student who has been absent and for new students who have enrolled in the school system. The tests are machine scored and the results inserted in each student's cumulative folder in the permanent record file. For this study, the scores were obtained from these files two

years later.

The MPCL was given in sophomore English classes which allowed a 57-minute uninterrupted time interval for completion. All Grade 10 students who were not enrolled in sophomore English were scheduled into an appropriate class during their study hall period or another English class period. All students absent during the administration of the test completed it under the supervision of the head librarian during study hall periods.

The Activity Questionnaire was distributed to the home room teachers of Grade 10 students to be checked during morning home room period. This allowed 15 minutes for completion.

#### IV. RESULTS

Data from the adolescent subjects in this study are related to three areas of professional concern: scholastic aptitude, perceived problems and extracurricular activities. The format for the presentation of results in this chapter is organized around the tests of hypotheses and then supplementary analyses are presented as needed.

The analysis of variance (OSU·BMD05V) was used to analyze the data from the Differential Aptitude Test. In addition a summary of means and standard deviations for each of the eight subscales is presented and finally a discriminate analysis (OSU·BMD05M) is summarized. Chi-square analysis was used to test the hypothesis dealing with perceived problems and for differences in participation in extracurricular activities.

Hypothesis 1. There are no differences in aptitude for scholastic achievement between civilian and military adolescents.

A summary of the F-values from the analysis of variance on the eight subscales of the DAT for military-civilian and male-female comparisons is presented in Table 1. The F-values indicate that the null hypothesis cannot be rejected for any of the military-civilian comparisons; however, sex comparisons would allow rejection for four of the eight subscales. Significant differences,

by sex, are observable for the following subscales:  
clerical, mechanical reasoning, spelling and grammar.

Table 1. Summary of F-values for each of the eight scales of the Differential Aptitude Test.

Source of Variation	Military Civilian	Female Male	Interaction
Verbal reasoning	.17	.09	.15
Numerical ability	.04	1.93	2.20
Abstract reasoning	.50	2.14	.19
Clerical speed and accuracy	.00	12.05**	.89
Mechanical reasoning	2.68	33.04**	.01
Social recreational	1.72	1.63	.08
Spelling	.68	6.87**	.37
Grammar	2.20	7.44**	.06

\*\* Significant beyond the .01 level.

Since the sexes are pooled across military and civilian samples, the significant F-values are informative only with respect to this combination, and in order to more clearly present the trends within each group, Table 2 was compiled to present the average scores, by sex, within each of the major groups. A rank ordering of the average scores on those four subscales found to be significant in sex comparisons is presented in Table 3. This table reflects the significantly higher scores of males in mechanical reasoning and also the significantly higher scores by females on clerical aptitude, spelling and grammar. Within the sexes it is interesting to note the consistently higher average scores by military females over

Table 2. Mean scores and standard deviations for each of the eight scales of the Differential Aptitude Test determined for civilian and military dependent adolescents differentiated by sex.

Source of Variation	Civilian				Military Dependent			
	Female		Male		Female		Male	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Verbal reasoning	23.13	8.48	23.00	8.78	23.18	10.93	24.21	7.24
Numerical ability	20.91	6.11	21.02	6.53	22.76	7.07	19.59	5.69
Abstract reasoning	30.30	8.08	30.98	8.29	29.94	8.36	33.31	5.78
Clerical	41.78	7.79	37.89	9.25	43.29	7.26	36.34	11.42
Mechanical reasoning	38.07	7.16	45.34	7.11	36.12	6.94	43.21	6.99
Space Relations	26.33	10.56	28.11	9.82	23.47	9.18	26.28	10.59
Spelling	69.20	14.00	64.23	14.42	72.76	14.36	64.76	13.29
Grammar	27.48	7.98	24.18	7.32	29.76	8.50	25.83	6.19

Table 3. Rank order of sex groupings on subscales of Differential Aptitude Test found to be significant in the analysis of variance.

Rank	Clerical Speed and Accuracy	Mechanical Reasoning	Spelling	Grammar
1	military females	civilian males	military females	military females
2	civilian females	military males	civilian females	civilian females
3	civilian males	civilian females	military males	military males
4	military males	military females	civilian males	civilian males

civilian females in these areas where females score significantly higher than do males.

Following the analysis of variance, the data from the Differential Aptitude Test were analyzed at an additional level by application of a discriminate analysis. Table 4 shows a summary of the analysis of discriminate scores for civilian and military dependent adolescents separated with respect to sex. The civilian females exhibit the lowest clustering tendencies. The civilian males and military males show the highest clustering for their own sex: i.e., those that do not identify into their own group identify more highly with the opposite same-sexed group. The military males show a slightly higher tendency to identify with the female groups than do the civilian males. The military females show the highest tendency to cluster into their own group. Military and civilian males show the

Table 4. Summary of analysis of discriminate scores for civilian and military dependent adolescents separated by sex.

	Civilian				Military Dependent				Totals	
	Females		Males		Females		Males		N	%
	N	%	N	%	N	%	N	%		
Civilian Females	25	36.3	6	8.7	25	36.3	13	18.7	69	100
Civilian Males	7	17.6	36	58.0	5	8.0	14	22.6	62	100
Military Dependent Females	3	11.4	1	5.9	11	64.7	2	11.8	17	100
Military Dependent Males	4	13.8	6	20.7	2	6.9	7	58.6	29	100

least tendency to cluster into the opposite sex groups. Considering both same-group and same-sex clustering, the rank order from highest to lowest would be military females, civilian males, military males and civilian females. The findings in the discriminate score analysis provide further support for the rejection of the null hypothesis for females.

Hypothesis 2. There is no relation between civilian and military classifications and the number of personal problems reported by adolescents.

The Mooney Problems Check List contains eleven subscales on which scores were tabulated and then individuals were classified on the basis of an arbitrary cutting score of greater than two problems perceived versus two or fewer problems perceived. The results were then analyzed with the  $\chi^2$  statistic. Table 5 shows a summary of  $\chi^2$  values for each of the eleven subscales assessed by the MPCL for civilian and military adolescents. The only significant  $\chi^2$  value is that associated with the social recreational subscale. We may therefore conclude that for this subscale there is a significant relationship between the number of problems reported and the classification of civilian or military. The specific data available in relation to this test reveal that a higher proportion of military adolescents report more problems than do the civilian adolescents.



Table 5. Summary of  $\chi^2$  values for analyses of problems reported on subscales of the Mooney Problems Check List for civilian and military adolescents.

Subscales	No. of Problems	Adolescents		$\chi^2$
		Civilian	Military Dependent	
Health and Phys. Develop.	>2 <2	20 117	8 54	.10
Finances and Living	>2 <2	21 116	4 58	3.06
Social Recreational	>2 <2	16 121	14 48	3.96*
Courtship, Sex, Marriage	>2 <2	19 118	14 48	2.67
Social Psychological	>2 <2	29 108	16 46	.52
Personal Psychological	>2 <2	30 107	13 49	.02
Morals and Religion	>2 <2	26 111	16 46	1.20
Home and Family	>2 <2	29 108	12 50	.62
Future: Vocational and Educational	>2 <2	19 118	13 49	1.59
Adjustment to School Work	>2 <2	47 90	16 46	1.43
Curriculum and Teach. Procedure	>2 <2	11 126	6 56	.15

\* Significant beyond the .05 level.

The desire to include a comparison of responses in relation to the sex of the respondent prompted additional  $\chi^2$  analyses with classifications to allow for sex comparisons. The results of these tests are presented in Table 6 and reveal that significant relationships exist between sex and the number of problems reported on three of the eleven subscales of the MPCL: courtship-sex and marriage, social psychological and home and family. From an examination of the data associated with these three tests we can conclude: 1) the strongest element in the relation of sex to problems in courtship-sex and marriage is the high incidence of problems reported by the military females; 2) for the social psychological area, the combined tendency for both civilian and military females to report a high incidence of problems and for civilian males to report a high incidence while the military males report low, provides the bulk of the significance in the relationship; the military male is conspicuous in his conformity to expected frequencies; and 3) while all groups report a somewhat higher incidence of problems in the subscale of home and family than the calculated expected frequencies, the significant relation here seems more influenced by the high report of females, particularly civilian females.

Table 6. Summary of  $\chi^2$  values for analyses of problems reported on subscales of the Mooney Problems Check List: total sample.

Subscales	No. of Probs.	CF	CM	MF	MM	$\chi^2$ Value
Health and Phys. Develop.	>2	15	5	5	3	7.22
	<2	54	63	22	32	
Finances and Living	>2	11	10	2	2	3.15
	<2	58	58	25	33	
Social Recreational	>2	7	9	6	8	4.22
	<2	62	59	21	27	
Courtship, Sex, Marriage	>2	9	9	10	4	10.03*
	<2	60	57	17	31	
Social Psychological	>2	20	9	10	6	8.83*
	<2	49	59	17	29	
Personal Psychological	>2	21	9	7	6	6.70
	<2	48	59	20	29	
Morals and Religion	>2	15	11	10	6	5.45
	<2	54	57	17	29	
Home and Family	>2	20	9	8	4	8.37*
	<2	49	59	19	31	
Future: Vocational and Educational	>2	8	11	5	8	2.34
	<2	61	57	22	27	
Adjustment to School Work	>2	27	20	5	11	4.09
	<2	42	48	22	24	
Curriculum and Teach. Procedure	>2	6	5	1	5	2.41
	<2	63	63	26	30	

\* Significant beyond the .05 level.

Further delineation of the information on problems as perceived by the sexes was provided by  $\chi^2$  analysis which investigated the relationship between a civilian and military classification for females and then in a separate analysis for males.

Table 7 presents a summary of the  $\chi^2$  values for civilian and military females. In these comparisons only one significant finding is recorded and that is in the subscale of courtship-sex and marriage. Inspection of the data reveals that the significant relationship established here is heavily dependent upon the high incidence of problems reported by military females.

Table 8 presents a summary of the  $\chi^2$  values associated with the analysis contrasting civilian males and military males. Throughout the eleven tests no significant relationships were found.

The final area explored in this study was that of involvement in extracurricular activities comparing civilian and military students again separated for sex. Table 9 shows a summary of  $\chi^2$  values of such participation for school, sports and community activities. A highly significant relationship is evidenced between the civilian and military classifications and participation in extracurricular activities, particularly for school and sports participation. The military adolescents, both males and females, show a lower ratio of participation.

Table 7. Summary of  $\chi^2$  values for analyses of problems reported on subscales of the Mooney Problems Check List: females.

Subscales	No. of Problems	Females		$\chi^2$
		Civilian	Military Dependent	
Health and Phys. Develop.	>2 <2	15 54	5 22	.12
Finances and Living	>2 <2	11 58	2 25	1.21
Social Recreational	>2 <2	7 62	6 21	2.42
Courtship, Sex, Marriage	>2 <2	9 60	10 17	7.04**
Social Psychological	>2 <2	20 49	10 17	.59
Personal Psychological	>2 <2	21 48	7 20	.19
Morals and Religion	>2 <2	15 54	10 17	2.36
Home and Family	>2 <2	20 49	8 19	.00
Future: Vocational and Educational	>2 <2	8 61	5 22	.79
Adjustment to School Work	>2 <2	27 42	5 22	3.71
Curriculum and Teach. Procedure	>2 <2	6 63	1 26	.72

\*\* Significant beyond the .01 level.

Table 8. Summary of  $\chi^2$  values for analyses of problems reported on subscales of the Mooney Problems Check List: males.

Subscales	No. of Problems	Males		$\chi^{2*}$
		Civilian	Military Dependent	
Health and Phys. Develop.	$\begin{matrix} >2 \\ <2 \end{matrix}$	5 63	3 32	.05
Finances and Living	$\begin{matrix} >2 \\ <2 \end{matrix}$	10 58	2 33	1.81
Social Recreational	$\begin{matrix} >2 \\ <2 \end{matrix}$	9 59	8 27	1.55
Courtship, Sex, Marriage	$\begin{matrix} >2 \\ <2 \end{matrix}$	9 57	4 31	.10
Social Psychological	$\begin{matrix} >2 \\ <2 \end{matrix}$	9 59	6 29	.28
Personal Psychological	$\begin{matrix} >2 \\ <2 \end{matrix}$	9 59	6 29	.28
Morals and Religion	$\begin{matrix} >2 \\ <2 \end{matrix}$	11 57	6 29	.02
Home and Family	$\begin{matrix} >2 \\ <2 \end{matrix}$	9 59	4 31	.07
Future: Vocational and Educational	$\begin{matrix} >2 \\ <2 \end{matrix}$	11 57	8 27	.69
Adjustment to School Work	$\begin{matrix} >2 \\ <2 \end{matrix}$	20 48	11 24	.04
Curriculum and Teach. Procedure	$\begin{matrix} >2 \\ <2 \end{matrix}$	5 63	5 30	1.27

\* No  $\chi^2$  values are significant.

Table 9. Summary of  $\chi^2$  values for participation by civilian and military dependent adolescents in extracurricular activities.

Type of Participation	CF	CM	MF	MM	$\chi^2$ Value
School Participating	48	31	9	5	29.78**
Non participating	25	38	18	33	
Sports Participating		41		11	9.11**
Non participating		28		27	
Community Participating	52	34	16	26	8.40*
Community Non participating	21	35	11	12	

\* Significant beyond the .05 level.

\*\* Significant beyond the .01 level.

The military males demonstrate a lower ratio of sports participation. In the area of community participation the civilian females and military males are higher and the civilian males and military females are lower.

A frequency distribution is presented in Table 10 for selected extracurricular activities showing the number in each of the previous groups, with those not belonging and those belonging to a specific number of organizations. The additional categories also give some hint of the strength of participation in those organizations.

Table 10. Frequency distribution of selected extracurricular activities for military dependent and civilian adolescents.

Group	Activities									
	Number	Non belonging	Belonging	Memberships	Committee Member	Officer	President	Community Non belonging	Community Belonging	Sports
Civilian Females	73	25	48	131	21	18	3	21	52 (83)	
Civilian Males	69	38	31	68	3	9	1	35	34 (58)	41 (81)
Military Females	27	18	9	13	0	1	0	11	16 (28)	
Military Males	38	33	5	5	0	2	0	12	26 (54)	11 (19)

Numbers in parentheses represent total memberships.



## V. SUMMARY AND CONCLUSIONS

The data relating to aptitude for scholastic achievement treated by the analysis of variance of the Differential Aptitude Test scores for military and civilian adolescents revealed that the only significant findings were with respect to sex comparisons on the clerical speed and accuracy, mechanical reasoning, spelling and grammar subscales. On these subscales the females scored significantly higher than did males for clerical speed and accuracy, spelling and grammar. Conversely, males scored significantly higher for mechanical reasoning. Upon further examination of the findings it appeared that in the female group the extremes were intensified by the scores of the military females. The null hypothesis stating that there are no differences in aptitude for scholastic achievement may therefore be rejected for only four of the eight subscales of the Differential Aptitude Test with respect to sex comparisons.

The discriminate analysis was then applied to the same DAT scores to determine the clustering tendencies for each individual. These tendencies are determined by comparing each score with the mean scores, for 1) the individual's own group and 2) for the other groups identified within the sample. The results of this analysis indicated that the greatest clustering for self-group was in

military females, and the least in civilian females. The clustering tendencies of the males were very similar, first for their self-group and secondly for the opposing same-sexed group. The findings of the discriminate score analysis further support the rejection of the null hypothesis with respect to sex.

The results of the first portion of the study of aptitude for scholastic achievement indicate that significant differences were probably due more to sex differences than to style of life as expressed by the military and civilian classification. These findings are entirely unexpected in that several authors (Buros, 1965; Sandefur and Bigge, 1966) have stated that on results from the Differential Aptitude Test girls will excel in clerical aptitude and the language arts and boys will excel in mechanical reasoning; however, upon examining the results of these subscales more closely, one finds that the military females exhibit the extreme mean scores; the highest in clerical aptitude and the language arts and the lowest in mechanical reasoning. This may be indicating a higher degree of differentiation among females in the sense that the military females demonstrated a higher aptitude where girls are expected to achieve and have the least aptitude where the least is expected.

The second hypothesis focused on differences between civilian and military adolescents with respect to personal

problems reported. Essentially the reports of these problems were examined on three different levels: 1) the civilian and military classification, 2) with each classification sub-divided into male and female categories, and then 3) a comparison of the classification for each sex independently.

On the basis of the comparison of civilian with military classification (Table 5) the null hypothesis could be rejected for only the social-recreational subscale of the Mooney Problems Check List. Proportionately, the military adolescents reported a higher incidence of problems relating to this subscale.

The next analysis of these same data focused on the classifications after sub-divisions into male and female categories (Table 6). The results indicated that the null hypothesis could be rejected only for three subscales: courtship-sex and marriage, social psychological and home and family. One would have expected on the basis of the previous analysis, that the subscale social recreational would show significance; however, this did not occur. It is also interesting to note that none of the subscales reflecting significance in this analysis reached significance in the comparisons of the broad classifications.

It appears that the significance of the home and family subscale was related to male-female differences

with the civilian females the most prominent.

Inspection of the data for the social psychological subscale comparisons reveals a complex situation. For females: both the civilian and military females contribute to the significant relationship; however, the military female contributes considerably more. The high proportion of problem responses for civilian males is in direct contrast to the low proportion of such responses for military males. If these reported frequencies reflect the fact that military males show very little concern while the civilian males demonstrate the higher concern, then it may be that these military adolescent males in a male oriented subculture simply do not perceive problems, or that for the military males it might be considered non-masculine to recognize such problems.

The significance of the courtship-sex and marriage subscale is apparently heightened by the heavily weighted portion attributable to the scores of the military females.

The final aspect of the analysis related to the second hypothesis was concerned with the comparisons for each sex independently. When civilian females were compared with military dependent females (Table 7) the subscale courtship-sex and marriage was the only one where a significant relationship existed. The data reflects that proportionately the military dependent females report a higher incidence of problems in this area.

This could reasonably be expected after the prominence of this group related to this subscale in the findings in Table 6.

When the comparison of the data for civilian and military dependent males was analyzed (Table 8) there were no significant findings to support rejection of the null hypothesis.

The results of the second portion of this study with data from the MPCL give indications that the style of life as reflected by the civilian and military classification probably does have a differential effect upon the sexes.

The final area investigated was that regarding participation by civilian and military adolescents in selected organizations. Highly significant results were reported in the comparisons of participation in school activities with the military adolescents demonstrating a lack of participation. The military male also demonstrated a significant lack of participation in school sports.

The participation in non-school activities indicates differences. The rank order of rate of such participation is: 1) civilian females, 2) military males, 3) military females, and 4) civilian males. It is interesting to note that regardless of the classification of those who do belong to activities at the community level the rate of participation is very similar. Indications of significance in the social recreation subscale of the MPCL is

reinforced by the results of the activity questionnaire in that the military females recognize this as a problem area and their lack of participation in activities reinforce these feelings.

These findings support the theory that children learn sex role identification from the same-sexed parent (Kagen and Moss, 1962). The military dependent wives achieve the most success and satisfaction from strongly feminine role-oriented activities (Janowitz and Little, 1965), therefore the girls are more feminine role identified. Passivity as result of a more highly restrictive home environment for girls (Kagen and Moss, 1962) could be supported by these results. Janowitz and Little (1965) and Lindquist (1952) identify the military father as highly restrictive. Furthermore, Elder's (1963) study of democratic parental domination being a predictor of autonomous behavior is here supported.

The deep concern of the military female related to courtship-sex and marriage further supports sex role identification theory. The military girl identifies with the strongly feminine oriented role of the mother, then as she reaches adolescence she compares herself negatively with her counterpart in the civilian society from the viewpoint of dating and marriage plans. Janowitz (1960) views such comparisons as having a detrimental effect on military dependent families.

In yet another area the lack of participation in school activities by military adolescents supports Moore's (1966) study of mobility. He states that adolescents whose families have been mobile just previous to or during early adolescence do not participate to any great extent in school activities. The military males in this study would seem to demonstrate a greater sense of belonging to their own group by their participation in military community activities.

The military females exhibit significant differences from the civilian girls and from both of the groups of males in activity participation. The finding that there is greater sex differentiation may be reflecting a higher intensity of sex role identification within the military style of living. The females may be identifying with mothers who are apt to be frustrated and despondent (Janowitz and Little, 1965) as well as highly oriented to the feminine role. Identification by the boys with the successful male role oriented subgroup (Janowitz, 1960) would be supported by the findings that the boys find success in expected academic areas, within community group activity participation, and exhibit no significant differences from their civilian counterparts throughout the comparisons in this study.

## VI. VALUE AND LIMITATIONS

### Value of Study

The clear differentiation between the sexes of the military dependent adolescents which seems apparent in this study could be useful to adults working with these children and youth. It should not be inferred that this is a negative situation, but rather it is different and should be acted upon in this light. For females especially, teachers, counselors, youth leaders and parents could use this information to guide these young people into areas where greater achievement might be attained. These results could also be considered in the selection of hobbies, activities, and eventually vocational choices.

The effects of a higher rate of mobility than other segments of the American culture should be recognized and an increased effort made to draw the females, particularly, into satisfying activity experiences that would enhance the positive value structure for self.

### Limitations

This study was conducted in a rather remote isolated area geographically. The data obtained for the civilian adolescents and the subsequent comparisons with their military counterparts might yield different results if this were repeated in a metropolitan setting or even in



a different section of our country.

The low number in the sample of military dependents in proportion to the civilian sample could conceivably skew the results if there were by chance one or two exceptional individuals. A replication with a larger proportion of military dependents would be useful.

#### Suggestions for Further Study

So little research has been done viewing military families as a social structure that any study with this group will give more insight into possible differences or similarities.

Working with these young adolescents as a teacher, during the process of the review of literature and while actually conducting the study, the author feels that the following might produce fruitful results:

- 1) A replication of this study with different instruments to broaden the base of data accumulated.
- 2) Determination of the relation of geographic and family background variables with the values of these families.
- 3) Correlation of reasons for making the military a career with both the type and number of family problems.
- 4) Correlation of number and location of schools

attended with scholastic achievement of the military dependent adolescents.

- 5) Comparison of family functions in minority groups within the military with their civilian counterparts.
- 6) The relation of father's military rank with problem behavior in their children.
- 7) Correlation of satisfaction achieved in career and family relationships by one or both parents with stability of the family group.
- 8) A study of the reasons for the higher rate of divorce within the career military families.

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APPENDIX

Code Number \_\_\_\_\_

## ACTIVITY QUESTIONNAIRE

Please check the correct boxes:

Military affiliated ( ) Yes ( ) No

If yes, is father or other relative ( ) Non-commissioned  
( ) Commissioned

Check school organizations or activities to which you belong. Check in proper space after each if you are: on a committee, officer other than president, or president.

	Member	Committee	Officer	Pres.
Class				
Home room				
Pep club				
Key club				
American Field Service committee				
AFS Candy Sale				
Science Club				
Foreign Language Club				
F.H.A.				
G Club				
F.T.A.				
Honor Society				
Cheer Leader				
Thespians or drama				
Speech				
Student Council				
Drill team				
Special choral group				
Pep band				
Scotty band				
Cadet band				
Daubers				
Twirlers				
G.A.A.				
Other (specify)				

Check sports in which you participate. List any others below.

- Football
- Basketball
- Track
- Cross-country
- Wrestling

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Do you have an activity ticket  Yes  No

Check non-school organizations in which you participate. List others below.

- Church Youth Organization
- 4-H
- Girl or Boy Scouts
- Rainbow
- DeMolay
- Candy Stripers
- Bowling league
- Baseball
- Hockey

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