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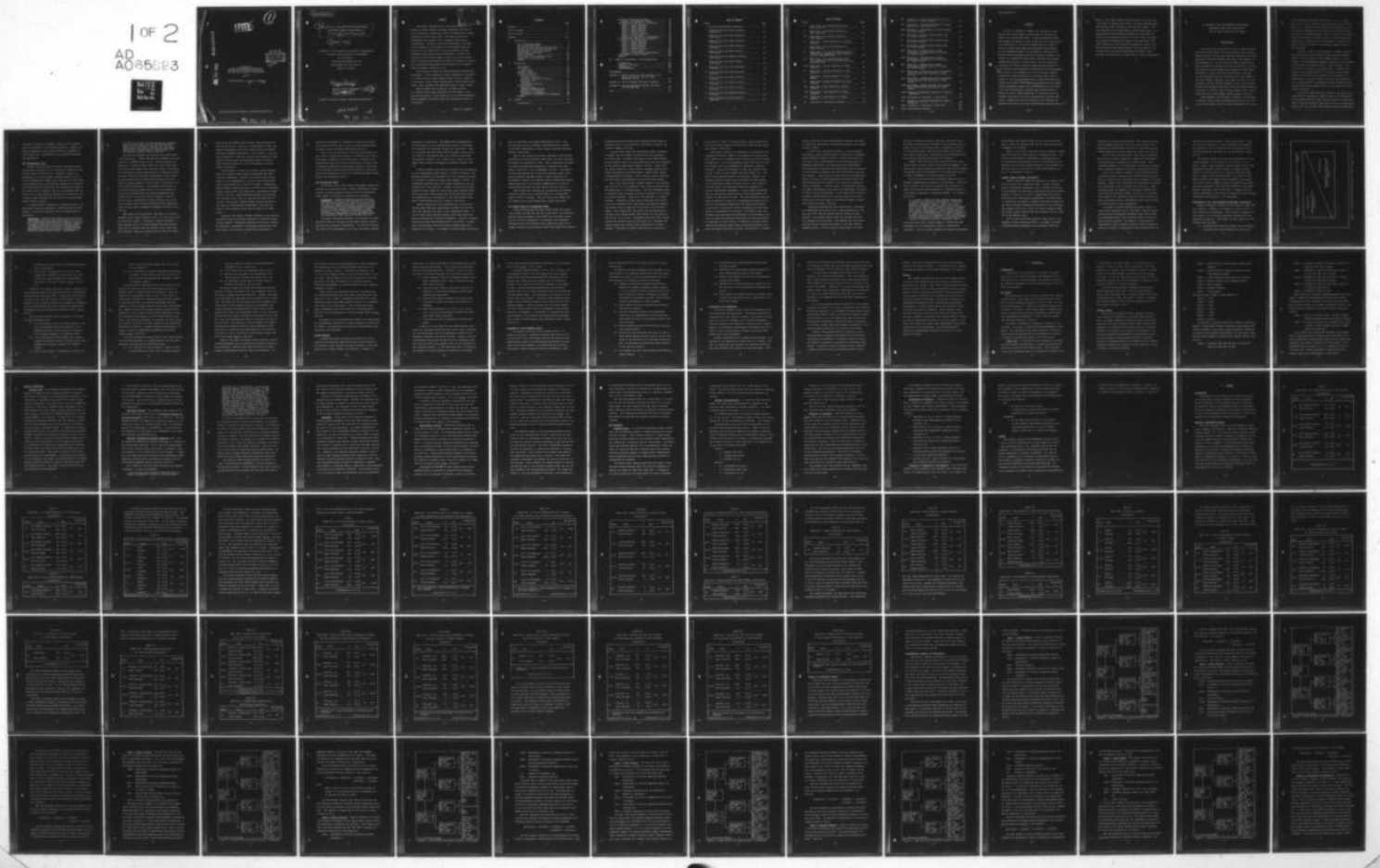

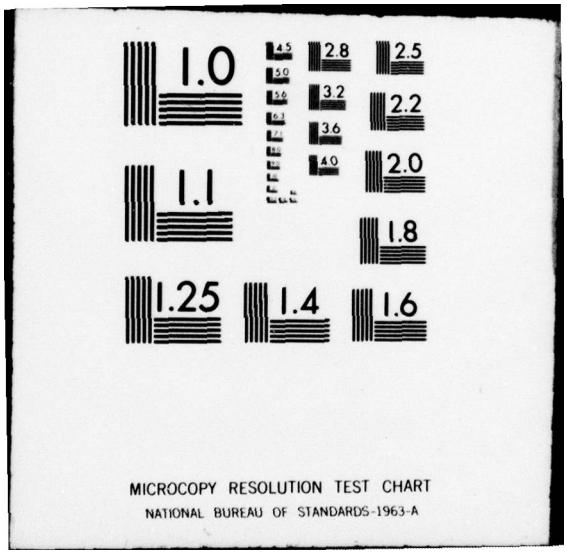
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AN ANALYSIS OF THE INSTITUTIONAL-OCCUPATIONAL ORIENTATION PREDICTION VARIABLES ON THE 1977 USAF QUALITY OF LIFE SURVEY

THESIS

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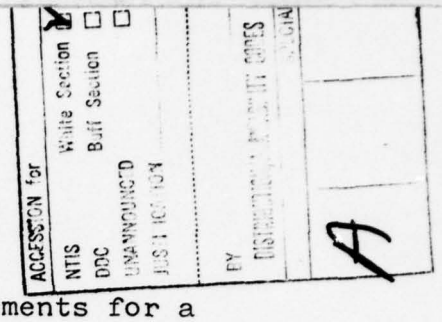

Preface

This thesis fulfills part of the requirements for a Master of Science Degree in Systems Management from the Air Force Institute of Technology, School of Engineering, Wright-Patterson Air Force Base, Ohio. The primary reason for undertaking this research was to complete those partial requirements. Secondly, I was very interested in the question of whether or not present Air Force members view the Air Force as an institution or as an occupation and what variables could predict their orientations. Thirdly, the results of this research might be used by Air Force management to discover those areas that could be influenced to alter the institutional-occupational orientations of its members should management desire to do so.

This research is based on sound multivariate statistical techniques. I have attempted to avoid expressing my opinions or beliefs without clearly labeling them as such. Likewise, I have tried to give proper recognition to those authors whose ideas, words, phrases, and techniques appear in this volume.

Special thanks are in order to my thesis advisor, Dr. Michael Stahl, whose assistance was invaluable in completing this effort. Also, thanks go to Dr. Charles McNichols whose classroom instruction made this statistical effort by me possible.

Robert A. Hagemann

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ABSTRACT

In 1976 Dr. Charles C. Moskos, Jr., advanced his contention that the military is moving from an institutional model to an occupational model. In the institutional model the military is viewed as a way of life and as an institution that takes care of its own with members who are viewed as having a purpose that transcends individual self-interest. In the occupational model the individual is primarily concerned with self-interests and the military is viewed in the context of a marketplace where group interests are advanced through the practice of trade unions. The 1977 Quality of Air Force Life Survey contained questions that measure the institutional and occupational orientations of the respondents. The purpose of this research was to find the most powerful predictors of the institution or occupation score that are present on the survey. Additionally, several hypotheses concerning the relative institution or occupation scores between several demographic groups were tested. Officers were found to be less occupationally oriented than enlisted members. Members who have a large percentage of friends who are not military were found to be more occupationally oriented than others. Members who feel the prestige of the military has declined were found to be more occupationally oriented than

others. Three year groups of rated officers (0-5, 6-10, and 16-20 years of service) were found to be less institutionally oriented than other officers in the same year groups. The best predictors of the institution variable were found to be those variables that address standards and enforcement of policies and procedures peculiar to the Air Force, for example, personal appearance and respect for supervisors. The best predictors of the occupation variable were found to be those variables that address aspects that are common to the military and to civilian employment, for example, career attitude and comparison of military pay to civilian employment.

AN ANALYSIS OF THE INSTITUTIONAL-OCCUPATIONAL ORIENTATION PREDICTION VARIABLES ON THE 1977 USAF QUALITY OF LIFE SURVEY

I Introduction

For the past few years there has been a growing movement within the United States military to organize into a union. Numerous papers, articles, and abundant testimony before Congressional committees revealed that some of the reasons for this movement are: (1) the perceived loss of benefits for military members (AF Times Staff Writer, 1977a:29), (2) military people's disillusionment with Congress and the Federal Government in general (AF Times Staff Writer, 1977b:88), (3) the perception that pay raises have not kept abreast of inflation (Manley, McNichols, and Young, 1977:559), (4) the perception that the military members' service and sacrifice are not truly valued by the nation they have sworn to protect (Famiglietti, 1977:19), and (5) the perception that a union could help right these wrongs (Manley, et al., 1977:572).

Understandably, the President, Congress, the Department of Defense, and the public expressed opposition to the idea of the United States military forces organizing into a union

with the inherent implication of strikes. It is a widely held belief, ever among many military members, that military service is incompatible with unionization (Famiglietti, 1977: 19) and that striking military members could severely damage this Country's defense posture. Thus, it came as no surprise that the Department of Defense issued directives that effectively make it illegal for military members to organize into unions and that Congress is considering a federal law prohibiting same.

In effect, however, the Department of Defense directive may have attacked the "symptoms" rather than the "disease" itself, for the causes for this movement seem to be still present. The unionization symptom is just one of the symptoms of a problem which General David C. Jones, Chairman of the Joint Chiefs of Staff, is concerned about. General Jones recently told Congress that he is "alarmed at the growing tendency for people to view service as just another job rather than a 'calling'" (Craver, 1977:4). More explicitly, he is concerned with the pressures to move military service from an institutional model to that of an occupational model (Dalton, 1978a:1).

Just what is meant when the military is described as an institution or occupation? What are some of the trends that are moving the USAF and other services toward an occupational model? What does General Jones want and how is he going about getting it? How can the institutional-occupation orientation

of today's military be measured? These are the questions that are addressed in the following sections. Finally, the problem statement of this research effort is presented in this chapter with a discussion of the relevant assumptions and limitations.

The Institutional Model

General Jones and other high level individuals became particularly interested in the "just-a-job" versus the "way-of-life" issue in 1976 after Dr. Charles C. Moskos, Jr., addressed an Air Force Academy symposium (Gates, 1977:61). At this symposium Dr. Moskos, who is called one of the Country's leading military sociologists, advanced his contention that the military is moving from "an institutional format to one more and more resembling that of an occupation" and that "there will be some expected organizational outcomes in the military system resulting from the shift to an occupational model" (Moskos, 1977:42).

To examine Moskos' contention, a working definition for institution should be considered. Moskos provides the following distinctions to describe the core connotations for institution.

> Institution: based upon the notion of self-sacrifice; legitimated in terms of values and norms, i.e., a purpose transcending individual self-interest in favor of a presumed higher good; following a calling; sacrifice of monetary advantage that would be enjoyed outside the organization in the interest of the superordinate organization purpose, which leads to heightened self-esteem and esteem within society: compensation is

> provided by an array of social supports and benefits, which clearly indicate to all that the institution takes care of its own and that they are set apart from the rest of society; institutional paternalism, members have complete trust in their leaders, and are assured of equity (Moskos, 1977:42).

The military profession has traditionally been viewed as an institution. Indeed, the military profession has been viewed as a complete style of life. Military members are members of a community whose claims over their daily existence extend well beyond their official duties. The mission of the services requires individuals to be prepared to abandon their routine and personal commitments on short notice. Any profession which is continually preoccupied with the threat of danger requires a strong sense of solidarity if it is to operate effectively. The military has been able to build this solidarity effectively in the past because the military has traditionally been sharply segregated from civilian life in the United States (Janowitz, 1960:175). This has been so because the military community is a relatively closed community where professional and residential life have been nearly completely integrated (Janowitz, 1960: 177-178).

When people join the service, they make a contractual agreement for a certain length of time; and they take an oath to serve their Country. They have a deeper commitment to their employer than in a normal employer-employee relationship, and the employer has much greater control over their total welfare. They may be called upon to work much longer

than the normal 40-hour week; in fact, they are subject to duty 24 hours a day. They may be called upon to spend long months of separation from their families with only nominal additional monetary compensation. And, finally, if the situation warrants it, they may be called into combat for their Country, leaving their self-interests behind for that of their calling (Sizing Up a Job in the Military, 1976:31; Moskos, 1978:31-34).

Traditionally, at least in the past, military members have had a monetary cash-in-hand disadvantage over their civilian counterparts. However, the services have compensated for this disadvantage in the past with institutional supports and benefits of a variety of types: commissaries, base exchanges, deferred income in the form of the retirement system, clubs, medical and dental care, and numerous others (Moskos, 1978:34). These additional supports and benefits have indicated to all that the military has taken care of its own. In the past military members may have perceived that there is institutional paternalism: that they can count on their leaders to take care of them and to ensure equity.

Typically, the initial military training of new recruits and officers has had the main objective of implanting institutional values. Intentional disruption of civilian patterns of adjustment, replacement of individual gratification with group goals, inculcation of unquestioning acceptance of

authority, development of conformity to official attitudes and conduct--all have been cited by military administrators as goals of basic training (Yarmolinsky, 1971:397).

Thus, it can be seen that in the past the military has been, out of necessity and design, an institution and that it fits Moskos' definition of an institution. Members of the institutional model are viewed as possessing a purpose, such as mission accomplishment and national security, that transcends individual self-interest and as willing to accept discipline and supervision as parts of military tradition (Stahl, Manley, and McNichols, 1978:6).

The Occupational Model

In contrast to the institutional model above, Moskos also proposed an occupational model. Before examining the trends that may be moving today's military toward an occupational model, Moskos' definition of occupation is presented.

> Occupation: concerned primarily with self-interest; legitimated in terms of the market place, i.e., what are the prevailing wages and benefits earned for similar work in industry; some voice in the determining of appropriate salary and working conditions (industrial democracy); rights counterbalanced by responsibilities to meet contractual obligations; primary allegiance to self, rather than to the organization and its goals; advancement of group interests through the practices of trade unionism (Moskos, 1977:42).

As Moskos' definition indicates, an occupation is characterized in terms of the market place where monetary rewards are given for equivalent competencies. In return for meeting the contractual requirements of his work, the worker receives

appropriate compensation. The worker then is motivated by self-interests, and the organizational goals are secondary. Self-interests are expressed through the trade union. Thus, it is assumed that the workers have the right to some say in the amount of compensation they will receive for the work they agree to perform. And, finally, as is typical in the market place, supply and demand are paramount (Moskos, 1978: 32).

Moskos contended that there are presently two consequences of this occupational model apparent in today's military: the growing likelihood of unionization and the increasing reliance on civilians to perform military tasks (Moskos, 1977:45). As previously indicated, the trend toward unionization has been countered by a DOD directive. However, he feels that making military unions illegal may unwittingly push organizing activities away from unions toward more politicized groups that see themselves as a continuation of the troop dissent movements of the Vietnam War years (Moskos, 1978:32-33).

Moskos contends that the increasing use of civilians to perform tasks that were traditionally reserved for the military also indicates the shift to the occupational model. In the Air Force, more and more kitchen police-type duties are being contracted out to civilian companies. Likewise, custodial services have been increasingly given to civilians. In addition, some military duties in foreign countries have been assigned to civilians. For example, the Arab-Israeli monitoring

force in the Middle East comes immediately to mind. Also, more and more civilian technical representatives are needed on military installations to keep complex equipment operating (Moskos, 1977:47-48).

The Air Force alone has already converted 50,000 military positions to civilian positions since 1965; and over 2,500 more are slated for conversion in 1979. These conversions are based on proven cost-effective experience in selected activities (Albro, 1970:I-5-1 - I-5-2; Shoemaker, 1977:14). The majority of these conversions were in the base operating support area such as food and custodial service, vehicle operation and maintenance, laundry, dry cleaning, family housing maintenance, refuse collection, bus services, communications, as well as audio-visual services and radar support (Dalton, 1978:2-3).

Thus, Moskos has indicated two symptoms that he believes signify the shift from an institutional to an occupational model in today's military. What are some of the trends that are pushing the military toward this occupational model?

The Trends Toward an Occupational Model

Moskos believes that the major thrust toward the occupational model occurred with the end of the draft. The Selective Service System was based on the premise that military service was the citizen's obligation. In contrast, the President's Commission on an All-Volunteer Force explicitly argued for a primary reliance on recruiting an armed force based upon monetary

inducements guided by market place standards rather than the normative values of an institution like "duty," "honor," and "Country" (Moskos, 1977:45).

A second trend toward the occupational model, according to Moskos, was the attempt to make military pay comparable to civilian pay. He states this began in 1967 when military pay was formally linked to civil service pay and thus indirectly to the civilian labor market (Moskos, 1977:45). These first two trends represent a marked shift in emphasis from institutional value-based recruiting towards a market place supply-and-demand-based recruiting. Thus, monetary values, which are self-interests, were emphasized over institutional values.

Only a few years elapsed, however, before it was realized that the cost of an all-volunteer force would far exceed those envisioned when it was established. With the increasing costs of personnel came increasing calls for elimination of all sorts of military benefits. These calls for reduction in benefits continue. Proponents of such plans contend that the variety of pay and allowances that characterize the present compensation system tends to mask their true value to the military member. They propose that the various pay and allowances be combined into a salary system, thus making the true value of the members' pay visible. Proponents also claim that a salary system would provide equal pay for equal work, replacing the present system that provides more compensation to married members. Reflecting on Moskos' definitions of institution

and occupation, Moskos' contention that a salary system would move the military toward the occupational model becomes plausible (Moskos, 1978:31-35).

According to Janowitz, "A combination of developments has enlarged the military community and weakened its social cohesion...there is an increasing trend toward the civilian pattern of separation of work and residence, because the military base is no longer able to accommodate all personnel" (Janowitz, 1960:178). This trend, apparent in 1960, may continue today as well. There are many reasons that this might be so. Personal choice obviously affects the decision. However, the military typically forces some individuals off base because of an insufficient number of housing units. Also, families have been forced off base when a member is assigned to a remote, unaccompanied assignment. Finally, many individuals move off base because base housing is often substandard and inferior to that found off base. Once an individual moves off base and purchases a home, he is encouraged by present provisions of the Internal Revenue Code and inflationary trends in the price of housing to continue purchasing off-base homes when he is reassigned to a new base. The point is that with off-base living may come the development of relationships with more civilians and civilian institutions with the possibility of absorption of their values. In addition, off-base living isolates the military family from on-base institutional pressures and support facilities (Little, 1971:258-260). Civilian

values, which may be more occupationally oriented, may begin to replace the traditional institutional values of the exposed military members.

A fifth trend, according to Moskos, is the increasing resistance of many military wives to participate in customary social functions (Moskos, 1977:45). One of the reasons for this may be due to more families living off base where the housewife spends more time developing close relationships with nonmilitary housewives with nonmilitary social functions. As with society in general, more and more military wives are also working. Wives also see civilian wives with higher standards of living, not being subjected to frequent moves, and whose husbands are not leaving at all hours on "irrational" training schedules. Wives may begin to question the reasons for these differences and may envy the occupational life style of their civilian counterparts. In the final step, wives may influence the attitudes of the military member in an evolutionary way since the family is the primary shaper of individual values (Janowitz, 1960:190).

Increasing technology may be a sixth trend. Technology has transformed the military into a huge bureaucracy in many ways more like civilian society than the former military society. Few military members work the leisurely schedule once enjoyed by the military. Most members work what resembles the typical eight-to-five hours in jobs that greatly resemble those in civilian society (Yarmolinsky, 1971:403).

Military training and practice today give the military the experience and managerial knowledge to run something which is nearly a replica of civilian society (Abrahamsson, 1972:36). As the military member identifies his duties with those of his civilian counterpart, occupational values associated with most civilian employment may begin to be adopted.

Another trend may be that the military has made a concerted effort to recruit from a broad social background. With such a broad social background, should not the military reflect the broader values and attitudes of the society from which it is taken (Abrahamsson, 1972:40; Janowitz, 1971:23)?

A final trend toward the occupational model may be the changing organizational authority in the military. There has been a change in the basis of authority and discipline, a shift from authoritarian domination to a greater reliance on manipulation, persuasion, and group consensus. As Janowitz points out:

> It is common to point out that military organization is rigidly stratified and authoritarian in character because of the necessities of command....It is not generally recognized, however, that a great deal of the military establishment resembles a civilian bureaucracy, as it deals with problems of research, development, supply, and logistics. Even in those areas of the military establishment which are dedicated primarily to combat or to the maintenance of combat readiness, a central concern of top commanders is not the enforcement of rigid discipline but rather the maintenance of high levels of initiative and morale (Janowitz, 1960:8).

Along with this comes a greater degree of freedom and less dependence on the institutional value of unquestioning obedience. Just as civilian industry has shifted its emphasis

in the manner they manage people, so also has the military begun to shift its emphasis away from the traditional manner of managing the military.

Thus, it can be seen that there exists a number of trends which are moving the USAF toward an occupational model. The trends in many cases are undermining or replacing some of the traditional institutional values of the military and are adding to the view that military service is just another job. What does the Air Force want to do about this problem, and how is it attempting to do it?

General Jones's Interest and Efforts

General Jones has taken the initiative in trying to stop the move toward the occupational model. He has testified before Congressional committees, and in numerous interviews he has defended the military's institutional pay and allowance systems. He has led the drive to demonstrate that the Air Force does have institutional paternalism. The USAF Office of Information is feeding to commands and bases statements of top level officials defending the interests of Air Force members (Gates, 1977:62-63). This is a direct attempt to make the military member realize that the leaders of the Air Force are on the member's side.

The Air Force Recruiting Service is also taking a new approach in their recruiting effort. No longer do posters and advertisements emphasize the occupational items like

education and training opportunities. Now these recruiting drives emphasize the USAF as "a great way of life," incorporating the institutional principles of dedication and commitment which the Air Force stands for (Gates, 1977:62-63).

The Air Force has also come up with the E-4 airman-NCO split which Air Force claims has increased the self-esteem and job prestige of thousands of younger airmen. With increased emphasis on the traditional military rank structure comes increased awareness of Air Force institutional values.

Prior to Dr. Moskos' proposal of the institutional and occupational models, General Jones initiated several activities as a result of his interest in the attitudes of Air Force members. General Jones established the Leadership and Management Development Center at Maxwell Air Force Base. These traveling teams are charged with seeking out problems and providing quick solutions (Gates, 1977:62-63). By sending these teams to the operating units, the Chief of Staff will have an excellent source of information about the attitudes of the operating Air Force membership.

The Chief of Staff's special study group, Impact 77, whose direct assignment was to find ways to improve professionalism and institutional commitment within the service, has recommended nearly fifty proposals, many of which General Jones has approved. The Impact 77 study group has recommended a total in-service education effort designed to educate all levels of supervision in the military about the

institution-occupation effect. Their basic premise is that the individual decisions of local supervisors can influence the movement of the Air Force from the institutional model to the occupational model that Dr. Moskos describes (Gates, 1977:63).

And finally, General Jones has been instrumental in the current emphasis on the quality of life in the U. S. Air Force. General Jones convened a special group, the Air Force Management Improvement Group (AFMIG), to examine various aspects of Air Force life and to develop initiatives which would "...make a good service better." As a result of the group's efforts and General Jones's interest in the quality of Air Force life, a number of survey instruments were developed that culminated in the 1977 USAF Quality of Life Survey (Manley, McNichols, Stahl, 1976:14-15). Designed into the survey instrument was the ability to measure the institutional-occupational orientations of the respondents.

Measurement of the Institutional-Occupational Orientations

Among the members of Impact 77 were Doctors T. Roger Manley, Charles W. McNichols, and Michael J. Stahl of the Air Force Institute of Technology. These officers, finding Moskos' model to be intuitively appealing, developed the view presented in Figure 1. With respect to this figure, the following points were made:

(1) Occupation and institution values are not mutually exclusive; they exist concurrently, even at the

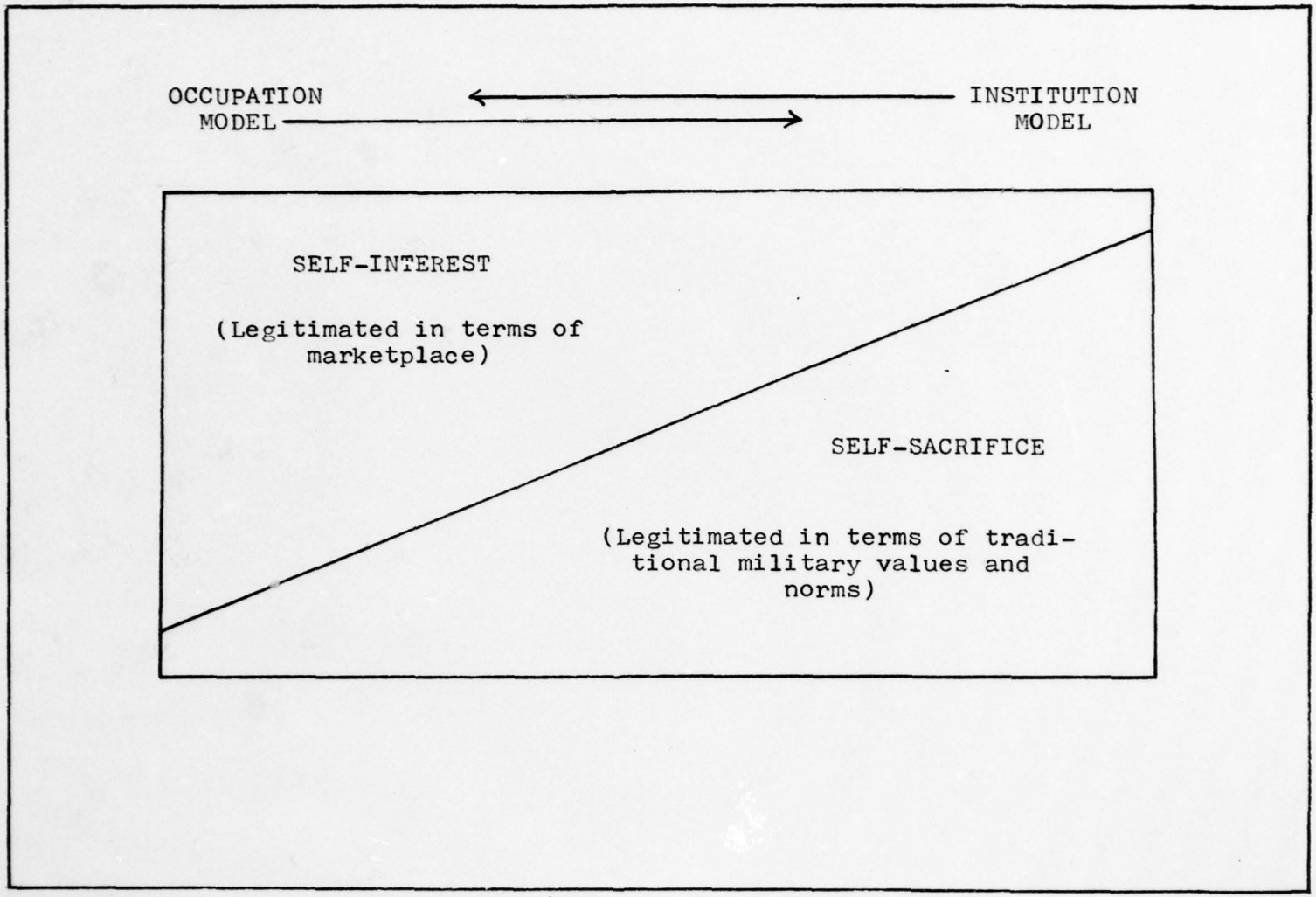

Figure 1. Occupation-Institution Continuum (Manley, et al., 1976:5)

extremes of the scale implicit along the horizontal axis of the figure.

(2) With respect to "goodness" of the mix of these values, some occupation values such as job satisfaction and personal growth may be appropriate today and in the future (Manley, et al., 1976:14-15).

Drawing on Dr. Moskos' theorizing, Manley, McNichols, and Stahl developed eight attitudinal questions to operationalize the institution-occupation model. These eight questions were included in the 1977 USAF Quality of Life Survey. Factor analysis of the questions revealed two independent dimensions of four questions each which were labeled the institutional orientation and the occupational orientation (Stahl, et al., 1978:1).

The four questions that were the measure of the institutional orientation were:

(1) Air Force members should take more interest in mission accomplishment and less interest in their personal concerns (7-point Likert scale ranging from "strongly disagree" to "strongly agree").

(2) I wish that more Air Force members had a genuine concern for national security (7-point Likert scale ranging from "strongly disagree" to "strongly agree").

(3) What is your opinion of discipline in today's Air

Force (5-point response ranging from "too strict" to "too lenient")?

(4) More supervision of member performance and behavior is needed at lower levels within the Air Force (5-point Likert scale ranging from "strongly disagree" to "strongly agree").

Since the factor loadings for these four questions were found to be nearly the same, the institution score can be derived simply by summing these four questions. Thus, the range for the institution score is 4-24. A high score on this measure indicates the respondent wants Air Force members to take more interest in mission accomplishment and less interest in their personal concerns, wishes that more members had a genuine concern for national security, perceives that discipline is too lenient, and wants more supervision of member performance and behavior at lower levels within the Air Force. The institution measure, as developed by Stahl, Manley and McNichols, captures the ideas proposed in the institution definition of Moskos of a purpose (mission accomplishment and national security) transcending individual self-interest (Stahl, et al., 1978:4-8).

The four questions (all with 5-point Likert scales ranging from "strongly disagree" to "strongly agree") that were the measures of the occupational orientation were:

(1) If I left the Air Force tomorrow, I think it would be very difficult to get a job in private industry

with pay, benefits, duties, and responsibilities comparable with my present job.

(2) An Air Force base is a desirable place to live.

(3) The Air Force requires me to participate in too many activities that are not related to my job.

(4) An individual can get more of an even break in civilian life than in the Air Force.

The factor loadings for these four questions were also found to be nearly the same so that the occupation score can be found by summing these four questions. However, the polarity of the first two questions must be reversed prior to addition. The range for the occupation score then becomes 4-20. A high score on this measure indicates the respondent perceives comparable job opportunities outside the Air Force, thinks that a base is an undesirable place to live, feels that too many nonjob related activities are required of him by the Air Force, and perceives more equity in civilian life than in the Air Force. This measure is also consistent with Moskos' definition of occupation, and the ideas expressed by these questions run counter to the traditional way of viewing the Air Force as a way of life and as an institution taking care of its own (Stahl, et al., 1978:4-8).

Finally, the views of Professor Morris Janowitz, another leading sociologist who has studied the military extensively, are considered. Janowitz feels that the military is undergoing a transformation which he calls civilianization. In

his view the military is being penetrated by other professions and institutions from the broader society from which it is derived (Janowitz, 1971:23). He points out, however, that "...it must be recognized that we are not dealing with a 'zero sum' game. The military can and must participate in the larger and at the same time maintain its relative autonomy, specialized competence, and crucial element of group cohesion" (Janowitz, 1971:23).

Stahl, Manley, and McNichols found that the institution and occupation measures were only weakly associated with each other ($r = -.25$). Thus, a respondent could have both a high institution score and a high occupation score, or a respondent could score low on both scores. They concluded that this result corresponded well with Janowitz's conceptualization that "we are not dealing with a 'zero sum' game" (Stahl, et al., 1978:10).

In summary, it is now possible to measure the institutional and occupational orientations of today's military as defined by Dr. Moskos. The capability also exists to assess trends longitudinally in the military.

Recent Research

Although the capability exists to measure the institutional and occupational orientations and to assess trends in the military, little research has been completed in this area beyond that of Stahl, Manley, and McNichols. However, in

conjunction with their development of the measures some interesting results were obtained. The following five hypotheses were all tested and supported. (However, in the last three the amount of variance explained was less than one percent.)

(1) Senior Sergeants (Technical Sergeants through Chief Master Sergeants) have a higher institution score than junior enlisted.

(2) Senior Officers (Majors, Lieutenant Colonels, and Colonels) are more institutionally oriented than Captains and Lieutenants.

(3) Officers with Regular Commissions are more institutionally oriented than those with Reserve Commissions.

(4) Those with Doctorates (i.e., Ph.D., M.D., LL.D., Ed.D.) are more occupationally oriented than those with lesser formal education.

(5) Physicians are more occupationally oriented than others.

In addition, it was found that the institutional orientation was positively associated with career intent, seniority and job satisfaction; and the occupational orientation was negatively associated with those criteria. Finally, multiple correlations coefficients through the use of regression analysis were calculated using career intent for all personnel as the criterion variable. It was found that about 25 percent of the variance in career intent was explained by a knowledge

of the institutional-occupational orientations of the respondents (Stahl, et al., 1978:1, 8-10).

In another research effort, Lt. Col. Pat R. Paxton, utilizing measures similar to those developed by Stahl, et al., assessed the institutional-occupational orientations of 103 National War College military students and 121 Industrial College of the Armed Forces military students in the classes of 1978. Paxton hypothesized that Marine Corps students' responses would show a high institution score and a relatively low occupational score. This hypothesis was supported in the results from both colleges. The Marine Corps students scored higher in the institution measure and the lowest in the occupational measure. Paxton concluded that the results uphold the Marine Corps tradition that is emphasized in recruiting, training, and education. In addition, it was noted that Air Force students of the National War College scored relatively high on both the institutional and occupational score (Paxton, 1978:14-17).

Objectives of This Research Effort

The primary objective of this research effort is to answer the question: Utilizing available data from the 1977 Quality of Air Force Life Survey, what are the variables that significantly predict the institutional-occupational orientations of Air Force members? By identifying those variables that predict institutional-occupational orientations, areas

may be identified which the Air Force could use to alter orientations.

In addition, the null hypothesis that the means of the institutional or occupational orientation scores (as specified below) are equal for the groups specified below was tested against the following alternate hypotheses:

(1) Members of operational commands (specifically: Alaskan Air Command, Aerospace Defense Command, U. S. Air Forces in Europe, Military Airlift Command, Pacific Air Forces, Strategic Air Command, and Tactical Air Command) are more institutionally oriented than members of other commands.

(2) Rated members are more institutionally oriented than nonrated members.

(3) Officers possessing research and development, scientific, and engineering Air Force Specialty Codes (AFSC) are more occupationally oriented than other officers.

(4) Married members are more institutionally oriented than single members.

(5) Officers who have completed five years or less of total active federal military service and are graduates of the USAF, USN, or US Military Academy are more institutionally oriented than other officers of the same year groups.

(6) Male members are more institutionally oriented than female members.

(7) Officers are more occupationally oriented than enlisted members.

(8) Descendants of former career military members are more institutionally oriented than others.

(9) Members whose spouses work are more occupationally oriented than others.

(10) Members with a large percentage of friends who are not military are more occupationally oriented than others.

(11) Those members who perceive that the prestige of the military has declined are more occupationally oriented than others.

Limitations and Assumptions

As with any research effort, this one is bounded by certain limitations and assumptions. The primary limitation is associated with data based on a survey. The analysis of data based on a survey is bounded by the questions themselves. Since the questions were designed to measure certain specific aspects, any functional relationships discovered were only in terms of those certain specific things, even though other aspects may be more meaningful.

Another limitation lies in question interpretation. The designer of the question has in mind what he is asking. However, the respondent may interpret the question differently than that intended, thus making his reply unreliable. Since

there is no feasible way to determine such a state of affairs, an assumption was made that the respondent interpreted the question in consonance with the intent of the question designer.

With any survey, generalizations about the data are limited by the number of respondents. Thus, even though the total survey population exceeds 10,000, some generalizations about subsets of the total population may be limited by the size of the subset. Similarly, it is noted that certain demographic groups were deliberately undersampled or oversampled. As a result, a weight based upon rank, sex, and race was assigned to the responses for each individual respondent of the survey.

It is also emphasized that the results of this research represent the state of the sample population in 1977 when the survey was completed. It is assumed that were another survey administered today or later, significantly different results may be found; i.e., it is assumed that mean values of the institutional-occupational orientation could be different. It is hoped, however, that the predictors discovered in this research effort would still be of value in the future.

Finally, this research effort is limited to solely analyzing those variables that predict the institutional-occupational orientations: to identify them and describe the degree of prediction in appropriate statistical terminology. No attempt is made to explain why the identified variables predict as they do in sound scientific terms;

however, the writer has proposed some common-sense explanations for the sake of interest. In other words, this research was aimed at finding and describing correlation not causation.

Summary

This chapter describes the basis of this research effort in terms of the definitions of institution and occupation as described by Dr. Moskos. Some of the trends identified by Moskos and proposed by this writer and others that may be moving today's military toward the occupational model are presented. General Jones's interest in this problem and his efforts to alter this trend are discussed. His interest stimulated the development of measures of the institutional-occupational orientations by Doctors Stahl, Manley, and McNichols of the Air Force Institute of Technology. These measures, incorporated in the 1977 Quality of Air Force Life Survey, form the basic foundation upon which this research effort is based: to find the significant variables on the 1977 Quality of Air Force Life Survey that predict the institutional-occupational orientation of the respondents. The following chapter describes the methodology utilized by the writer to accomplish this effort.

II Methodology

Introduction

The purpose of this chapter is to present the methodology used by the writer to conduct this research effort. A discussion of the survey instrument, the subgroups utilized, the analysis techniques, and the variables involved with this study are discussed.

The Survey

The survey used in this study was the 1977 USAF Quality of Life Survey. This survey was an updated version of the AFMIG survey conducted during May and June of 1975. The survey was administered to a sample of personnel throughout the Air Force. To insure a large enough sample of females, personnel in higher grades and racial minorities, these groups were deliberately oversampled. A total of 10,687 surveys were returned (Patterson, 1977:17).

The survey, reproduced in Appendix A, consists of 165 questions. The first 19 questions provide demographic information. The remainder of the survey consists of questions which solicit the opinions of the respondents on a variety of subjects including the quality of Air Force life.

Survey Bias. To correct the bias introduced by oversampling the groups mentioned above, a weighting procedure was utilized in analyzing the survey results. This procedure allows each individual case to be considered or weighted more

or less heavily than other cases. If a particular case is assigned a weight of two, then the responses of that individual will be counted twice as heavily as those of an individual who has been assigned a weight of one (Nie, et al., 1975:129). If all the survey cases are multiplied by their respective weights, then the total number of cases will equal the total number of Air Force personnel.

For this survey, enlisted personnel were assigned a weight based upon their grade. Officers were assigned a weight based upon grade, sex, and three categories of ethnic background (black, white, and other). Appendix B presents the weights assigned to the various categories of cases in this survey (McNichols, 1978).

Analysis Groups

Based upon the findings of Stahl, et al., that there were significant differences in the institution scores of senior sergeants (Technical Sergeants through Chief Master Sergeants) and junior enlisted (Airman Basic through Staff Sergeant), and between senior officers (Majors, Lieutenant Colonels, and Colonels) and Captains and Lieutenants, and upon the hypothesized differences in institutional scores for rated officers versus nonrated officers, the writer selected the following groups to determine the most powerful predictor variables for institution and occupation in terms of amount of variance explained:

Group 1 - Junior Enlisted (Airman Basic through Staff Sergeant

Group 2 - Senior Enlisted (Technical Sergeant through Chief Master Sergeant)

Group 3 - Junior Officers (Lieutenants and Captains)

Group 4 - Senior Officers (Major through Colonel)

Group 5 - Rated Officers

Group 6 - Nonrated Officers

Group 7 - All Personnel

The sample sizes of each of these groups are:

Group 1 - 3,022

Group 2 - 2,806

Group 3 - 2,163

Group 4 - 2,674

Group 5 - 2,283

Group 6 - 2,554

Group 7 - 10,665

In addition, in order to control the possible confounding effects of grade and/or length of service, the hypotheses mentioned in Chapter 1 were tested (where applicable) separately for officers and enlisted and separately for four groups based on total active federal military service (TAFMS) (Survey Question 5):

Group 1 - Completed less than one year to completed 5 years but less than 6 years.

Group 2 - Completed 6 years but less than 7 years to 10 years but less than 11 years.

Group 3 - Completed 11 years but less than 12 years to 15 years but less than 16 years.

Group 4 - Completed 16 years but less than 17 years to 20 years but less than 21 years.

Group 5 - Completed 21 years but less than 22 years to 25 years but less than 26.

Group 6 - Completed 26 years or more.

When testing the hypothesis regarding research and development, scientific and engineering (R/D and S/E) officers (possessing Air Force Specialty Codes 26XX, 27XX, and 29XX) versus other officers, the possible confounding effect of education level was controlled by further subgroup testing as follows:

Group 1 - R/D and S/E officers with a Master's Degree through Doctorate Degree versus other officers.

Group 2 - R/D and S/E officers with graduate work beyond a Master's Degree through a Doctorate Degree versus other officers.

And, finally, when testing the hypothesis that members with a large percentage of friends who are not military are more occupationally oriented than others, the two groups were defined by the values of Question 53 of the survey. If the respondent selected values A, B, or C, he/she was placed in the group with a large percentage of friends who are not military where large percentage is 61-100 percent.

Analysis Techniques

Analysis Plan. This analysis consisted of four distinct stages. In stage one the hypotheses presented in Chapter 1 were tested to determine if any significant differences in the institution or occupation orientation of the stated groups could be discovered. The purpose was to not only satisfy the curiosity of the writer regarding these hypotheses, but to also determine any other groups, besides those discovered by Stahl, et al., that should be examined separately in the subsequent stages of the analysis. In stage two, the Automatic Interaction Detection Algorithm (AID) was utilized to determine the best predictors for the institution or occupation score for each of the seven groups. In stage three, the predictors disclosed for each group by AID became the candidate predictor variables for regression analysis for each of the groups. Finally, in phase four discriminant analysis was performed on two new subgroups. The first group consisted of all respondents who scored high (approximately one standard deviation above the mean) on both the institution score and the occupation score. This group is called the HIHI group and consisted of 102 respondents. The second group consisted of all respondents who scored low (approximately one standard deviation below the mean) on both the institution score and the occupation score. This group is called the LOLO group and consisted of 94 respondents.

The variables selected to enter this discriminant analysis were those variables that emerged from the final AID run for the entire sample for both institution and occupation, plus the demographic variables of grade, TAFMS, and aeronautical rating. The aim here was to determine which of these variables are best able to discriminate between the HIHI and LOLO respondents.

Hypotheses Testing. The hypotheses were tested by utilizing the subprogram T-TEST from the Statistical Package for the Social Sciences (SPSS) (Nie, et al., 1975:267). This subprogram provides the capability of computing Student's t and probability levels for testing whether or not the difference between two sample means is significant. In all cases the null hypothesis is that there is no difference in the stated score between the specified groups.

Automatic Interaction Detection Algorithm (AID). The AID algorithm developed by Sonquist and Morgan is a "relationship explaining" technique. AID is ideal for handling data from opinion surveys because of the lack of assumptions that are required for the distributions of the variables. In addition, the output from AID indicates those circumstances where regression analysis using the resulting variables from AID would yield meaningful results (Scoville, 1976:27).

AID is based on the statistical procedure, the Analysis of Variance. In the AID procedure:

> ...the variation of one specified variable, the criterion is "explained" in terms of other variables,

> the predictors. "Explanation" is accomplished through a sequence of two way splits. In each case, the split is done on that predictor that maximizes the between sum of squares (BSS) in terms of the criterion variables where BSS is equal to the sum of all squared differences between each subgroup average and the overall average. Since the total sum of squares (TSS) for the criterion, i.e., sum of squared differences from the mean for the criterion scores remains constant and R^2 equals BSS divided by TSS, this process also maximizes R^2. For each split in this process, a cumulative level of significance is calculated using an "F" test. In this manner, the variation of the criterion is explained by those predictors that are statistically significant (Scoville, 1976:28).

AID splits the population into two groups on the basis of a selected predictor variable that explains the greatest amount of variation of the criterion variable. The resulting two groups are then further split into subgroups on the same basis, and the splitting continues until a selected stopping criteria is reached. For this research the stopping criteria was either a maximum of 30 groups or a minimum of 20 cases in each group. Once a split is made on a predictor, all predictors are candidates for further splitting. Thus, one predictor could enter the splitting process several times. The process shows, through asymmetric splittings, those cases where there are strong interactions among the predictors.

The results of the AID algorithm can be printed in a "tree" format giving the researcher a pictoral display of the splitting process. On each branch of the tree a table is printed that lists the variable that the split was made on,

the cumulative R-square (R^2), the significance level, the mean value of the criterion variable for the new group, and the number of individuals in that group (Gooch, 1972:65).

With AID the criterion variable must be assumed to be a variable with an interval scale. However, the predictors can be either nominal or ordinal in nature with no other restrictive assumptions. The algorithm is able to select those values of the predictor variable which explain the variation of the criterion variable (Patterson, 1977:21).

Regression. Phase three of the analysis consisted of multiple linear regression to find the best possible linear prediction equation for the institution and occupation score for each of the defined groups. AID cannot determine the exact nature of the relationship between a criterion and its predictors, nor can AID indicate in an exact manner the relative importance of a predictor. Stepwise multivariate linear regression analysis does define an exact functional relationship between a criterion and its predictors and does indicate the relative importance of the predictors (Scoville, 1976:30-31). Therefore, the predictor variables revealed by AID in phase two were regressed against their respective criterion variable using the stepwise solution technique of SPSS. With this technique forward inclusion of variables is combined with deletion of variables that no longer meet a pre-established criterion at each successive iteration. The inclusion level, i.e., the order in which the predictors are to be considered,

was allowed to default to level 1. Thus, the predictors were considered in light of their contribution to the regression equation and were required to meet a minimum criteria of statistical significance (F-value = 4.0) (Nie, et al., 1975:345).

In general, multiple regression requires that the variables be measured on interval or ratio scale and that the relationships among variables be linear and additive. However, nominal variables can be handled through the use of dummy variables. Nonlinear and nonadditive relationships can be handled through transformation of variables or through the introduction of product-terms (Nie, et al., 1975:320-321).

Discriminant Analysis. Discriminant analysis used in phase four is used to statistically distinguish between two or more groups of cases. To distinguish between the two groups, the researcher selects a set of discriminating variables that measure characteristics on which the groups are expected to differ. By taking several issues and mathematically combining them, the researcher hopes to find a single dimension on which group A is clustered at one end and group B is clustered at the other end. Discriminant analysis attempts to do this by forming a linear combination of the discriminating variables. The function is formed in such a way as to maximize the separation of the groups (Nie, et al., 1975:435).

Subprogram DISCRIMINANT of SPSS performs discriminant analysis either by entering all discriminating variables directly into the analysis or through a variety of stepwise

methods similar to stepwise multiple linear regression of SPSS. For this research the variables were entered in a stepwise fashion. Independent variables are selected by DISCRIMINANT for entry into the analysis on the basis of their discriminating power. By sequentially selecting the next best discriminator at each step, a reduced set of variables will be found which is almost as good as, and sometimes better than, the full set. The method selected for this research maximizes the Mahalanobis distance between the two groups (Nie, et al., 1975: 447-454). Both the F-to-enter and F-to-remove were set equal to 4.0, where the F-to-enter and the F-to-remove operate in an identical manner to that of stepwise multiple linear regression.

The analysis aspects of this subprogram provide several tools for the interpretation of data. Among these are statistical tests for measuring the success with which the discriminating variables actually discriminate when combined into the discriminant function. The SPSS DISCRIMINANT subprogram provides two measures for judging the importance of discriminant functions. One of these is the relative percentage of the eigenvalue associated with a function: the larger the eigenvalue percentage, the greater the relative importance of the function. Wilks' Lambda is an inverse measure of the discriminating power in the original variables which has not yet been removed by the discriminating function: the larger the lambda is, the less information remaining. More importantly,

the weighting coefficients can be interpreted much as in multiple regression, serving to identify the variables which contribute most to differentiation along the respective dimension (Nie, et al., 1975:435-436, 442).

Once the discriminant function is determined, it is desirable to test the function's validity by using it to classify known cases. For this research SPSS was used to randomly select one half of the two groups to calculate the discriminant function. The remaining one half was then used to determine the percent of cases that the function is able to correctly classify.

The Variables

Missing Values. For the SPSS subprograms T-TEST, REGRESSION, and discriminant analysis, listwise deletion of missing data was utilized. Under listwise deletion of missing data, cases with missing values for the variables under consideration are automatically eliminated from all calculations. The writer feels that listwise deletion did not substantially reduce the number of cases and that this technique avoids the possible problems concerning degrees of freedom and/or indeterminant matrix inversions that can occur when pairwise deletion of missing data is utilized.

For the AID runs, missing values were set equal to zero. Printout options available with AID allow the researcher to observe the number of cases with value zero. A comparison can then be made with the total number of cases to determine

if anomalies may be present due to a large number of zero values. The writer does not feel that this manner of treating missing values in the AID runs significantly affected the results.

Variable Transformations. In order for SPSS and AID to handle the survey data, the alphabetical responses of all questions were transformed to numeric responses. The transformations were of the form A = 1, B = 2, C = 3, ...

The institutional score is derived by adding Questions 75, 76, 93, and 118. The numerical range is then 4-24, representing low to high occupational orientation. (See Chapter 1).

Questions 94-116 were split into two separate sets of variables labeled SQ94-116 and EQ94-116. These two sets of variables were derived by segmenting the original questions into a "standards" portion and an "enforcement" portion. This construct was utilized in an attempt to separate the apparent dual response required of these questions. The responses for the two sets of variables were then:

SQ94-116

A. Standard too strict

B. Standard about right

C. Standard too lax

EQ94-116

A. Enforcement too strict

B. Enforcement about right

C. Enforcement too lax

Variable 175 is the Hoppock job satisfaction measure, a linear combination of Questions 57, 58, 59, and 60. The numerical range for this score then is 4-28, representing low to high job satisfaction (Patterson, 1977:24).

Variable 176 is the computed weight variable for each case (See Appendix B).

Finally, for the stepwise multiple regression, all nominal variables were transformed into dummy variables.

Selection of Variables. Selecting variables on an a priori basis runs the risks of not including some variables that have predictive and explanatory power. Therefore, this writer elected to initially utilize all the questions on the survey /except base code (Questions 1 and 2) and Air Force Specialty Code (Questions 15-17)/, plus the Hoppock job satisfaction variable (Variable 175) as predictors for AID runs. The institutional and occupational orientation scores were the criterion variables. Three AID runs had to be made for each group for both institution and occupation because of AID limitations. The first run employed approximately one half of the variables as predictors. The second run employed approximately one half of the remaining variables. And the final run used all the variables that emerged in the first two runs, plus those not included in the first two runs.

The variables that were selected for the regression runs for a group were those predictors that emerged from the final AID run for that group.

The variables selected for the discriminant analysis were those variables that emerged from the final AID run for both institution and occupation for the entire sample, plus the demographics of grade, TAFMS, and aeronautical rating.

Elimination of Variables. During the course of the analysis, a number of variables in the survey proved to be unusable and were dropped from further consideration. Other variables were eliminated because they were incorporated into a combined variable.

1. Questions 75, 76, 93, and 118 - These variables constitute the institutional orientation score (Variable 176).
2. Questions 30, 50, 74, and 138 - These variables constitute the occupational orientation score (Variable 177).
3. Questions 57, 58, 59, and 60 - These questions constitute the Hoppock job satisfaction score (Variable 175).
4. Questions 77-86 - These questions proved to be uninterpretable because the respondent was required to rank order these ten questions.
5. Questions 94-116 - These questions are incorporated into variables SQ94-116 and EQ94-116.

Selection of Variables to Be Presented. Due to the large number of cases employed in the analysis, many variables were found to be significant at the .0001 level. As a result, the

number of variables included in the final AID trees and regression equations, using significance criteria alone, were many. In order to reduce the number of variables to be presented and to make the results more interpretable the following selection criteria was utilized:

AID:

- No more than four split levels.
- A variable must increase the amount of variance explained by at least one percent.

Regression:

- No more than five variables in an equation.
- If the F-value of the entering variable is less than approximately four or if the R-square change is less than .01, delete the variable.

Summary

This chapter presents the methodology utilized by this writer to find the predictors for institutional and occupational orientation and to test hypotheses about those orientations. A discussion of the survey instrument and the various subgroups of interest is presented. The analysis plan is presented with a discussion of hypotheses testing, the Automatic Interaction Detection Algorithm, stepwise multiple linear regression, and discriminant analysis. The variables involved in this study are discussed with emphasis on the handling of missing values, appropriate transformations,

and selection and elimination of variables. Finally, the criteria utilized by the writer to determine which variables to present in the following chapter, Results, is presented.

III Results

Introduction

The purpose of this chapter is to present the results of the statistical analysis conducted by this researcher. First the results of the hypotheses testing are presented. The results of the AID and regression runs for institution for each subgroup are presented next followed by the results of the AID and regression runs for occupation. Finally, the results of the discriminant analysis are presented.

Results of Hypotheses Testing

The first hypothesis tested was that members of operational commands (specifically: Alaskan Air Command, Aerospace Defense Command, U. S. Air Force in Europe, Military Airlift Command, Pacific Air Forces, Strategic Air Command, and Tactical Air Command) are more institutionally oriented than members of other commands. This hypothesis was also tested separately by year groups and separately for officers and enlisted in an attempt to control the possible confounding effects of grade and years of service. The results of these tests are presented in Tables I, II, and III. As can be seen from the tables, the hypotheses is supported in only one case. That case is for officers in the 11-15 TAFMS year group but significant at only the $p \leq .05$ level.

TABLE I

Means Test - Ops Command Officers vs. Other Officers

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Ops Command Officers	365	14.91	.21	.418
	Other Officers	215	14.85		
6-10	Ops Command Officers	1090	16.16	.25	.400
	Other Officers	549	16.11		
11-15	Ops Command Officers	673	16.79	2.17	.015**
	Other Officers	421	16.34		
16-20	Ops Command Officers	640	16.98	.40	.344
	Other Officers	379	16.89		
21-25	Ops Command Officers	83	17.05	1.65	.051
	Other Officers	65	16.12		
26+	Ops Command Officers	24	17.83	1.21	.116
	Other Officers	24	16.63		

**Significant at $p \leq .05$

TABLE II

Means Test - Ops Command Enlisted vs. Other Enlisted

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Ops Command Enlisted	3033	14.33	.09	.465
	Other Enlisted	1750	14.33		
6-10	Ops Command Enlisted	1299	16.10	-.22	.412
	Other Enlisted	620	16.14		
11-15	Ops Command Enlisted	783	16.67	1.32	.093
	Other Enlisted	431	16.41		
16-20	Ops Command Enlisted	749	16.96	-.37	.358
	Other Enlisted	429	17.04		
21-25	Ops Command Enlisted	301	18.01	.19	.430
	Other Enlisted	159	17.95		
26+	Ops Command Enlisted	43	17.87	-.07	.470
	Other Enlisted	22	17.93		

Table III

Means Test - All Ops Command Members vs. Other Members

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
All	Ops Command Members	6816	15.52	1.19	.148
	Other Members	3812	15.44		

The second hypothesis tested was that rated officers are more institutionally oriented than nonrated officers. This hypothesis was also tested separately by year groups. The results of these tests are presented in Table IV. This hypothesis was not supported in any case. To the writer's surprise, however, the alternate hypothesis that rated officers are less institutional than nonrated officers could be supported in three year groups, the 0-5, 6-10, and 16-20 year groups.

TABLE IV

Means Test - Rated Officers vs. Nonrated Officers (Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Rated	240	14.55	-2.21	.014**
	Nonrated	340	15.13		
6-10	Rated	250	15.08	-4.94	.000*
	Nonrated	1389	16.33		
11-15	Rated	136	16.46	-.57	.287
	Nonrated	958	16.64		
16-20	Rated	175	16.22	3.13	.001*
	Nonrated	845	17.10		
21-25	Rated	102	16.81	.88	.190
	Nonrated	46	16.27		
26+	Rated	34	17.39	.48	.318
	Nonrated	14	16.86		
All	Rated	869	15.49	-1.00	.160
	Nonrated	1037	15.65		

*Significant at $p \leq .01$ **Significant at $p \leq .05$

The third hypothesis tested was that officers possessing research and development, scientific, and engineering AFSC's (26XX, 27XX, 28XX, 29XX) are more occupationally oriented than other officers. The first means test was conducted with no account taken for education, only years of service. Subsequent tests were conducted in an effort to control the possible confounding effect of education as discovered by Stahl, et al. (Doctoral degree holders were found to be more occupationally oriented than others)(Stahl, et al., 1978:8-9). The results of all these tests are presented in Tables V, VI, and VII. The hypothesis could be supported for the entire sample test, however, only at the $p \leq .05$ level. Additionally, the hypothesis was supported in only four more cases: R/D and S/E officers with 0-5 years of service ($p \leq .05$), R/D and S/E officers with Ms through PhD degrees and 0-5 years of service ($p \leq .01$), R/D and S/E officers with PhD degrees or education beyond PhD's with 0-5 years of service ($p \leq .05$), and all R/D and S/E officers possessing PhD degrees or an education beyond the PhD degree ($p \leq .01$).

The fourth hypothesis tested was that married members are more institutionally oriented than nonmarried members. This hypothesis was also tested separately for officers and enlisted and years of service groups. Tables VIII, IX, and X present the results of these tests. Although this hypothesis was supported at the $p \leq .01$ level for the entire sample

test, it was not supported for any of the TAFMS subgroups except the 0-5 TAFMS group of enlisted members.

TABLE V

Means Test - R/D & S/E Officers vs. Other Officers

(Occupation)

TAFMS	Group	N	INST	t	One-tailed p
0-5	R/D & S/E Officers	155	12.85	1.71	.045**
	Other Officers	425	12.41		
6-10	R/D & S/E Officers	323	12.25	-1.19	.117
	Other Officers	1316	12.46		
11-15	R/D & S/E Officers	195	12.07	.08	.469
	Other Officers	899	12.05		
16-20	R/D & S/E Officers	198	12.05	.29	.385
	Other Officers	822	11.98		
21-25	R/D & S/E Officers	27	11.04	.33	.371
	Other Officers	121	10.87		
26+	R/D & S/E Officers	8	10.30	.18	.432
	Other Officers	40	10.12		
All	R/D & S/E Officers	476	12.32	1.90	.029**
	Other Officers	1430	12.04		

**Significant at $p \leq .05$

TABLE VI

Means Test - R/D Officers with M.S. through Ph.D. Degrees vs. Other Officers with Any Education Level (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	R/D & S/E Officers[1]	51	13.48	2.62	.006*
	Other Officers	529	12.44		
6-10	R/D & S/E Officers	71	12.63	.68	.250
	Other Officers	1568	12.41		
11-15	R/D & S/E Officers	59	12.09	.08	.467
	Other Officers	1035	12.06		
16-20	R/D & S/E Officers	55	12.11	.31	.379
	Other Officers	964	11.99		
21-25	R/D & S/E Officers	4	10.80	-.63	.282
	Other Officers	35	10.88		
26+	R/D & S/E Officers	1	12.16	N/A	N/A
	Other Officers	8	9.95		
All	R/D & S/E Officers	63	12.57	1.23	.112
	Other Officers	410	12.12		

1. R/D & S/E Officers = those possessing M.S. through Ph.D. Degrees

*Significant at $p \leq .01$

TABLE VII

Means Test - R/D & S/E Officers with Ph.D. Degrees vs. Other Officers with Any Education Level (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	R/D & S/E Officers[1]	26	13.47	1.77	.044**
	Other Officers	554	12.48		
6-10	R/D & S/E Officers	10	13.82	1.73	.114
	Other Officers	1628	12.41		
11-15	R/D & S/E Officers	10	12.59	.79	.224
	Other Officers	1084	12.05		
16-20	R/D & S/E Officers	11	11.97	-.04	.486
	Other Officers	1008	12.00		
21-25	R/D & S/E Officers	0	N/A	N/A	N/A
	Other Officers	39	10.75		
26+	R/D & S/E Officers	0	N/A	N/A	N/A
	Other Officers	9	10.16		
All	R/D & S/E Officers	16	13.73	2.59	.010*
	Other Officers	456	12.12		

1. R/D & S/E Officers = those possessing Ph.D. Degrees or education beyond Ph.D.

*Significant at $p \leq .01$ **Significant at $p \leq .05$

TABLE VIII

Means Test - Married Officers vs. Other Officers

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Married Officers	387	14.86	-.35	.363
	Other Officers	193	14.95		
6-10	Married Officers	1369	16.15	.28	.389
	Other Officers	270	16.09		
11-15	Married Officers	1012	16.62	.19	.427
	Other Officers	82	16.56		
16-20	Married Officers	929	16.95	.02	.494
	Other Officers	90	16.94		
21-25	Married Officers	139	16.66	.21	.418
	Other Officers	9	16.39		
26+	Married Officers	47	17.24	.87	.194
	Other Officers	1	16.81		

TABLE IX

Means Test - Married Enlisted vs. Other Enlisted (Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Married Enlisted	2127	14.54	3.87	.000*
	Other Enlisted	2656	14.16		
6-10	Married Enlisted	1617	16.13	.63	.266
	Other Enlisted	302	16.01		
11-15	Married Enlisted	1121	16.58	.12	.452
	Other Enlisted	92	16.54		
16-20	Married Enlisted	1071	16.98	-.28	.389
	Other Enlisted	107	17.08		
21-25	Married Enlisted	434	17.95	-1.23	.115
	Other Enlisted	26	18.75		
26+	Married Enlisted	62	17.95	.54	.323
	Other Enlisted	3	16.69		

*Significant at p ≤ .01

TABLE X

Means Test - Married Members vs. Other Members (Institution)

TAFMS	Group	N	INST	t	One-tailed p
All	Married Members	7203	15.93	18.93	.000*
	Other Members	3424	14.58		

*Significant at p ≤ .01

The fifth hypothesis tested was that officers who have completed five years or less of TAFMS and are graduates of the USAF, USN, or US Military Academies are more institutionally oriented than other officers of the same year group. The hypothesis was not supported as indicated by Table XI.

TABLE XI

Means Test - Academy Graduates vs. Other Officers

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Academy Graduate	86	15.04	.48	.316
	Other Officers	493	14.86		

The sixth hypothesis tested was that male members are more institutionally oriented than female members. This hypothesis was also tested separately for officers and enlisted and for years of service. The results of these tests are presented in Tables XII, XIII, and XIV. Although this hypothesis was supported for the entire sample test, it was not supported in any case for the subgroup testing. In fact, in the 0-5 enlisted test, the female group was found to be more institutionally oriented than the male group, significant at the $p \leq .01$ level.

The seventh hypothesis was that officers are more occupationally oriented than enlisted members. This hypothesis

TABLE XII

Means Test - Male Officers vs. Female Officers

(Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Male Officers	522	14.86	-.57	.285
	Female Officers	58	15.11		
6-10	Male Officers	1598	16.14	-.34	.368
	Female Officers	40	16.31		
11-15	Male Officers	1075	16.61	-.51	.308
	Female Officers	19	16.92		
16-20	Male Officers	1004	16.93	-1.51	.075
	Female Officers	15	18.10		
21-25	Male Officers	146	16.66	N/A	N/A
	Female Officers	1	15.39		
26+	Male Officers	48	17.20	N/A	N/A
	Female Officers	0	N/A		

was also tested separately for year groups. The results are presented in Table XV. The hypothesis as stated was not supported in any case. However, the alternate hypothesis that officers are less occupationally oriented could be supported for the entire sample test and for four of the six year groups: 0-5, 11-15, 16-20, and 21-25 TAFMS groups.

TABLE XIII

Means Test - Male Enlisted vs. Female Enlisted (Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Male Enlisted	4117	14.28	-2.39	.009*
	Female Enlisted	666	14.61		
6-10	Male Enlisted	1865	16.12	.27	.394
	Female Enlisted	54	16.01		
11-15	Male Enlisted	1194	16.57	-.70	.245
	Female Enlisted	20	16.76		
16-20	Male Enlisted	1164	16.98	-1.26	.114
	Female Enlisted	14	18.04		
21-25	Male Enlisted	457	18.02	1.33	.158
	Female Enlisted	3	14.06		
26+	Male Enlisted	65	17.90	N/A	N/A
	Female Enlisted	0	N/A		

*Significant at $p \leq .01$

TABLE XIV

Means Test - Male Members vs. Female Members (Institution)

TAFMS	Group	N	INST	t	One-tailed p
All	Male Members	9800	15.54	5.39	.000*
	Female Members	827	14.89		

*Significant at $p \leq .01$

TABLE XV

Means Test - Officer vs. Enlisted

(Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Officer	580	12.53	-3.39	.001*
	Enlisted	4784	12.94		
6-10	Officer	475	12.49	.33	.370
	Enlisted	1538	12.55		
11-15	Officer	357	11.88	-1.74	.041**
	Enlisted	927	12.17		
16-20	Officer	296	11.72	-2.88	.002*
	Enlisted	944	12.26		
21-25	Officer	148	16.64	-4.27	.000*
	Enlisted	461	18.00		
26+	Officer	49	17.23	-1.02	.154
	Enlisted	65	17.89		
All	Officer	1907	12.11	-7.30	.000*
	Enlisted	8721	12.63		

*Significant at $p \leq .01$ **Significant at $p \leq .05$

The eighth hypothesis tested was that descendants of former career military members are more institutionally oriented than others. This hypothesis was also tested separately for officers and enlisted and for year groups. The results are presented in Tables XVI, XVII, and XVIII. This hypothesis was only supported in one case: enlisted members

TABLE XVI

Means Test - Officer Descendants of Former Military vs. Other Officers (Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Officer Descendants	115	15.19	1.21	.114
	Other Officers	465	14.81		
6-10	Officer Descendants	206	15.88	-1.10	.136
	Other Officers	1433	16.18		
11-15	Officer Descendants	77	16.82	.60	.274
	Other Officers	1017	16.60		
16-20	Officer Descendants	56	17.35	1.03	.155
	Other Officers	963	16.93		
21-25	Officer Descendants	8	17.33	.58	.290
	Other Officers	140	16.60		
26+	Officer Descendants	2	16.58	-.21	.477
	Other Officers	46	17.27		

with 0-5 years of service. For the entire sample test, it was found that descendants of former military members are less institutionally oriented than other members; however, this difference in means is significant only at the $p \leq .05$ level.

TABLE XVII

Means Test - Enlisted Descendants of Former Military vs. Other Enlisted (Institution)

TAFMS	Group	N	INST	t	One-tailed p
0-5	Enlisted Descendants	805	14.75	3.81	.000*
	Other Enlisted	3978	12.25		
6-10	Enlisted Descendants	220	15.97	-.65	.259
	Other Enlisted	1699	16.13		
11-15	Enlisted Descendants	77	16.73	.45	.327
	Other Enlisted	1137	16.57		
16-20	Enlisted Descendants	56	17.28	.77	.223
	Other Enlisted	1122	16.98		
21-25	Enlisted Descendants	20	16.89	-1.55	.068
	Other Enlisted	440	18.05		
26+	Enlisted Descendants	2	17.85	.01	.500
	Other Enlisted	63	17.89		

*Significant at $p \leq .01$

TABLE XVIII

Means Test - Descendants of Former Military vs. Other Members (Institution)

TAFMS	Group	N	INST	t	One-tailed p
All	Descendants	1351	15.30	-2.28	.012**
	Other Members	9277	15.52		

**Significant at $p \leq .05$

The ninth hypothesis tested was that members whose spouses work are more occupationally oriented than others. This hypothesis was also tested separately for officers and enlisted and years of service. The results are presented in Tables XIX, XX, and XXI. For the entire sample test the hypothesis was not supported. However, the hypothesis was supported for the enlisted members with 0-5, 11-15, and 21-25 TAFMS.

The tenth hypothesis tested was that members who have a large percentage (61-100%) of friends who are not military are more occupationally oriented than others. The results of the test, done separately for officers and enlisted and years of service, are presented in Tables XXII, XXIII, and

XXIV. As depicted in the tables, the hypothesis was supported in all cases except two: enlisted members over 26 years of service and officers over 26 years of service.

TABLE XIX

Means Test - Officers Whose Spouses Work vs. Other Officers (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Officers - Spouse Works	147	12.44	-.43	.333
	Other Officers	133	12.56		
6-10	Officers - Spouse Works	529	12.42	.03	.488
	Other Officers	1110	12.41		
11-15	Officers - Spouse Works	415	12.18	1.13	.129
	Other Officers	679	11.98		
16-20	Officers - Spouse Works	425	12.07	.72	.286
	Other Officers	595	11.94		
21-25	Officers - Spouse Works	39	10.95	.16	.489
	Other Officers	109	10.88		
26+	Officers - Spouse Works	9	9.91	-.30	.389
	Other Officers	39	10.21		

TABLE XX

Means Test - Enlisted Whose Spouses Work vs. Other Enlisted (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Enlisted - Spouse Works	1158	13.13	2.39	.009*
	Other Enlisted	3625	12.88		
6-10	Enlisted - Spouse Works	636	12.52	-.10	.462
	Other Enlisted	1284	12.53		
11-15	Enlisted - Spouse Works	481	12.33	2.53	.006*
	Other Enlisted	733	11.92		
16-20	Enlisted - Spouse Works	510	12.20	.49	.311
	Other Enlisted	669	12.12		
21-25	Enlisted - Spouse Works	210	11.85	2.13	.017**
	Other Enlisted	250	11.28		
26+	Enlisted - Spouse Works	25	11.25	.64	.263
	Other Enlisted	40	10.78		

*Significant at $p \leq .01$

**Significant at $p \leq .05$

TABLE XXI

Means Test - Members Whose Spouses Work vs. Other Members (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
All	Members - Spouse Works	3274	12.57	.72	.235
	Other Members	7353	12.52		

TABLE XXII

Means Test - Officers with a Large Percentage of Friends Who Are Civilians vs. Other Officers (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Officers - H_1[1]	129	13.29	3.60	.000*
	Other Officers	451	12.31		
6-10	Officers - H_1	419	13.12	5.13	.000*
	Other Officers	1219	12.17		
11-15	Officers - H_1	262	12.51	3.11	.002*
	Other Officers	832	11.92		
16-20	Officers - H_1	274	13.04	7.20	.000*
	Other Officers	745	11.61		
21-25	Officers - H_1	26	11.65	1.79	.041**
	Other Officers	122	10.73		
26+	Officers - H_1	9	10.17	.62	.273
	Other Officers	40	10.01		

1. Officers with a large percentage of friends who are civilians

*Significant at $p \leq .01$ **Significant at $p \leq .05$

TABLE XXIII

Means Test - Enlisted with a Large Percentage of Friends Who Are Civilians vs. Other Enlisted (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Enlisted - H_1[1]	2231	13.13	3.87	.000*
	Other Enlisted	2552	12.78		
6-10	Enlisted - H_1	522	13.31	7.32	.000*
	Other Enlisted	1398	12.23		
11-15	Enlisted - H_1	306	12.45	2.76	.006*
	Other Enlisted	907	11.96		
16-20	Enlisted - H_1	312	13.39	9.03	.000*
	Other Enlisted	865	11.71		
21-25	Enlisted - H_1	409	11.63	1.96	.027**
	Other Enlisted	51	10.85		
26+	Enlisted - H_1	59	11.08	1.24	.128
	Other Enlisted	6	9.84		

1. Enlisted with a large percentage of friends who are civilians

*Significant at $p \leq .01$ **Significant at $p \leq .05$

TABLE XXIV

Means Test - Members with a Large Percentage of Friends Who Are Civilians vs. Other Members (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
All	Members - H_1[1]	3701	13.09	13.88	.000*
	Other Members	6927	12.24		

1. Members with a large percentage of friends who are civilians

*Significant at $p \leq .01$

The last hypothesis tested was that those members who agree or strongly agree that the prestige of the military has declined over the past several years are more occupationally oriented than other members. This hypothesis was also tested separately for officers and enlisted and years of service. The results of these tests are presented in Tables XXV, XXVI, and XXVII. As depicted in these tables, the hypothesis is supported in all cases except one: enlisted with 26 or more years of service.

TABLE XXV

Means Test - Officers Who Feel the Prestige of the Military Has Declined vs. Other Officers (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Officers - H_1[1]	424	12.72	2.84	.003*
	Other Officers	156	12.00		
6-10	Officers - H_1	1312	12.69	2.89	.000*
	Other Officers	326	11.31		
11-15	Officers - H_1	927	12.21	4.53	.000*
	Other Officers	167	11.20		
16-20	Officers - H_1	876	12.14	3.90	.000*
	Other Officers	143	11.14		
21-25	Officers - H_1	113	11.12	2.00	.026**
	Other Officers	34	10.16		
26+	Officers - H_1	38	10.51	1.91	.036**
	Other Officers	10	8.89		

1. Officers who feel the prestige of the military has declined

*Significant at the $p \leq .01$ **Significant at $p \leq .05$

TABLE XXVI

Means Test - Enlisted Who Feel That the Prestige of the Military Has Declined vs. Other Enlisted (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
0-5	Enlisted - H_1[1]	2922	13.26	9.12	.000*
	Other Enlisted	1862	12.44		
6-10	Enlisted - H_1	1541	12.78	7.92	.000*
	Other Enlisted	378	11.47		
11-15	Enlisted - H_1	1028	12.21	3.82	.000*
	Other Enlisted	186	11.39		
16-20	Enlisted - H_1	1006	12.28	3.53	.000*
	Other Enlisted	172	11.44		
21-25	Enlisted - H_1	409	11.63	1.96	.027**
	Other Enlisted	51	10.85		
26+	Enlisted - H_1	59	11.08	1.24	.128
	Other Enlisted	6	9.84		

1. Enlisted who feel the prestige of the military has declined

*Significant at $p \leq .01$ **Significant at $p \leq .05$

TABLE XXVII

Means Test - Members Who Feel That the Prestige of the Military Has Declined vs. Other Enlisted (Occupation)

TAFMS	Group	N	OCC	t	One-tailed p
All	Members - H_1[1]	7717	12.71	10.08	.000*
	Other Members	2910	12.07		

1. Members who feel that the prestige of the military has declined

*Significant at $p \leq .01$

Summary of Hypotheses Testing

The most striking results of the hypotheses testing were that members who have a large percentage of friends who are not military are more occupationally oriented than others. Likewise, members who perceive that the prestige of the military has declined are more occupationally oriented than other members. Officers were found to be less occupationally oriented than enlisted members. And, finally, rated officers were found to be less institutionally oriented than other officers in three year groups: 0-5, 6-10, and the 16-20 years of service groups. Because rated officers' institutional orientation was found to be significantly different

than other officers in the year groups that comprise a large portion of the rated force, the writer elected to analyze rated officers and nonrated officers as separate groups in phase two of the research. Phase two was the AID analysis and is described along with the regression analysis of phase three in the following sections.

AID/Regression Results for Institution

This section presents the results of the AID and regression runs for each analysis group for the institution variable. Only the final or third AID run results are presented. The tree diagram of the first four split levels is presented for this run for each group. The first level depicts the total population size that AID was run on and the average institution score for that population. The subsequent boxes provide a brief description of the variable that was split, followed by the value of that variable, the size of the group, the average institutional score for the group, and the cumulative R-square value for that split. Appendix C provides a list of the variables that were entered into this final AID run for each group.

After the AID run is discussed for a group, the results of the stepwise multiple linear regression are presented for that group. The variables depicted on the AID trees are the variables that entered the regression analysis. The regression equation provides the standardized Beta weights for each

of the variables. The first group to be discussed is Group 1, Junior Enlisted.

Group 1, Junior Enlisted. Figure 2 presents the final AID tree for the group Junior Enlisted using institution as the criterion variable. This figure indicates that for junior enlisted the institution variable is best explained by the variables:

EQ96, Enforcement of policies regarding haircuts,

EQ105, Enforcement of policies regarding respect for supervisors,

Q156, Military prestige,

SQ99, Standards regarding courtesies and customs, and

EQ94, Enforcement of policies regarding personal appearance.

The group that is highest in institution score feels that the enforcement of policies regarding personal appearance and respect for supervisors is too lax and strongly agrees that the prestige of the military has declined over the past several years. On the other hand, the group that is lowest in institution score feels that the enforcement of policies regarding personal appearance are about right or are too strict and feels that the standards regarding courtesies and customs are too strict. In all cases, the values of the variables that were split seem to be grouped in a manner consistent with the definition of institution as posited by Moskos.

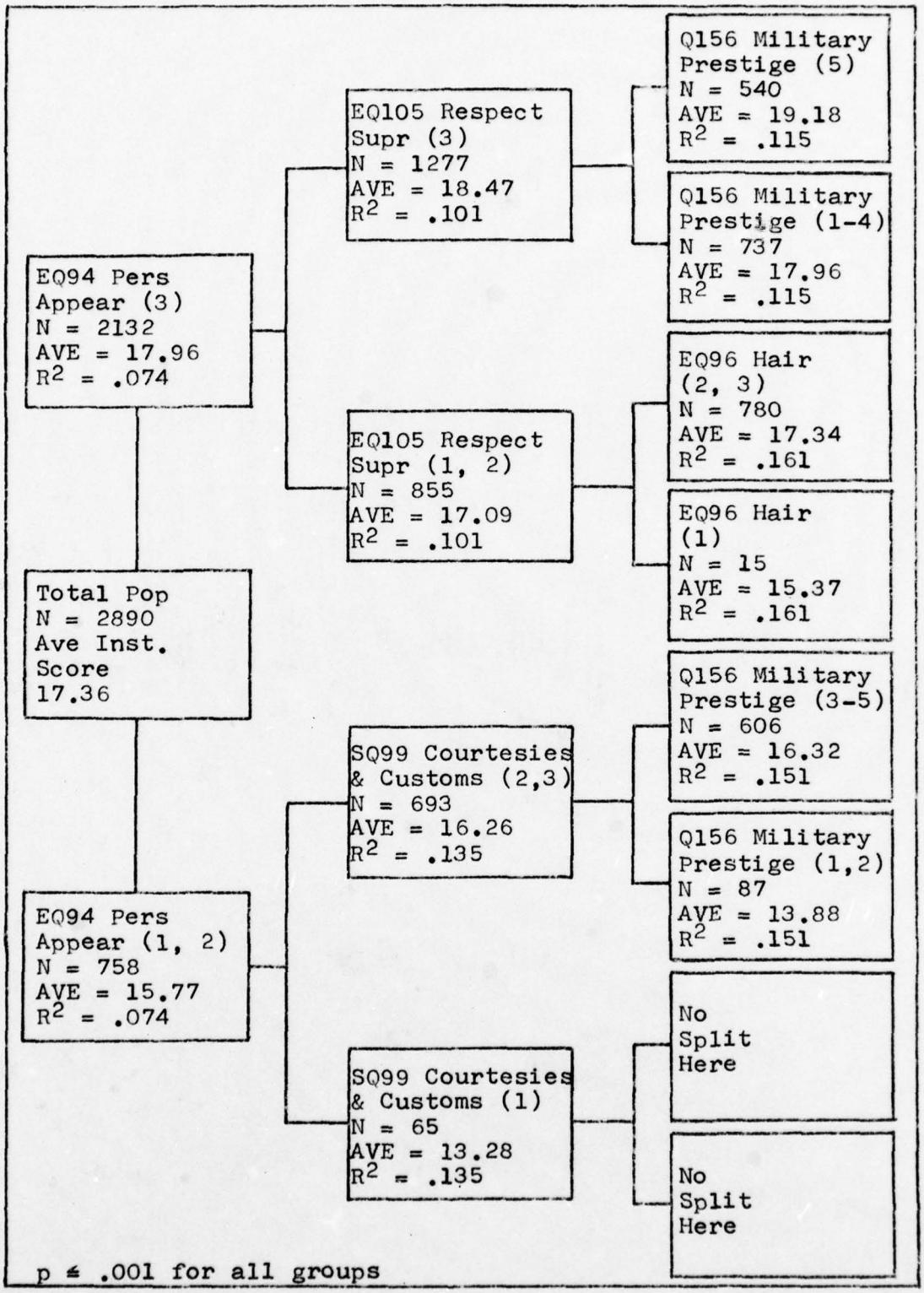

Figure 2. Final AID Tree for Junior Enlisted - Institution

When the variables from this final AID tree were entered into stepwise multiple regression, the following equation with an R-square of .163 resulted:

$$\text{Institution} = .219(\text{EQ96}) + .198(\text{EQ105}) + .140(\text{Q156}) + .139(\text{SQ99})$$

The Beta weights indicate that EQ96 and EQ105 are most important in determining the institution score for this group as compared to Q156 and SQ99. And, finally, the equation is significant at .000 with an overall F-value of 93.40.

Group 2, Senior Enlisted. Figure 3 presents the final AID tree for the group Senior Enlisted using institution as the criterion variable. The figure indicates that for this group of respondents the institution variable is best explained by the variables:

SQ116, Standards regarding Air Force life in general,

EQ95, Enforcement of policies regarding wear of the uniform,

EQ94, Enforcement of policies regarding personal appearance,

Q14, Career attitude,

EQ105, Enforcement of policies regarding respect for supervisors,

EQ96, Enforcement of policies regarding haircuts, and

Q48, Factors that would influence you to make the Air Force a career.

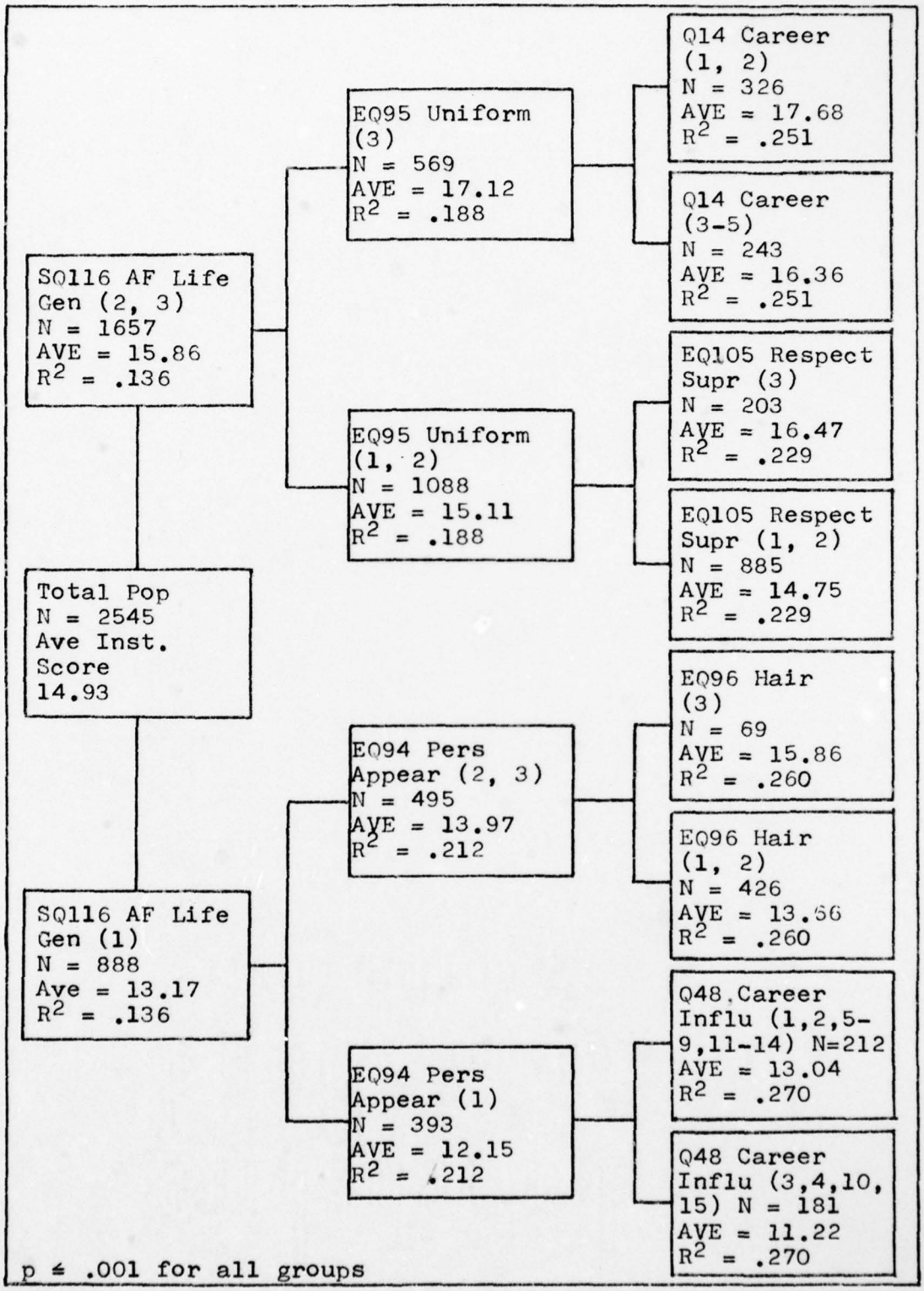

Figure 3. Final AID Tree for Senior Enlisted - Institution

The group that is highest in institution score feels that the standards regarding Air Force life in general are about right or are too lax, that the enforcement of policies regarding wear of the uniform is too lax, and states that they most likely will or definitely intend to make the Air Force a career. The group that is lowest in institution score among senior enlisted feels that the standards regarding Air Force life in general are too strict, that the enforcement of policies regarding personal appearance is too strict, and selects the factors of pay and allowances, housing, and security of Air Force life as being important in influencing them toward making the Air Force a career or state they do not intend to make the Air Force a career. As with the group Junior Enlisted, the values of the variables that were split for Senior Enlisted seem to be consistent with the definition of institution.

When the variables from this AID tree were entered into stepwise multiple regression, the following equation with an R-square of .275 resulted:

$$\text{Institution} = .225(\text{SQ116}) + .174(\text{EQ94}) - .203(\text{Q14}) + .147(\text{EQ95})$$

The Beta weights indicate that SQ116 and Q14 are the most important variables for determining the institution score for Senior Enlisted as compared to EQ94 and EQ95. The equation is significant at .000 with an overall F-value of 626.110.

Group 3, Junior Officers. The final AID tree for the group Junior Officers using institution as the criterion variable is presented in Figure 4. As a result of this analysis, the variables that were found to be best able to explain the institution variable for this group are:

EQ105, Enforcement of policies regarding respect for supervisors,

EQ94, Enforcement of policies regarding personal appearances,

EQ98, Enforcement of policies regarding beards,

Q48, Factors that would influence you to make the Air Force a career,

Q49, Factors that would influence you to not make the Air Force a career, and

SQ104, Standards regarding drill and ceremonies.

The group that is highest in institution score among junior officers feels that the enforcement of standards regarding respect for supervisors and personal appearance is too lax and selects "leadership and supervision in the Air Force," "Air Force policies and procedures," "opportunity to serve my Country," or "some other factor" as being factors that would influence them to make the Air Force a career (or state they do not intend to make the Air Force a career). The group that is lowest in institution score feels that the enforcement of policies regarding respect for supervisors is too strict or about right, that the enforcement of policies

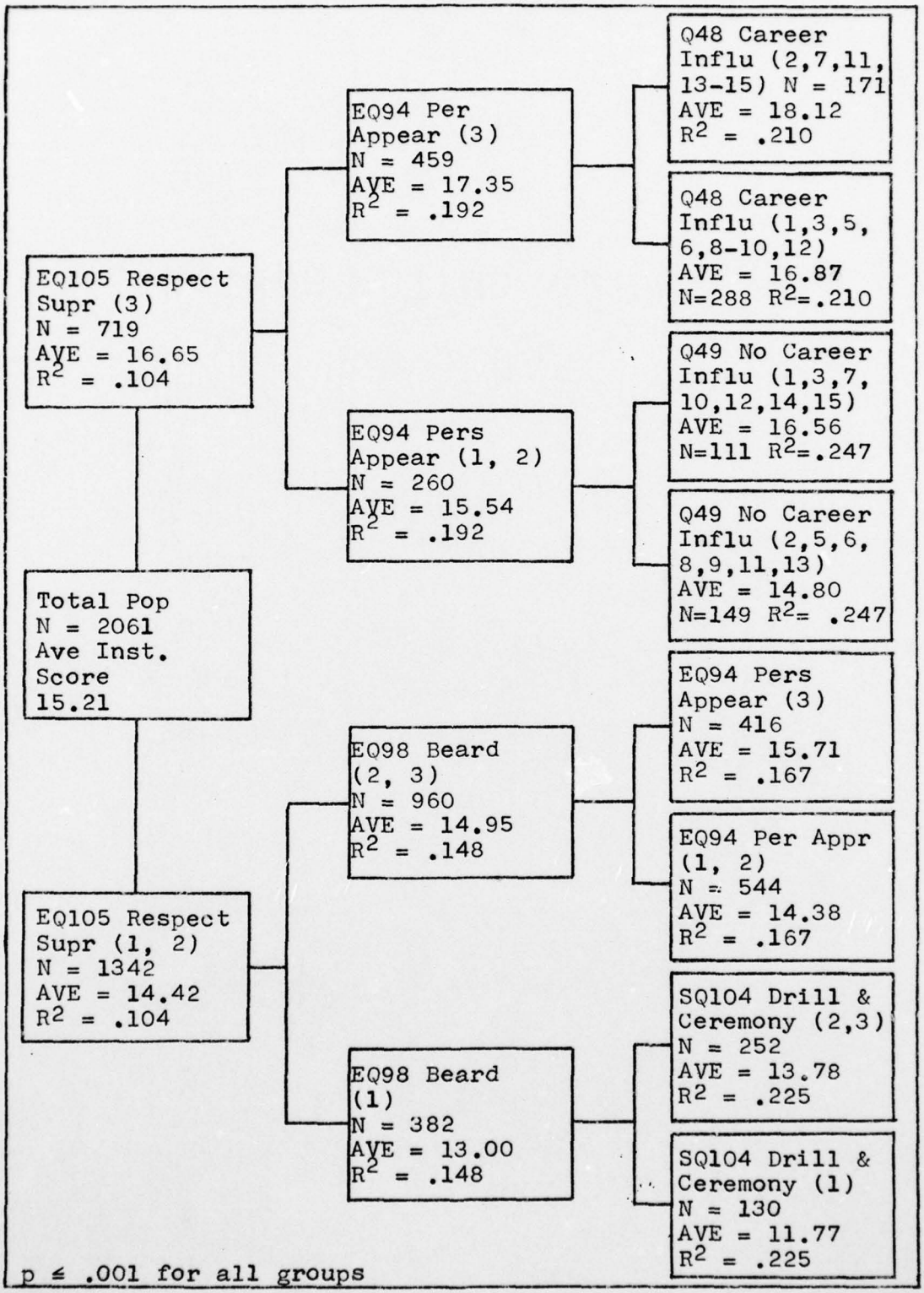

Figure 4. Final AID Tree for Junior Officers - Institution

regarding beards is too strict, and that the standards regarding drill and ceremonies are too strict. Once again the values of the variables that were split seem to be consistent with Moskos' definition of institution.

When the variables from this final AID run for junior officers were entered into stepwise multiple regression, the following equation with an R-square of .230 resulted:

$$\text{Institution} = .249(\text{EQ105}) + .198(\text{EQ94}) + .137(\text{SQ104}) + .126(\text{DUM13}) + .110(\text{EQ98})$$

where

DUM13 = value 13 of Q48, "Opportunity to serve my Country" as an important factor in influencing you to make the Air Force a career.

The Beta weights indicate that EQ105 and EQ94 are the most important variables in determining the institution score for this group as compared to the variables SQ104, DUM13, and EQ98. The equation is significant at .000 with an overall F-value of 67.42.

Group 4, Senior Officers. Figure 5 presents the results of the final AID analysis for the group Senior Officers using the institution variable as the criterion. This figure indicates that the variables that are best able to explain the institution variable for this group are:

EQ94, Enforcement of policies regarding personal appearance,

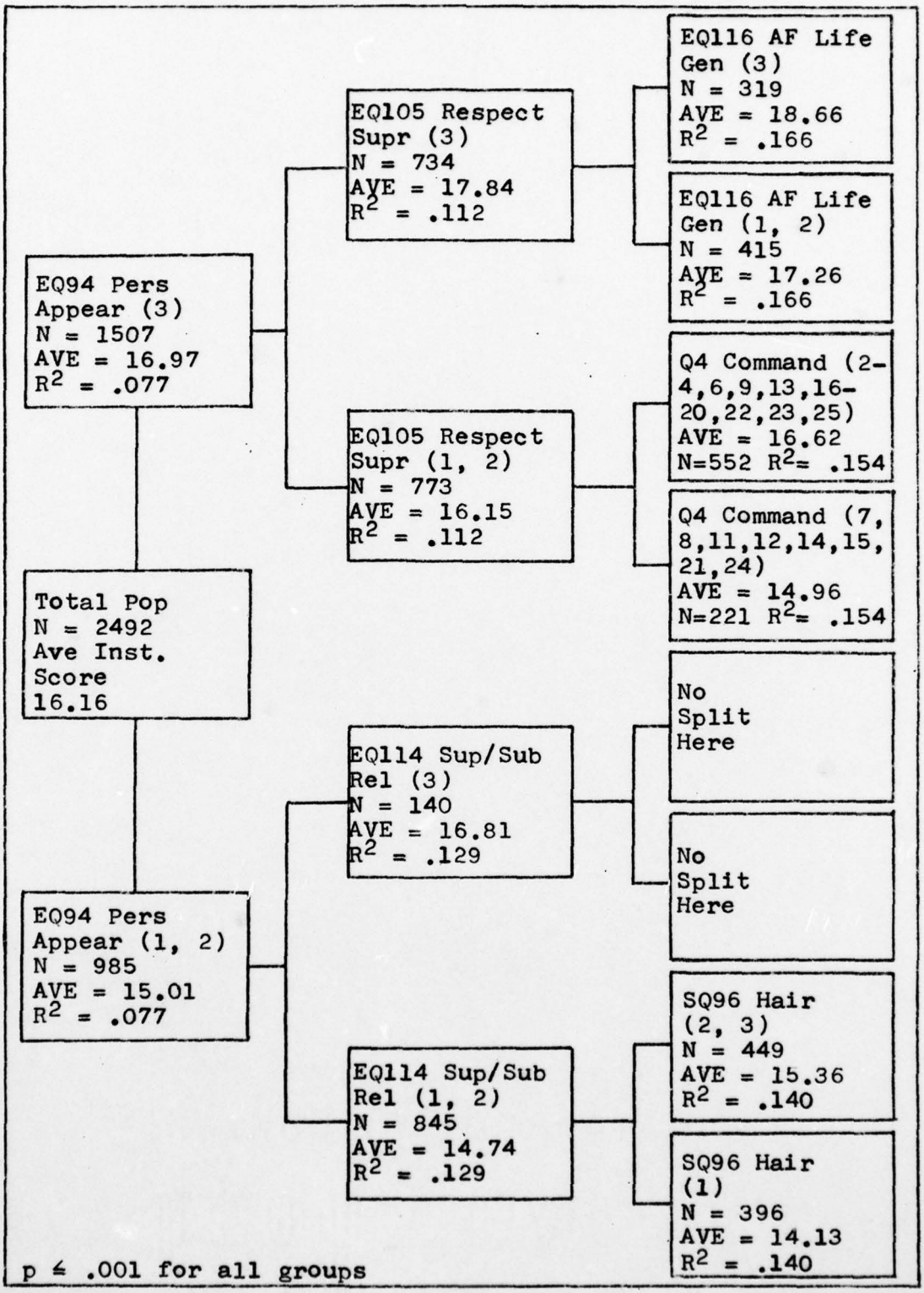

Figure 5. Final AID Tree for Senior Officers - Institution

EQ105, Enforcement of policies regarding respect for supervisors,

EQ114, Enforcement of policies regarding enlisted supervisor/subordinate relations,

EQ116, Enforcement of policies regarding Air Force life in general,

Q4, Command of assignment, and

SQ96, Standards regarding haircuts.

The group that is highest in the institution score among senior officers feels that the enforcement of policies regarding personal appearance, respect for supervisors, and Air Force life in general are all too lax. The group that is lowest in institution score feels that the enforcement of policies regarding personal appearance and enlisted supervisor/subordinate relations are about right or are too strict and that the standards regarding haircuts are too strict. All of the splits for this group seem to be consistent with Moskos' definition of institution also.

When the variables from this final AID run for senior officers were entered into stepwise multiple regression, the following equation with an R-square of .181 resulted:

$$\text{Institution} = .162(\text{EQ94}) + .112(\text{EQ114}) + .153(\text{SQ96}) + .128(\text{EQ105}) + .131(\text{EQ116})$$

The Beta weights indicate that these variables are nearly equal in importance in determining the institution score. They

ranged from a low of .111 for EQ114 to a high of .162 for EQ94. This equation is also significant at .000 with an overall F-value of 31.00.

Group 5, Rated Officers. The final AID tree for the institution criterion variable for the group Rated Officers is presented in Figure 6. The variables that are best able to predict the institution score for this group are:

EQ94, Enforcement of policies regarding personal appearance,

EQ105, Enforcement of policies regarding respect for supervisors,

SQ104, Standards regarding drill and ceremonies,

Q4, Command of assignment,

EQ116, Enforcement of policies regarding Air Force life in general,

EQ99, Enforcement of policies regarding courtesies and customs, and

SQ116, Standards regarding Air Force life in general.

The group that scored highest in institution score feels that the enforcement of standards regarding personal appearance and respect for supervisors are too lax and belong to one of a variety of commands: U. S. Air Force Academy, Aerospace Defense Command, U. S. Air Forces in Europe, Air Force Logistics Command, Air Reserve Personnel Center, Headquarters USAF, Headquarters Command, Military Airlift Command, Pacific Air Forces, Strategic Air Command, USAF Security Service, Air

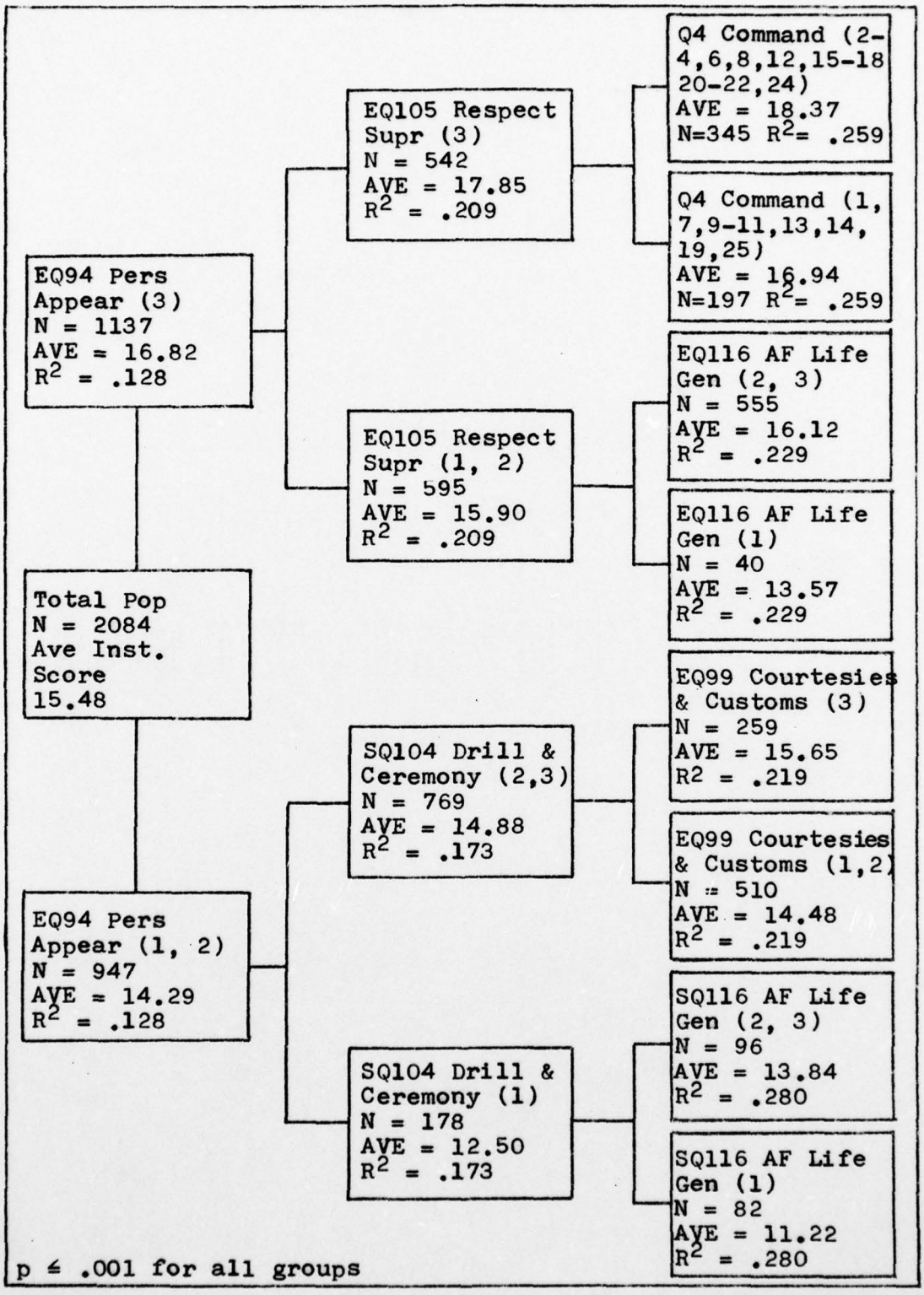

Figure 6. Final AID Tree for Rated Officers - Institution

Force Military Personnel Center, Air Force Inspection and Safety Center, and Air Force Office of Special Investigations. The group that scored lowest in institution score feels that the enforcement of policies regarding personal appearance are about right or too strict and that the standards regarding drill and ceremonies and Air Force life in general are too strict. Although this writer can make no statement about command of assignment, the other variables seem to be split in a manner consistent with the definition of institution.

When the variables from this final AID analysis for rated officers were subjected to stepwise multiple regression, the following equation with an R-square of .252 resulted:

$$\text{Institution} = .208(\text{EQ94}) + .211(\text{EQ105}) + .117(\text{SQ104}) + .121(\text{EQ99}) + .108(\text{SQ116})$$

The Beta weights for this equation indicate that EQ105 and EQ94 are the most important variables for determining the institution score for rated officers as compared to SQ104, EQ99, and SQ116. The equation is significant at .000 with an overall F-value of 57.10.

Group 6, Nonrated Officers. Figure 7 presents the result of the final AID analysis for nonrated officers using institution as the criterion variable. This figure depicts the variables that are best able to explain the institution variable. They are:

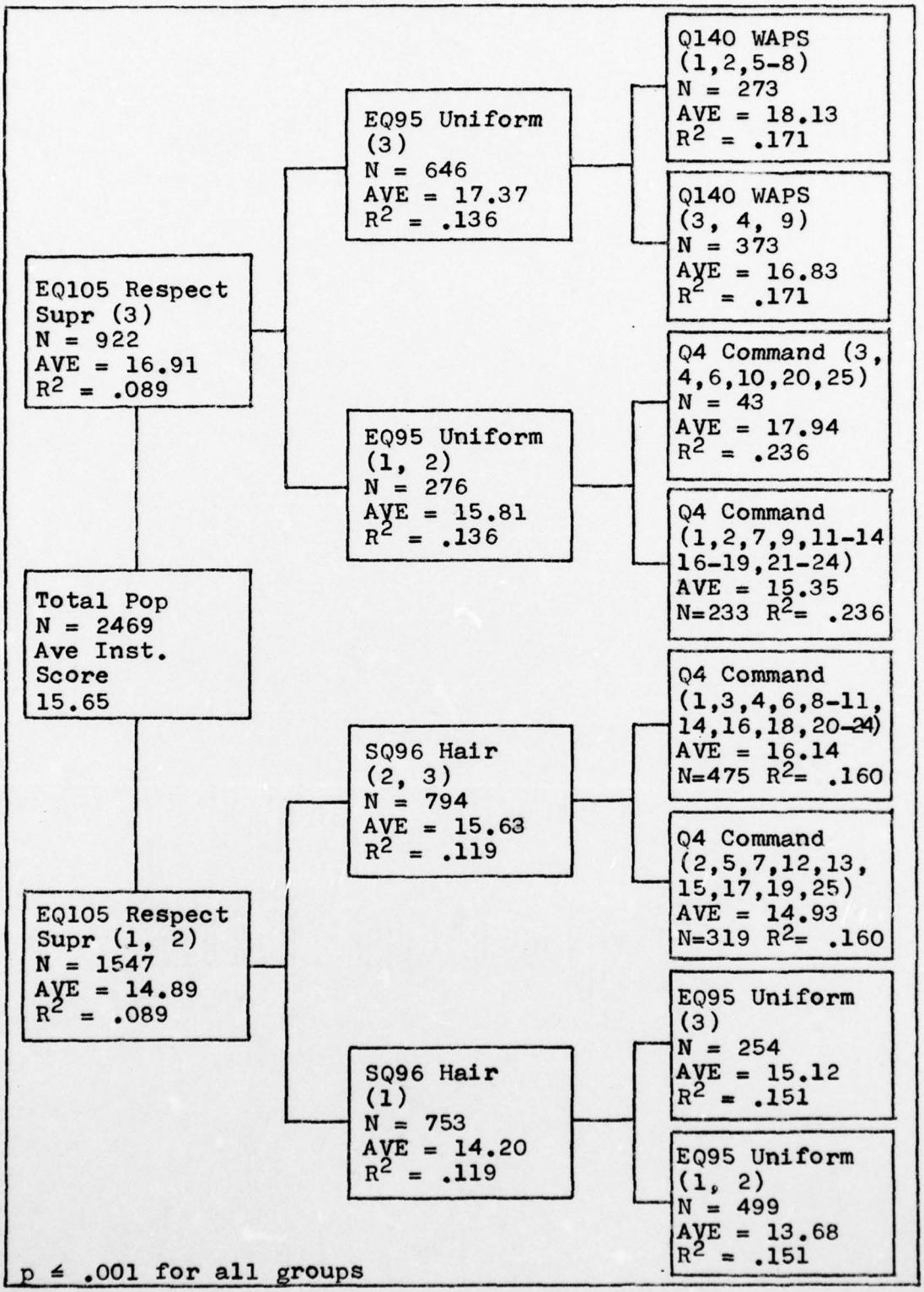

Figure 7. Final AID Tree for Nonrated Officers - Institution

EQ105, Enforcement of policies regarding respect for supervisors,

EQ95, Enforcement of policies regarding wear of the uniform,

SQ96, Standards regarding haircuts,

Q140, Opinion of the E-5/6/7 WAPS factors, and

Q4, Command of assignment.

Among the nonrated officers the group that is highest in the institution score feels that the enforcement of policies regarding respect for supervisors and wear of the uniform are too lax. A variety of responses for Q140 cause this factor to be uninterpretable. Due to the nature of the response required of the respondent, the variable had to be treated as unordered. The group that scored lowest in the institution score feels that the enforcement of policies regarding respect for supervisors and the wear of the uniform are about right or too strict. With the exception of Q140, WAPS, and Q4, Command, the splits on this AID run seem also to be consistent with Moskos' definition of institution.

When the variables from this AID run for nonrated officers were entered into stepwise multiple regression, the following equation with an R-square of .164 resulted:

$$\text{Institution} = .198(EQ95) + .207(EQ105) + .186(SQ96)$$

The Beta weights for these variables indicate that these variables are approximately equal in importance in determining

the institution scores. The equation is significant at .000 with an overall F-value of 66.19.

Group 7, Entire Sample. The results of the final AID run for the entire sample are presented in Figure 8 using institution as the criterion variable. As depicted, the variables that emerged as the best able to explain the institution variable for the entire sample were:

EQ94, Enforcement of policies regarding personal appearance,

EQ105, Enforcement of policies regarding respect for supervisors,

SQ116, Standards regarding Air Force life in general,

SQ105, Standards regarding respect for supervisors, and

Q14, Career attitude.

Of the entire sample, the group that scored highest in institution score feels that the enforcement of policies regarding personal appearance and respect for supervisors is too lax, and that the standards regarding respect for supervisors are about right or too lax. The group scoring lowest in institution score feels that the enforcement of policies regarding personal appearance and respect for supervisors are about right or too strict and that the standards regarding Air Force life in general are too strict.

When the variables from this final AID run for the entire sample were entered into stepwise multiple regression, the

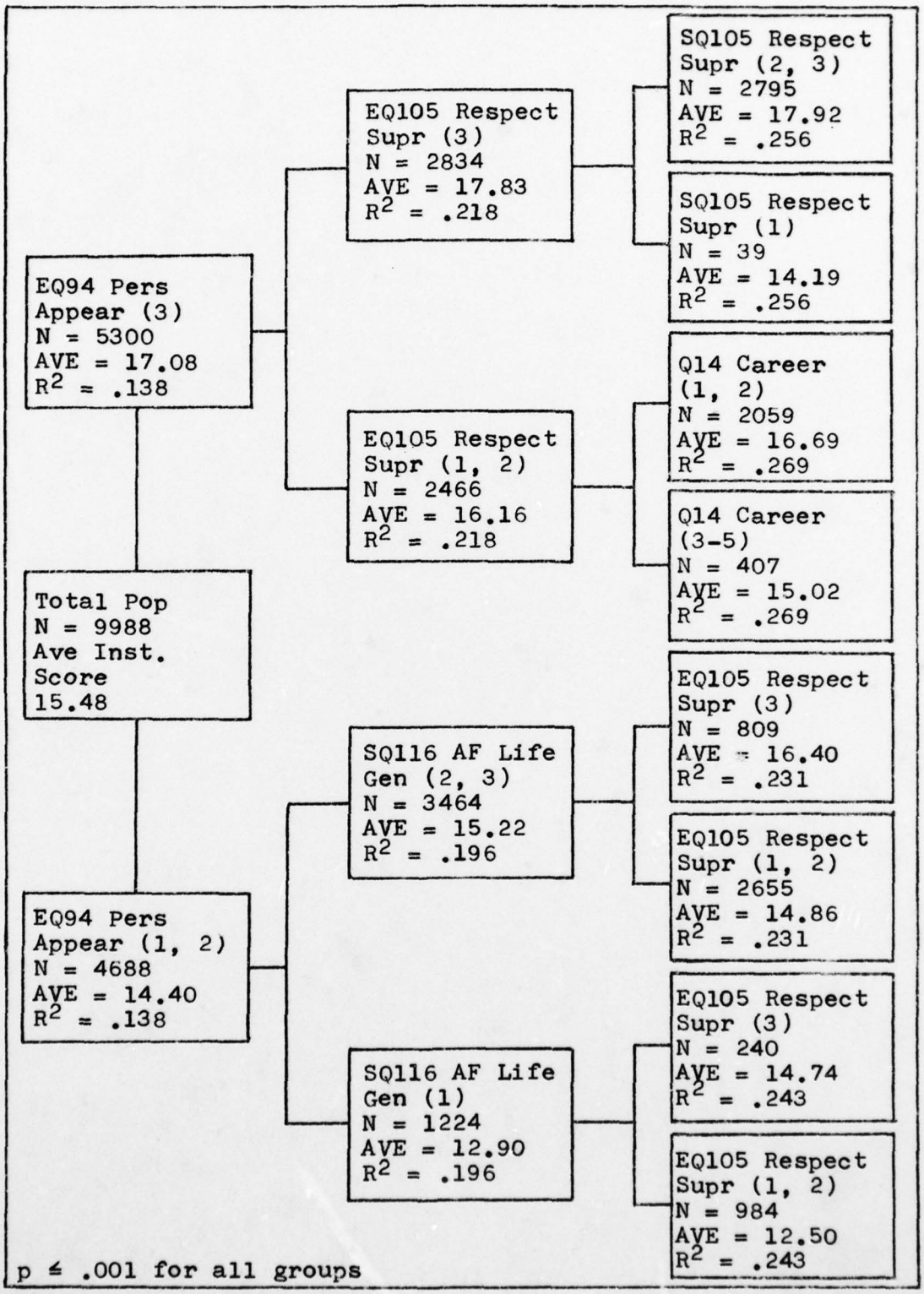

Figure 8. Final AID Tree for Entire Sample - Institution

following equation with an R-square of .284 resulted:

$$\text{Institution} = .207(EQ94) + .187(SQ116) + .191(EQ105) - .179(Q14)$$

The Beta weights show that these variables are approximately equal in importance in determining the institution score for the entire sample. This equation is also significant at .000 with an overall F-value of 1037.81.

Summary of Institution AID/Regression. Tables XXVIII and XXIX present a summary of those variables that appear in the regression equations for Groups 1-7. These tables depict those variables that appear in more than one group. The variables that appear most often in more than one group were EQ94, Enforcement of policies regarding personal appearance, and EQ105, Enforcement of policies regarding respect for supervisors. The most common category of variables that emerged from the regression runs for the groups for institution were the "standards" and "enforcement" variables, SQ94-116 and EQ94-116. Of this group, the variables selected all seem to deal with factors that are generally associated with the military way of life and seem to be consistent with the definition of institution posited by Moskos: Overall personal appearance, wear of the uniform, haircuts, beard policy, military courtesy and customs, drill and ceremonies, respect for supervisors, enlisted supervisor/subordinate relations, and Air Force life in general. The other three variables that emerged, career

AD-A065 893 AIR FORCE INST OF TECH WRIGHT-PATTERSON AFB OHIO SCH--ETC F/G 5/9
AN ANALYSIS OF THE INSTITUTIONAL-OCCUPATIONAL ORIENTATION PREDI--ETC(U)
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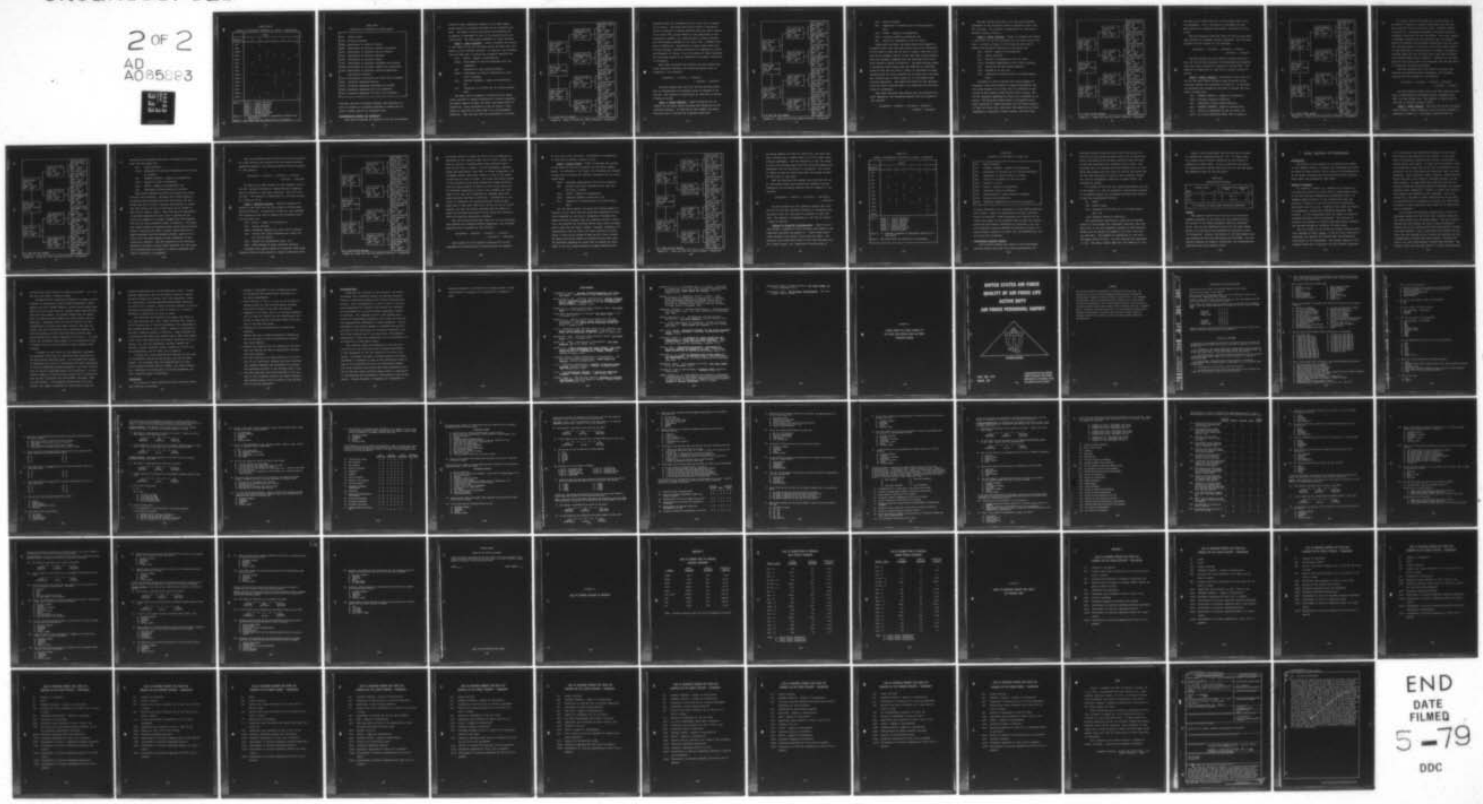

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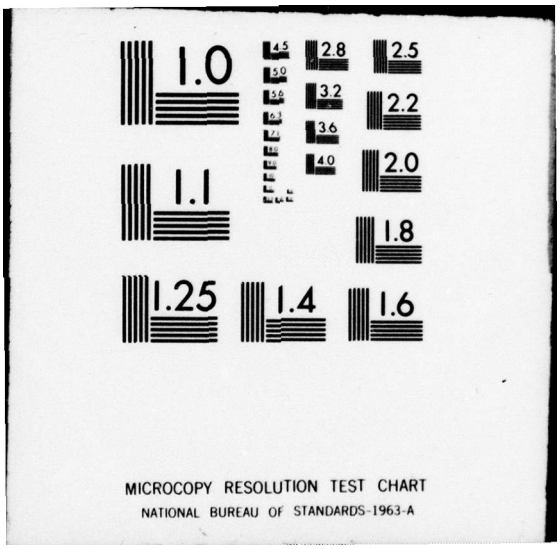
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

TABLE XXVIII

Summary of Regression Variables by Groups - Institution

	Group						
Variable	1	2	3	4	5	6	7
Q14		X					X
Q156	X						
DUM13			X				
EQ94		X	X	X	X		X
EQ95		X				X	
EQ96	X						
EQ98			X				
EQ99					X		
EQ105	X		X	X	X	X	X
EQ114				X			
EQ116				X			
SQ96				X		X	
SQ99	X						
SQ104			X		X		
SQ116		X			X		X

Note 1: Group 1 - Junior Enlisted
Group 2 - Senior Enlisted
Group 3 - Junior Officer
Group 4 - Senior Officer
Group 5 - Rated Officer
Group 6 - Nonrated Officer
Group 7 - Entire Sample

Note 2: X = Variable appeared in regression equation for that group

Note 3: See TABLE XX1X for definition of variables

TABLE XXIX

Definition of Variables in Table XXVIII

Q14,	Career intent
Q156,	Military prestige
DUM13,	Opportunity to serve my Country
EQ94,	Enforcement of policies, personal appearance
EQ95,	Enforcement of policies, wear of uniform
EQ96,	Enforcement of policies, haircuts
EQ98,	Enforcement of policies, beards
EQ99,	Enforcement of policies, courtesies and customs
EQ105,	Enforcement of policies, respect for supervisors
EQ114,	Enforcement of policies, enlisted supervisor/ subordinate relations
EQ116,	Enforcement of policies, Air Force life in general
SQ96,	Standards regarding haircuts
SQ99,	Standards regarding courtesies and customs
SQ104,	Standards regarding drill and ceremonies
SQ116,	Standards regarding Air Force life in general

attitude, decline of military prestige, and opportunity to serve my Country as a positive influence in making the Air Force a career, seem to be consistent also.

AID/Regression Results for Occupation

This section presents the results of the AID and stepwise

multiple linear regression analysis on the seven sample groups using the occupation variable as the criterion variable. The manner in which the results are presented for occupation is analogous to that in the previous section on institution. The first group presented is Junior Enlisted.

Group 1, Junior Enlisted. Figure 9 presents the results of the final AID run for the group Junior Enlisted with occupation as the criterion variable. As depicted, the variables that are best able to explain the occupation variable are:

Q137, EQUITY - degree of satisfaction,

EQ104, Enforcement of policies regarding drill and ceremonies,

Q34, Importance of base housing benefits,

EQ116, Enforcement of policies regarding Air Force life in general,

Q21, ECONOMIC STANDARD - degree of satisfaction, and

Q29, Comparison of military pay to civilian employment.

The group that is highest in occupation score among junior enlisted is highly dissatisfied to neutral regarding the equity aspects of their Air Force life where EQUITY is defined as: Equal opportunity in the Air Force; a fair chance at promotion; an even break in my job/assignment selection. They also see that the enforcement of policies

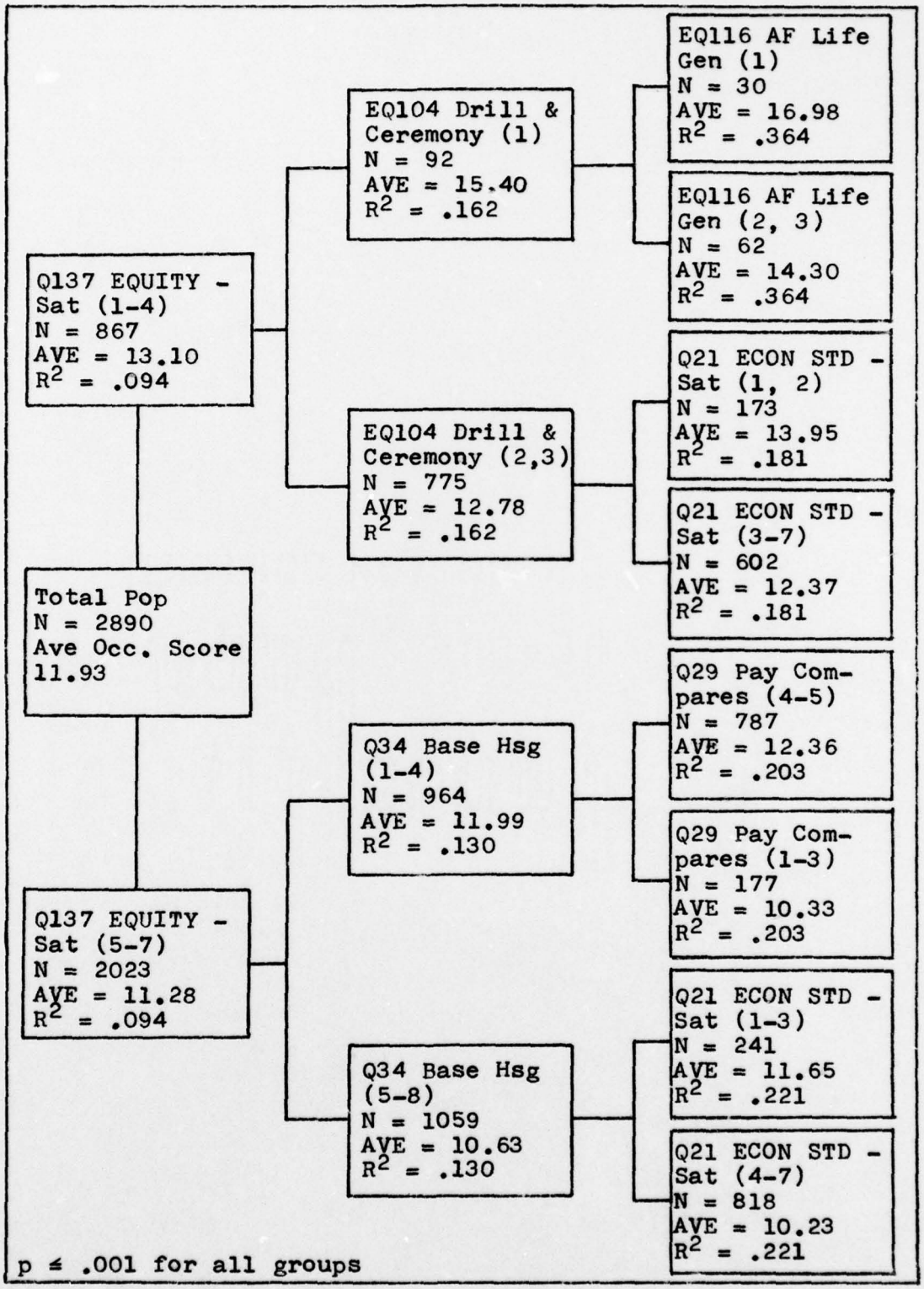

Figure 9. Final AID Tree for Junior Enlisted - Occupation

regarding drill and ceremonies and Air Force life in general is too strict. The group that scored lowest in occupation score is satisfied to highly satisfied with the equity aspects of Air Force life, places medium to high importance on base housing as a benefit, and feels neutral or highly satisfied with the economic standard of Air Force life. ECONOMIC STANDARD is defined as: Satisfaction of basic human needs such as food, shelter, clothing; the ability to maintain an acceptable standard of living. All of the splits of these variables for this group appear to be consistent with Moskos' definition of occupation.

When these variables were entered into the stepwise multiple regression analysis, the following equation with an R-square of .275 resulted:

$$\text{Occupation} = .178(Q29) - .259(Q137) - .199(Q21) - .234(Q34)$$

The Beta weights show that Q137 and Q34 are most important in determining the occupation score as compared to Q21 and Q29. The equation is significant at .000 with an overall F-value of 181.59.

Group 2, Senior Enlisted. Figure 10 depicts the AID results for the group Senior Enlisted with occupation as the criterion variable. As depicted by this figure, the variables best able to explain the occupation score are:

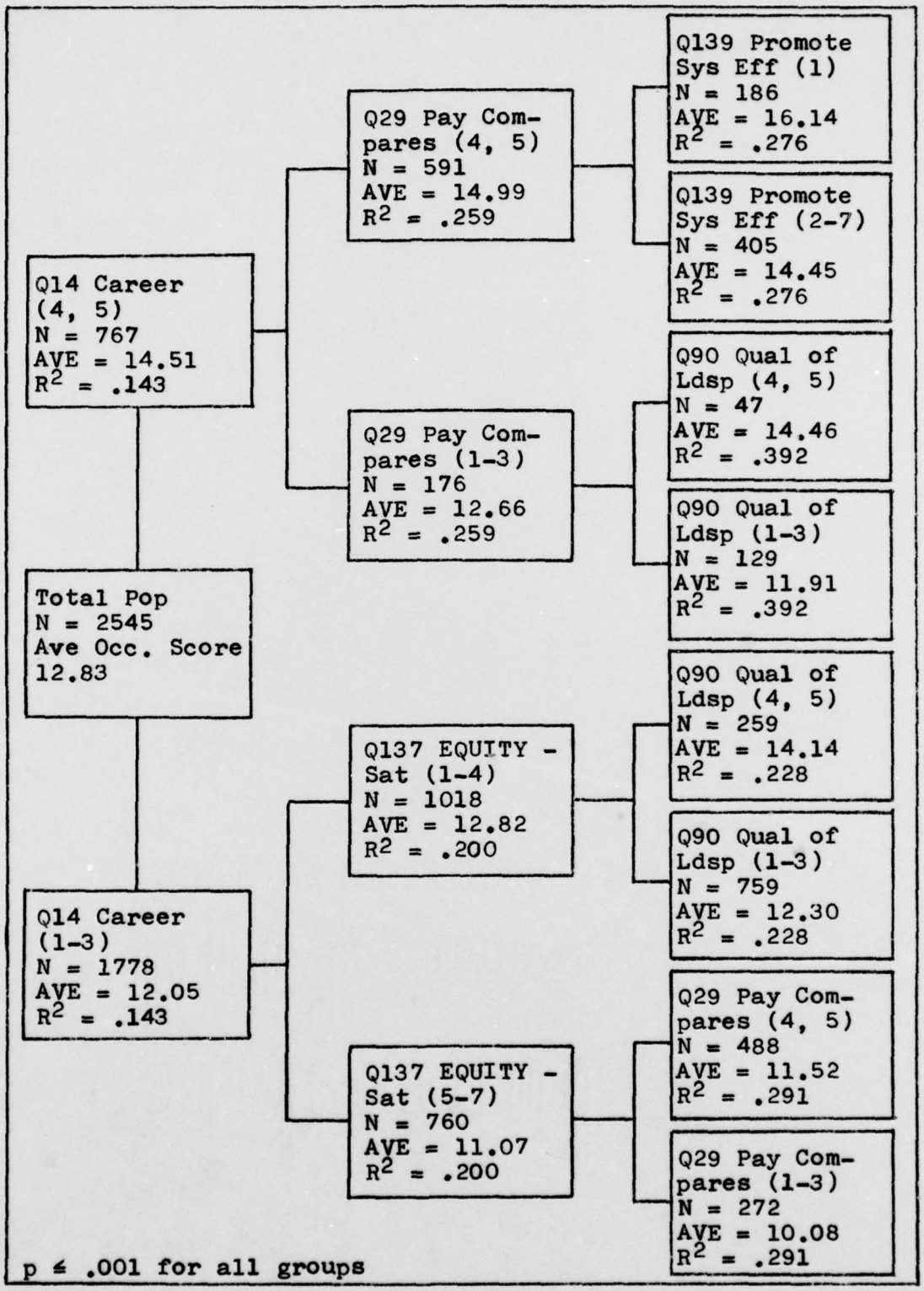

Figure 10. Final AID Tree for Senior Enlisted - Occupation

Q14, Career attitude,

Q29, Comparison of military pay to civilian employment,

Q137, EQUITY - degree of satisfaction,

Q139, Promotion system is effective, and

Q90, Quality of leadership in the Air Force.

Among senior enlisted, the group that scored highest in occupation feels that they most likely will not or definitely do not intend to make the Air Force a career, feels that military pay is somewhat less or is far less than civilian employment, and strongly disagrees with the statement that the Air Force promotion system is effective. The group scoring lowest in occupation score states they are undecided to definitely intend to make the Air Force a career, is satisfied to highly satisfied with the equity aspects of Air Force life, and feels that military pay is "about equal to" to "far higher than" civilian employment. Once again the values for the variables split for senior enlisted seem to be consistent with the definition of occupation.

When these variables were entered into the stepwise multiple regression, the following equation with an R-square of .383 resulted:

$$\text{Occupation} = .300(Q14) + .245(Q29) - .186(Q137) + .154(Q90) - .121(Q139)$$

The Beta weights show that Q14 is the most important determiner of the occupation score as compared to Q29, Q137, Q90, and Q139. The equation is significant at .000 with an overall F-value of 829.62.

Group 3, Junior Officers. Figure 11 presents the results of the final AID run for occupation for the group Junior Officers. As shown on Figure 11, the variables best able to explain the occupation variable for this group are:

Q137, EQUITY - degree of satisfaction,

Q14, Career attitude,

Q90, Quality of leadership in the Air Force,

SQ116, Standards regarding Air Force life in general,

Q34, Importance of base housing benefits,

Q135, Freedom to do job, and

Q29, Comparison of military pay to civilian employment.

The group of junior officers that scored highest in occupation score feels neutral to highly dissatisfied with the equity aspects of Air Force life, is undecided to definitely do not intend to make the Air Force a career, and see the standards regarding Air Force life in general as too strict. The group who scored lowest in occupation score feels satisfied to highly satisfied with the equity aspects of their Air Force life, feels that the quality of Air Force leadership is excellent or above average, and feels that

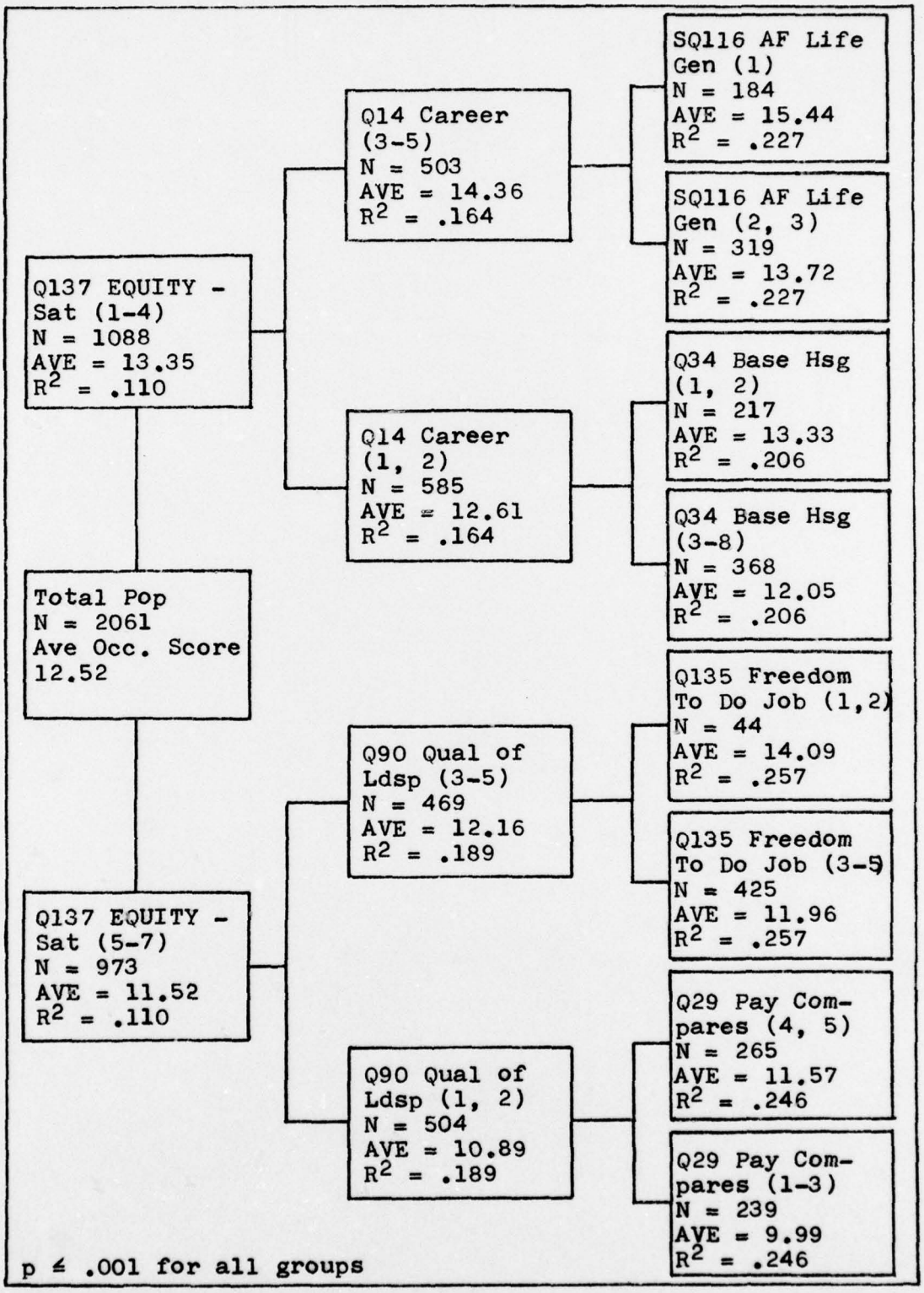

Figure 11. Final AID Tree for Junior Officers - Occupation

military pay is "about equal to" to "far higher than" civilian employment. All of the splits of variables for this group seem to be consistent with Moskos' definition of occupation.

When the variables from this final AID run for this group were entered into stepwise multiple regression, the following equation with an R-square of .338 resulted:

$$\text{Occupation} = .239(Q14) - .216(Q137) + .230(Q29) - .182(Q34) - .163(Q135)$$

The Beta weights for this equation indicate that Q137, Q14, and Q29 are most important in determining the occupation score for junior officers as compared to Q34 and Q135. The equation is significant at .000 with an overall F-value of 118.60.

Group 4, Senior Officers. The results of the final AID run for the group Senior Officers using occupation as the criterion variable are presented in Figure 12. As depicted, the variables that emerged as best able to explain the occupation variable are:

Q23, ECONOMIC SECURITY - degree of satisfaction,

Q139, Promotion system is effective,

Q34, Importance of base housing benefits,

Q21, ECONOMIC STANDARD - degree of satisfaction,

Q90, Quality of leadership in the Air Force, and

Q117, Air Force information about what is going on.

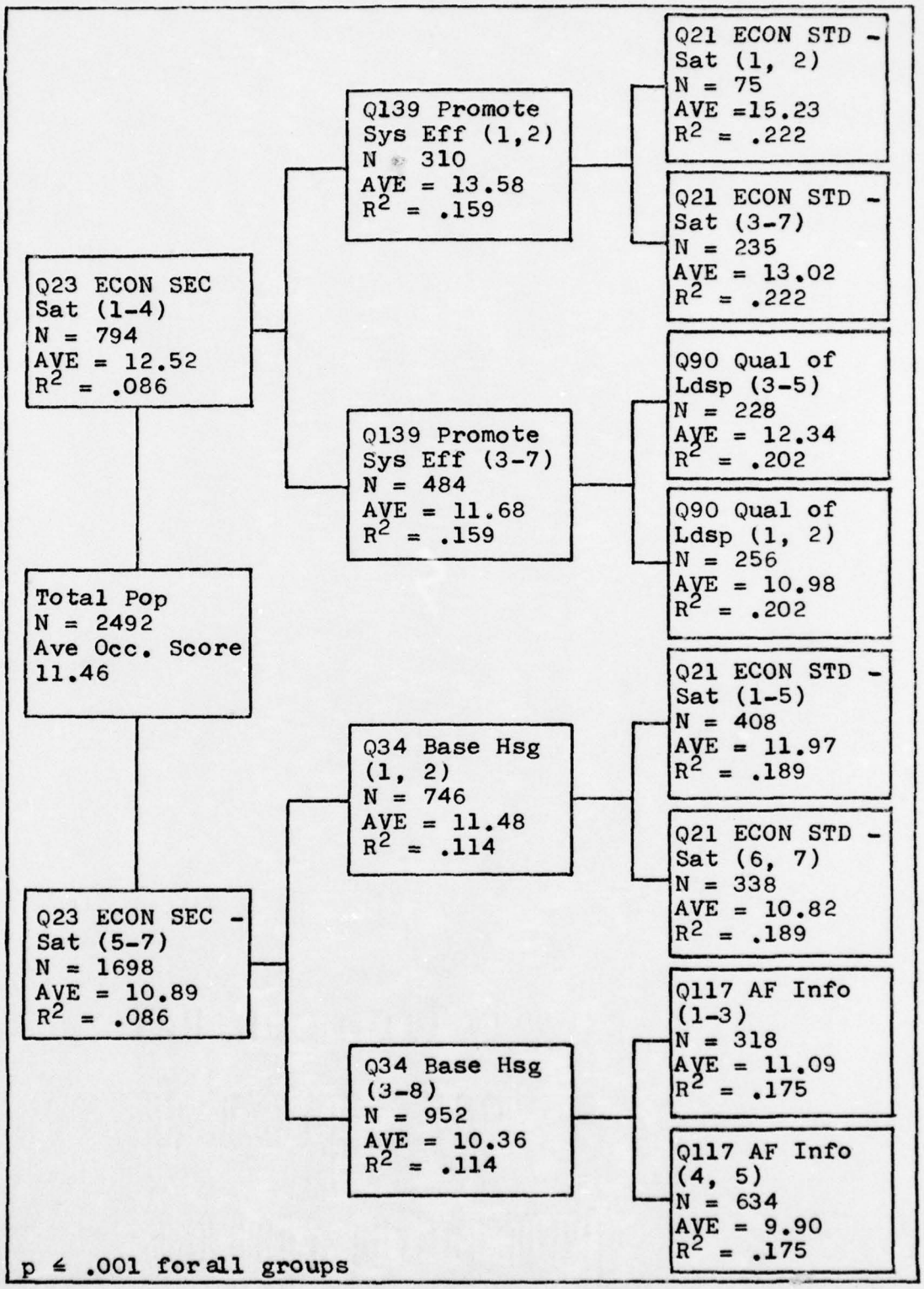

Figure 12. Final AID Tree for Senior Officers - Occupation

For senior officers the group that scored highest in occupation is neutral to highly dissatisfied with the economic security aspects of Air Force life. ECONOMIC SECURITY is defined as: Guaranteed employment; retirement benefits; insurance; protection for self and family. They also disagree or strongly disagree with the statement that the promotion system is effective and are highly dissatisfied with the economic security aspects of their Air Force life, attach medium to high importance to base housing as a benefit, and agree or strongly agree that the Air Force does a good job of keeping them informed about what is going on. Thesplits on the variables for this group seem to be consistent with the definition of occupation as posited by Moskos.

When the variables from this final AID analysis were entered into stepwise multiple regression, the following equation with an R-square of .280 resulted:

$$\text{Occupation} = .172(Q90) - .173(Q23) - .178(Q139) - .206(Q34) - .154(Q21)$$

The Beta weights indicate Q34 is the most important variable in determining the occupation score, followed by Q23, Q139, Q90, and finally Q21. The equation is significant at .000 with an overall F-value of 55.59.

Group 5, Rated Officers. The final AID run for the group, Rated Officers, using occupation as the criterion variable is presented in Figure 13. This figure indicates that the

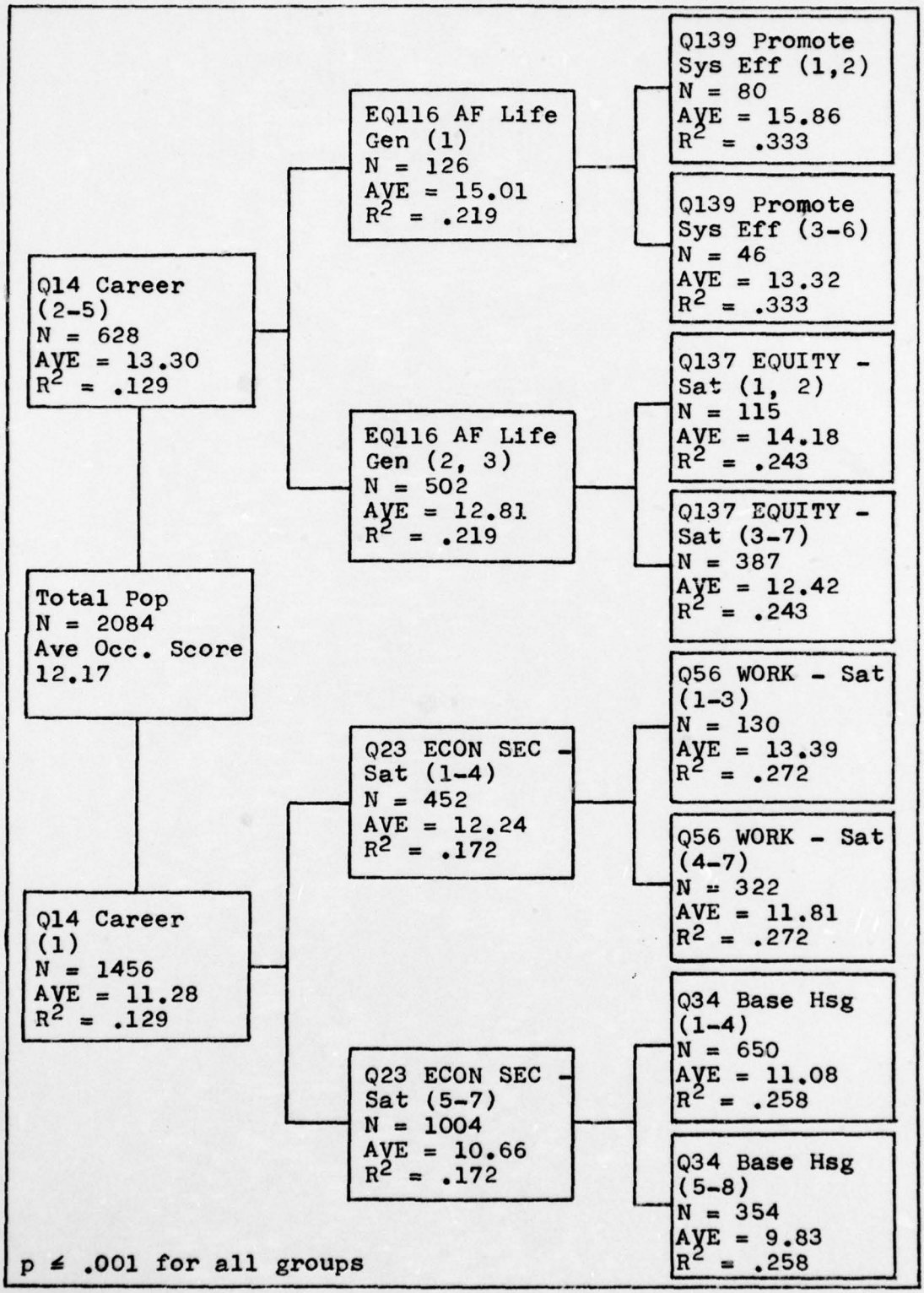

Figure 13. Final AID Tree for Rated Officers - Occupation

variables that emerged as best able to explain the occupation score for this group are:

Q14, Career attitude,

EQ116, Enforcement of policies regarding Air Force life in general,

Q23, ECONOMIC SECURITY - degree of satisfaction,

Q139, Promotion system is effective,

Q137, EQUITY - degree of satisfaction, and

Q34, Importance of base housing as a benefit.

Among rated officers the split on variable Q14, Career attitude, was confusing. The group that scored highest in occupation score included those who stated they will most likely make the Air Force a career, were neutral, or stated they most likely will not or definitely do not intend to make the Air Force a career. They also feel the enforcement of policies regarding Air Force life in general are too strict and disagree or strongly disagree with the statement that the Air Force promotion system is effective. The group that scored lowest in occupation score states they definitely intend to make the Air Force a career, feels satisfied to highly satisfied with the economic security aspects of Air Force life, and attach medium to high importance to base housing as a benefit. With the exception of the confusing aspects of the split on Q14, Career attitude, for this group the variables seem to be split in a manner consistent with Moskos' definition of occupation.

When the variables from the final AID run for occupation for rated officers were entered into the stepwise multiple regression analysis, the following equation with an R-square of .350 resulted:

$$\text{Occupation} = .231(Q14) - .181(Q137) - .193(Q23) - .191(Q34) - .150(Q139)$$

As shown by the Beta weights for this equation, Q14 is the most important variable in determining the occupation score as compared to the other variables: Q137, Q23, Q34, and Q139. The equation is significant at .000 with an overall F-value of 91.67.

Group 6, Nonrated Officers. Figure 14 presents the results of the final AID run for occupation for the group Nonrated Officers. As depicted by Figure 14, the variables that emerged as best able to explain the occupation score for this group are:

Q137, EQUITY - degree of satisfaction,

Q14, Career attitude,

SQ116, Standards regarding Air Force life in general,

Q48, Factors that would influence you to make the Air Force a career,

Q175, Hoppock job satisfaction index, and

Q151, Effectiveness of human relations training.

The group that scored highest in occupation score among nonrated officers feels neutral to highly dissatisfied with

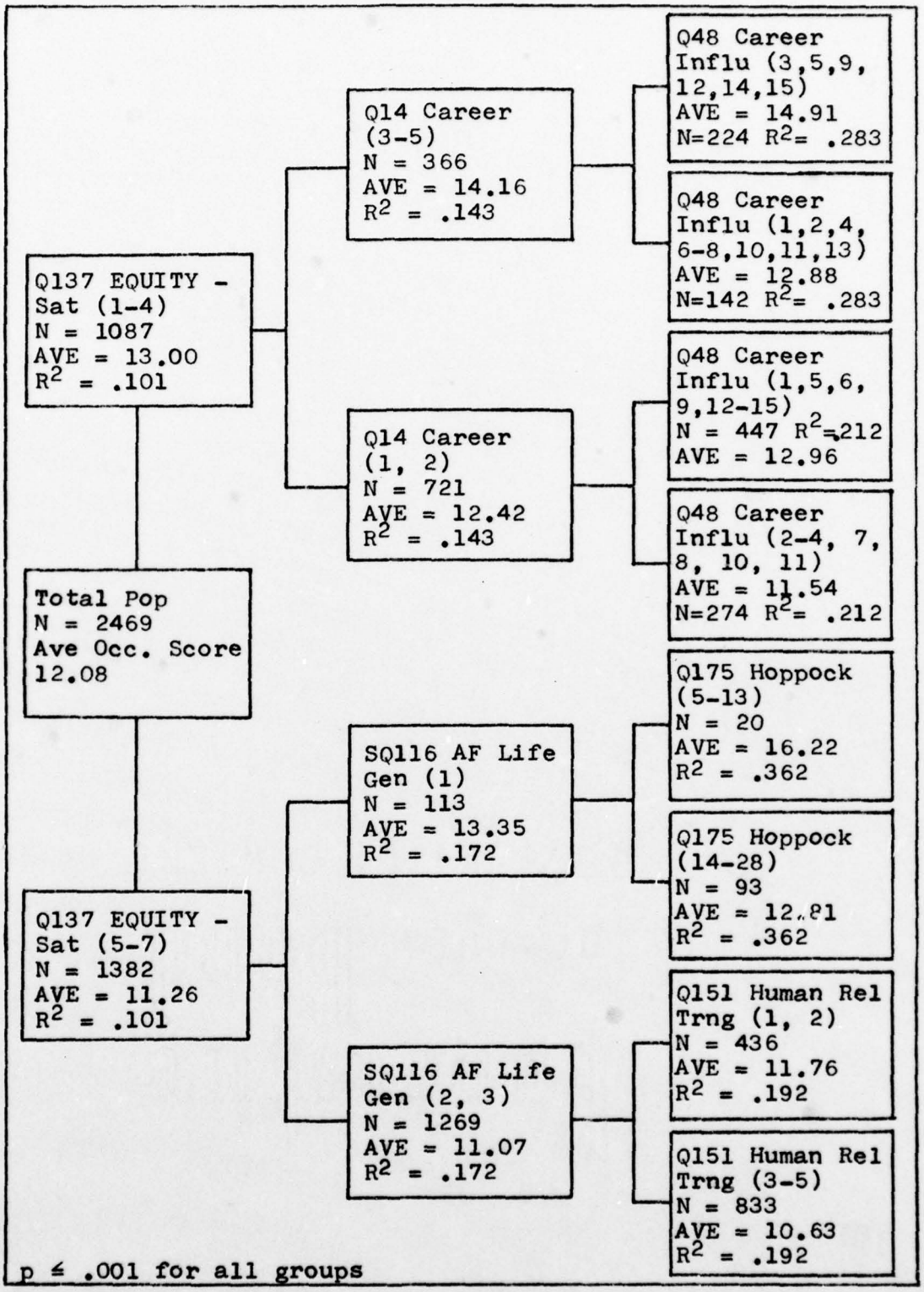

Figure 14. Final AID Tree for Nonrated Officers - Occupation

the equity aspects of their Air Force life, is undecided to definitely do not intend to make the Air Force a career, and select a variety of factors which would influence them to make the Air Force a career: pay and allowances, promotion system and opportunity, have "say" in future assignments, the retirement system, some other factor, or they do not intend to make the Air Force a career. The group that scored lowest in the occupation score feels satisfied to highly satisfied with the equity aspects of their Air Force life, feels that the standards regarding Air Force life in general are about right or too lax, and is undecided to strongly agree that human relations training is effective. Although Q48 is difficult to interpret, the values associated with the high group seem to deal with "what can I get out of the Air Force" aspects, and thus the writer concludes that the manner in which the variables were split for this group are consistent with the occupation definition of Moskos.

When the variables from this final AID run for this group were entered into stepwise multiple regression, the following equation with an R-square of .254 resulted:

$$\text{Occupation} = .205(Q14) - .237(Q137) - .170(Q151) - .141(Q175) - .125(SQ116)$$

Beta weights for this equation indicate Q137 is most important in determining the institution score as compared

to Q14, Q151, Q175, and SQ116. The equation is significant at .000 with an overall F-value of 68.51.

Group 7, Entire Sample. Figure 15 presents the results of the final AID run for occupation for the Entire Sample group. As indicated by the figure, the variables that emerged as best able to explain the variable occupation for the entire sample were:

SQ116, Standards regarding Air Force life in general,

Q48, Factors that would influence you to make the Air Force a career,

Q137, EQUITY - degree of satisfaction,

Q139, Promotion system is effective, and

Q29, Comparison of military pay to civilian employment.

For the entire sample, the group that scored highest in occupation score feels that the standards regarding Air Force life in general are too strict, disagrees or strongly disagrees with the statement that the promotion system is effective, and selected the following factors which would influence them to make the Air Force a career: housing, leadership and supervision in the Air Force, Air Force policies and procedures, or they do not intend to make the Air Force a career. The group that scored lowest in occupation score feels that the standards regarding Air Force life in general are about right or too lax, feels satisfied to highly satisfied with

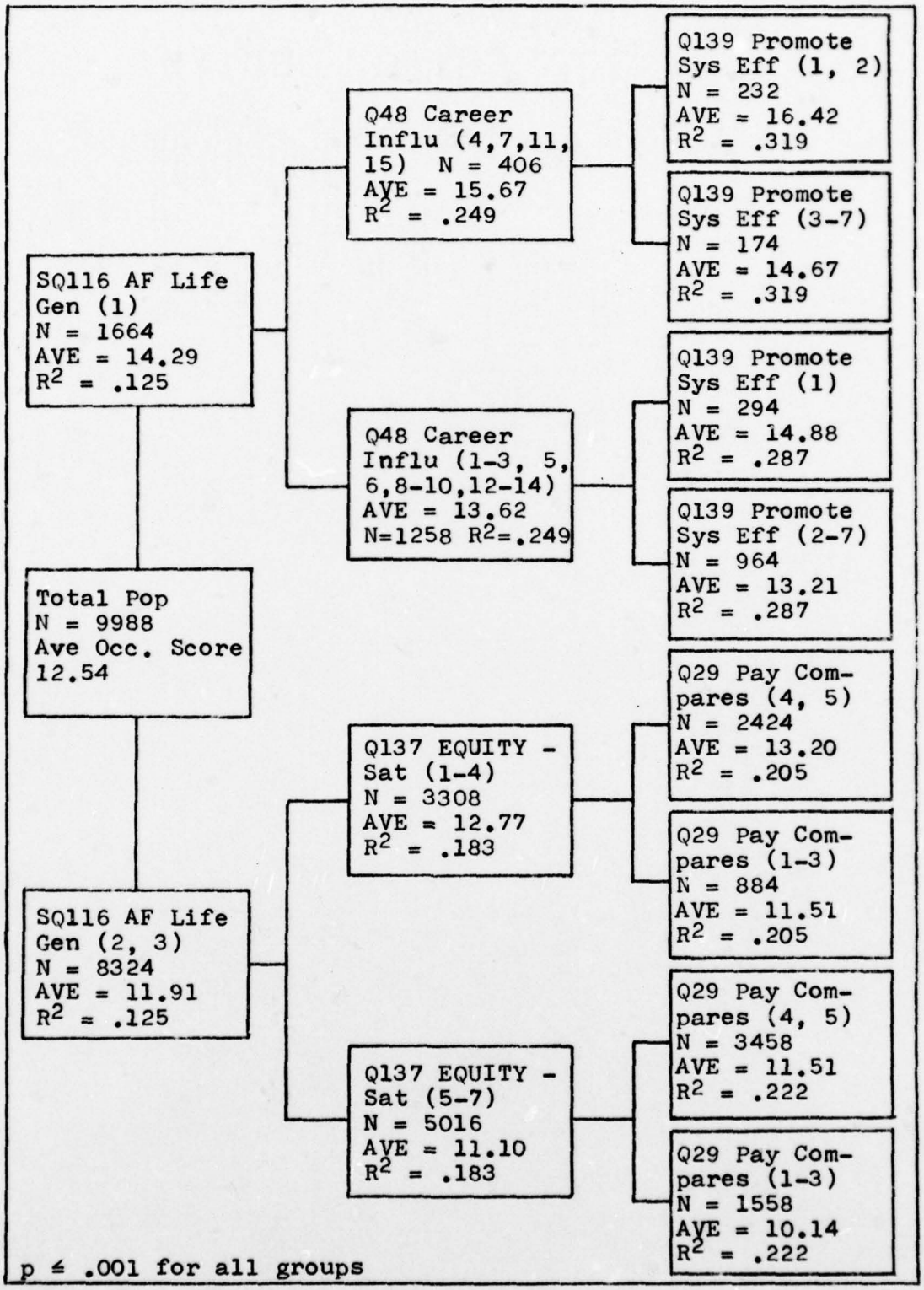

Figure 15. Final AID Tree for Entire Sample - Occupation

the equity aspects of their Air Force life, and feels that their military pay is "about equal to" to "far higher than" civilian employment. With the exception of Q48, the manner in which the variables were split for the entire sample seem consistent with the definition of occupation. This writer is unable to draw any conclusions about the manner in which Q48 was split in this case.

When the variables that emerged from the final AID run for the entire sample were entered into stepwise multiple regression, the following equation with an R-square of .290 resulted:

$$\text{Occupation} = .253(Q29) - .263(Q137) - .190(SQ116) - .158(Q139)$$

The Beta weights for this equation indicate that Q137 and Q29 are the most important variables in determining the occupation score for this group as compared to SQ116 and Q139. The equation is significant at .000 with an overall F-value of 1064.70.

Summary of Occupation AID/Regression. Tables XXX and XXX1 present a summary of those variables that appear in the regression equations for groups 1-7. These tables depict those variables that appear in more than one group. The variables that appear most often in more than one group are: Q14, Career intent; Q29, Comparison of military pay to

TABLE XXX

Summary of Regression Variables by Groups - Occupation

	Group						
Variable	1	2	3	4	5	6	7
Q14		X	X		X	X	
Q21	X			X			
Q23				X	X		
Q29	X	X	X				X
Q34	X		X	X	X		
Q90		X		X			
Q135			X				
Q137	X	X	X		X	X	X
Q139		X		X	X		X
Q151						X	
Q175						X	
SQ116						X	X

Note 1: Group 1 - Junior Enlisted
Group 2 - Senior Enlisted
Group 3 - Junior Officer
Group 4 - Senior Officer
Group 5 - Rated Officer
Group 6 - Nonrated Officer
Group 7 - Entire Sample

Note 2: X = Variable appeared in regression equation for that group

Note 3: See TABLE XXXI for definition of variables

TABLE XXXI

Definition of Variables in Table XXX

Q14,	Career attitude
Q21,	ECONOMIC STANDARD - degree of satisfaction
Q29,	Comparison of military pay to civilian employment
Q34,	Importance of base housing as a benefit
Q90,	Quality of leadership in the Air Force
Q135,	Freedom to do job
Q137,	EQUITY - degree of satisfaction
Q139,	Promotion system is effective
Q151,	Effectiveness of human relations training
Q175,	Hoppock job satisfaction
SQ116,	Standards regarding Air Force life in general

civilian employment; Q34, Importance of base housing benefits; Q137, EQUITY - degree of satisfaction; and Q139, Promotion system is effective. These variables and a majority of the others that appear in the equations seem to deal with aspects associated with Moskos' definition of occupation, e.g., pay and allowances, economic standard and security, equity, promotion system, freedom to do one's job, job satisfaction, and Air Force life in general.

Discriminant Analysis Results

This section presents the results of the discriminant analysis between the group that scored approximately one

standard deviation above the mean on both the institution score and on the occupation score (HIHI), and the group that scored approximately one standard deviation below the mean on both the institution and occupation score (LOLO). The variables that were entered into this analysis were the variables that emerged from the final AID run for the entire sample for both institution (Figure 8) and occupation (Figure 15), plus the demographic variables of grade, TAFMS, and aeronautical rating.

As a result of the SPSS run, using approximately one half of the sample (N = 110) to calculate a discriminant function in a stepwise fashion, the following variables were selected to form the discriminant function:

Q5, TAFMS,

Q14, Career intent,

Q29, Comparison of military pay to civilian employment, and

Q139, Promotion system is effective.

The standardized coefficients, which can be regarded similar to Beta weights for regression equations, show that Q139(.825) is the most important variable in discriminating between the two groups as compared to Q5(.678), Q14(.474), and Q29(.503). The equation is significant at .000 with a Chi-square value of 69.98. For this function the eigenvalue is .935. The Wilks' Lambda value for this function is .517.

Finally, this discriminant function was used to attempt to classify the remaining cases (N = 86). Of these cases, 77.9 percent were correctly classified by the function as summarized in Table XXXII. As can be seen from the table, the classification function does very well for the HIHI group and moderately well for the LOLO group.

TABLE XXII

Classification Results

Actual Group			Predicted Group Membership			
			HIHI		LOLO	
Name	N	%	N	%	N	%
HIHI	47	55	43	91.5	4	8.5
LOLO	39	45	15	38.5	24	61.5
77.9 Percent of Known Cases Correctly Classified						

Summary

This chapter presents the results of the statistical analysis performed by the writer for this research effort. The results of the eleven hypotheses tests are presented first. The AID and regression results for the seven sample groups for institution are discussed next followed by those for occupation. Finally, the results of the discriminant analysis between the HIHI and LOLO groups are discussed. The next chapter presents the summary, conclusions, and recommendations associated with this research effort.

IV Summary, Conclusions, and Recommendations

Introduction

The purpose of this chapter is to summarize the results of this research effort, to present the conclusions the writer has based on these results, and to provide the recommendations of the writer concerning the institution/occupation question. These topics are presented in that order.

Summary of Research

Dr. Charles C. Moskos, Jr., advanced his contention in 1976 that the military is moving from an institutional model to one more and more resembling an occupational model. To summarize Moskos briefly, in the institutional model the military is viewed as a way of life and as an institution that takes care of its own. Members of this model are viewed as possessing a purpose that transcends individual self-interest. In the occupational model the member is viewed as concerned primarily with self-interest. The military is viewed in the context of a market place where group interests are advanced through the practices of trade unions.

The 1977 Quality of Air Force Life Survey contained questions designed by Stahl, et al., of the Air Force Institute of Technology that measure the institutional and occupational orientations of the respondents. The primary purpose of this research effort was to determine the most powerful predictors

of the institution and occupation variables on that survey. This research was conducted in four phases. In the first phase 11 hypotheses concerning the relative orientations of several groups were tested. In phase two the Automatic Interaction Detection Algorithm was utilized to determine the best predictors for the institution and occupation score for seven subgroups: Junior Enlisted, Senior Enlisted, Junior Officers, Senior Officers, Rated Officers, Nonrated Officers, and the Entire Sample. In phase three the predictors from the AID analysis became the candidate predictor variables for stepwise multiple linear regression. Finally, in phase four discriminant analysis was performed on two subgroups. Group one, called HIHI, consisted of those individuals who scored high on institution and on occupation; and group two, called LOLO, consisted of those individuals who scored low on institution and on occupation.

In the phase one hypotheses testing only a few of the hypotheses advanced by the writer were supported across all year groups and/or for the entire sample. The most striking results were that members who have a large percentage of friends who are not military are more occupationally oriented than other members. Also, it was found that members who perceive that the prestige of the military has declined are more occupationally oriented than other members. Officers were found to be less occupationally oriented than enlisted. And, finally, rated officers were found to be less institutionally

oriented than other officers in three year groups: 0-5, 6-10, and the 16-20 years of service groups.

Hypotheses tests concerning differences in means of institutional or occupational scores between operational command members and other command members, between young Academy graduates and other young officers, between members whose spouses work and other members, and between members who are descendants of former military members and other members were not supported. Hypotheses that R/D and S/E officers are more occupationally oriented than other officers, that married members are more institutional than nonmarried members, and that male members are more institutionally oriented than female members were either supported at only the $p = .05$ level and/or the difference tests seemed to be confounded by years of service and rank as the results of these subgroup tests indicate.

In phases two and three, AID and regression disclosed the strongest predictors for institution and occupation for the seven groups described above. The variables that appear as predictors most often for institution are EQ94, Enforcement of policies regarding personal appearance, and EQ105, Enforcement of policies regarding respect for supervisors. The most common category of variables that emerged from the regression runs was the "standards" and "enforcement" variables, SQ94-116 and EQ94-116. The variables selected seem to be consistent with Moskos' definition of institution as they are

generally associated with the military way of life: Overall personal appearance, wear of the uniform, haircuts, beards, military courtesy and customs, drill and ceremonies, respect for supervisors, enlisted supervisor/subordinate relations, Air Force life in general, career attitude, decline of military prestige and opportunity to serve my Country as a positive influence in making the Air Force a career.

For occupation the variables that appear most often in more than one group are: Q14, Career attitude; Q29, Comparison of military pay to civilian employment; Q34, Importance of base housing benefits; Q137, EQUITY - degree of satisfaction; and Q139, Promotion system is effective. These variables and a majority of the others that appear seem to deal with aspects of Air Force life associated with Moskos' definition of occupation, e.g., pay and allowances, economic standard and security, equity, promotion system, freedom to do one's job, job satisfaction, and Air Force life in general.

In phase four, four variables were selected as best able to discriminate between the two groups, the HIHI and LOLO groups. The variables that were selected were Q5, Total Active Federal Military Service (TAFMS); Q14, Career Intent; Q29, Comparison of military pay to civilian employment; and Q139, Promotion system is effective.

Conclusions

As a result of these statistical tests, the writer draws the following conclusions:

1. Command of assignment is not a significant factor in determining the institutional orientation of the survey respondents.
2. Rated officers in the 0-5, 6-10, and 16-20 years of service groups are less institutionally oriented than other officers of the same year groups.
3. Graduates of the USAF, USN, or US Military Academies with 0-5 years of service are not significantly different in institutional orientation than other officers of the same year group.
4. Officers are less occupationally oriented than enlisted.
5. Members who have a large percentage of friends who are not military are *more* occupationally oriented than other members.
6. Members who perceive that the prestige of the military has declined are more occupationally oriented than other members.
7. The best predictors (of those available on the survey) of the institution variable are those variables that address standards and enforcement of policies and procedures peculiar to the military way of life.
8. The best predictors (of those available on the survey) of the occupation variable are those variables that address aspects that are common to the military and to civilian employment.

Recommendations

Based upon the findings in this research, the writer recommends that commanders receive the greatest possible amount of information regarding the institution/occupation problem. This recommendation is made in light of the numerous appearances of variables that measure the standards and enforcement of Air Force policies regarding a variety of subjects. The commander is one of the primary focal points for establishing standards, and he sets the tone for the organizational enforcement of these standards. Without knowledge of what effect changes in standards and enforcement have on the institution or occupation orientation (and the writer suspects both at the same time), the commander cannot hope to alter the orientations of his subordinates in an effective or predictable manner.

This research effort has attempted to find the best predictors for the institution and occupation orientation of the respondents on the 1977 Quality of Air Force Life Survey. No attempt was made to explain causality or assign "goodness" or "badness" to high or low institution scores or high or low occupation scores or any combination thereof. The writer suspects that as with many human behavioral situations that the "best" situation might involve a combination of institutional and occupational orientations on some middle ground. Further research is necessary and recommended to

determine causality and direction of changes before a large scale attempt at changing the orientations of members is made.

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APPENDIX A

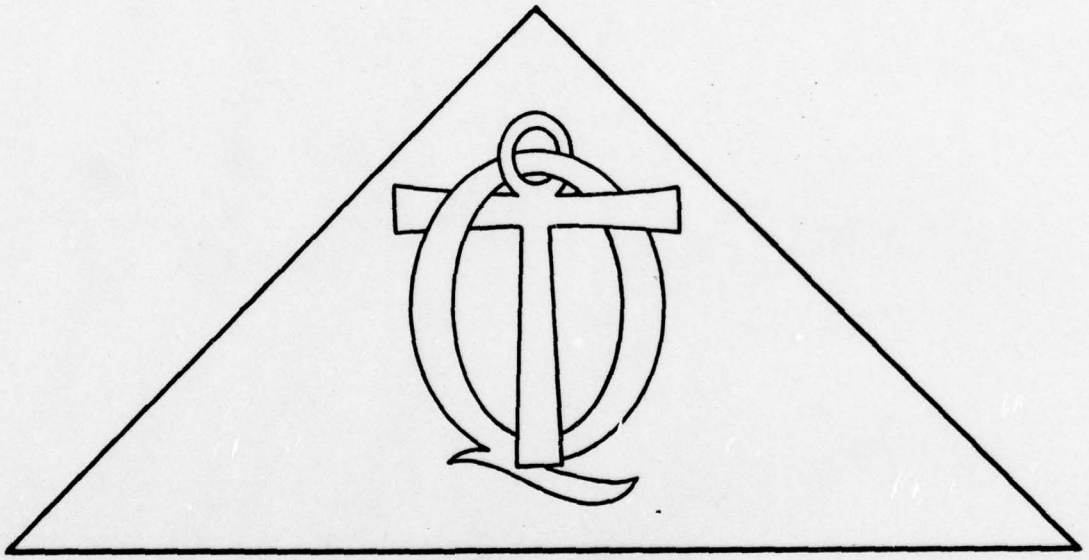
United States Air Force Quality of Air Force Life Active Duty Air Force Personnel Survey

UNITED STATES AIR FORCE

QUALITY OF AIR FORCE LIFE

ACTIVE DUTY

AIR FORCE PERSONNEL SURVEY



SECOND EDITION

USAF SCN 77-37
MARCH 1977

LEADERSHIP/MOTIVATION DIVISION
HUMAN RESOURCES DEVELOPMENT
DIRECTORATE OF PERSONNEL PLANS
HQ UNITED STATES AIR FORCE

FOREWORD

This survey asks what you think about the Quality of Air Force Life. By completing it, you will provide Headquarters USAF with your attitudes and opinions about a number of areas of interest to the Air Force. Your responses are anonymous. They will be combined with the answers of all others taking the survey and compiled for use in forming future personnel plans and policies. Although the survey uses a special answer sheet for machine recording, a comments page is included at the end of the survey. You are encouraged to provide your comments on any subject of importance which you would consider helpful to Headquarters USAF in its efforts to insure the highest possible quality of Air Force life.

INSTRUCTIONS FOR COMPLETING SURVEY

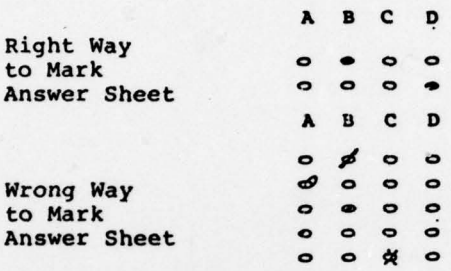
Please do not fold, staple, or otherwise damage the answer sheet.

Select only one answer to each question.

Mark your answers on the answer sheet. It is not necessary to write on the survey itself. Please use a No. 2 pencil.

Be sure to mark your answers carefully so that you enter them opposite the same answer sheet number as survey question number.

Be sure that your answer marks are heavy and that you blacken the oval-shaped space. Erase all changes completely and carefully so as not to tear the answer sheet.



Since this survey is strictly anonymous, please do not write your name or your SSAN on either your answer sheet or survey booklet.

PRIVACY ACT STATEMENT

In accordance with paragraph 30, AFR 12-35, Air Force Privacy Act Program, the following information about this survey is provided as required by the Privacy Act of 1974:

a. Authority. This survey information is authorized for solicitation by Federal Statute Title 10, United States Code, Section 8012, Executive Order 9397 22 Nov 1943, DoDI 1100.13, 17 Apr 1968, and AFR 30-23, 22 Sep 1976.

b. Principal Purpose. This survey is being conducted to gain the attitudes and opinions of Air Force members on a variety of subjects of interest to Headquarters USAF.

c. Routine Use. The survey data will be converted to statistical information for use by decision makers in development of future personnel plans and policies.

d. Participation in this survey is entirely voluntary.

e. No adverse action of any kind may be taken against any individual who elects not to participate in any or all of this survey.

1-2. Your survey administrator will provide you with a 2-letter code for your base. Mark the first letter of this code in item 1 and the second letter in item 2 of your answer sheet.

3. What is your present active duty grade?

A. Colonel
B. Lieutenant Colonel
C. Major
D. Captain
E. First Lieutenant
F. Second Lieutenant
G. Warrant Officer
H. Chief Master Sergeant
I. Senior Master Sergeant
J. Master Sergeant
K. Technical Sergeant
L. Staff Sergeant
M. Sergeant
N. Senior Airman
O. Airman First Class
P. Airman
Q. Airman Basic

4. What is your command of assignment (the command that maintains your personnel records)?

A. Alaskan Air Command
B. U.S. Air Force Academy
C. Aerospace Defense Command
D. U.S. Air Forces in Europe
E. Air Force Accounting and Finance Center
F. Air Force Logistics Command
G. Air Force Systems Command
H. Air Reserve Personnel Center
I. Air Training Command
J. Air University
K. Headquarters Air Force Reserve
L. Headquarters USAF
M. Air Force Communications Service
N. Air Force Data Automation Agency
O. Headquarters Command
P. Military Airlift Command
Q. Pacific Air Forces
R. Strategic Air Command
S. Tactical Air Command
T. USAF Security Service
U. Air Force Military Personnel Center
V. Air Force Inspection and Safety Center
W. Air Force Audit Agency
X. Air Force Office of Special Investigations
Y. Other

5. How much total active federal military service have you completed?

A. Less than 1 year
B. 1 year but less than 2
C. 2 years but less than 3
D. 3 years but less than 4
E. 4 years but less than 5
F. 5 years but less than 6
G. 6 years but less than 7
H. 7 years but less than 8
I. 8 years but less than 9
J. 9 years but less than 10
K. 10 years but less than 11
L. 11 years but less than 12
M. 12 years but less than 13
N. 13 years but less than 14
O. 14 years but less than 15
P. 15 years but less than 16
Q. 16 years but less than 17
R. 17 years but less than 18
S. 18 years but less than 19
T. 19 years but less than 20
U. 20 years but less than 21
V. 21 years but less than 22
W. 22 years but less than 23
X. 23 years but less than 24
Y. 24 years but less than 25
Z. 25 years but less than 26
1. 26 years but less than 27
2. 27 years or more

6. What is your highest level of education <u>now</u> (include accepted GED credits)?

A. Some high school (did not graduate)
B. High school graduate (no college)
C. Trade or technical school (no college)
D. Some college, but less than one year
E. One year college, but less than two
F. Two years college, but less than three (including two-year associate degree)
G. Three years or more college, no degree
H. Registered nurse diploma program
I. College degree (BS, BA, or equivalent, except LL.B)
J. Graduate work beyond bachelor degree (no master's degree)
K. Master's degree
L. Postgraduate work beyond master's degree
M. Doctorate degree (includes LL.B, J.D., D.D.S., M.D., and D.V.M.

7. What is your marital status?

A. Married and spouse is not a member of a military service
B. Married and spouse is a member of a military service
C. Never been married
D. Divorced and not remarried
E. Legally separated
F. Widower/widow

8. Was (or is) your father a career military member?
A. No
B. Yes

9. Are you a regular or reserve officer?

A. Not applicable, I am enlisted
B. Reserve
C. Regular

10. What was the source of your commission?

A. Not applicable, I am enlisted
B. OTS
C. OCS
D. ROTC
E. AECP
F. Aviation Cadet
G. Navigation Cadet
H. USAFA
I. USMA
J. USNA
K. Other

11. How many dependents do you have? Do not include yourself.

A. None
B. One
C. Two
D. Three
E. Four
F. Five
G. Six
H. Seven
I. Eight or more

12. Which one of the following do you consider yourself?

A. Black
B. Spanish Speaking Origin (Cuban, Puerto Rican, Mexican American, Spanish Descent)
C. American Indian
D. Asian Origin (Chinese, Japanese, Korean, Filipino or Asian American)
E. White (Other than Spanish Speaking Origin)
F. Other

13. What is your sex?

A. Male
B. Female

14. Which one of the following best describes your attitude toward making the Air Force a career?

A. Definitely intend to make the Air Force a career
B. Most likely will make the Air Force a career
C. Undecided
D. Most likely will not make the Air Force a career
E. Definitely do not intend to make the Air Force a career

15. Enter the code for the first digit of your duty Air Force Specialty Code (AFSC) opposite item 15 on your answer sheet.

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9

16. Enter the code for the second digit of your duty AFSC opposite item 16 on your answer sheet.

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9

17. Enter the code for the third digit of your duty AFSC opposite item 17 on your answer sheet.

A. 0
B. 1
C. 2
D. 3
E. 4
F. 5
G. 6
H. 7
I. 8
J. 9

18. What is your current primary aeronautical rating?

A. Pilot
B. Navigator
C. Flight Surgeon
D. Other aeronautical rating
E. Nonrated

19. What shift do you normally work?

A. Day shift
B. Swing shift
C. Graveyard shift
D. Rotate shifts

The following four questions address the subjects of economic standard and security. Please rate the degree of importance of these concepts to you and your degree of satisfaction with them based on the descriptions shown below:

ECONOMIC STANDARD: Satisfaction of basic human needs such as food, shelter, clothing; the ability to maintain an acceptable standard of living.

20. What degree of importance do you attach to the above? (Select one of the seven points on the importance scale)

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

21. To what degree are you satisfied with the ECONOMIC STANDARD aspects of your life? (Select one of the seven points on the satisfaction scale)

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

ECONOMIC SECURITY: Guaranteed employment; retirement benefits; insurance; protection for self and family.

22. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

23. To what degree are you satisfied with the ECONOMIC SECURITY aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

24. Do you hold a second job?

A. No

Yes, I work

B. 1-5 hours per week
C. 6-10 hours per week
D. 11-20 hours per week
E. 21-30 hours per week
F. over 30 hours per week

25. Does your spouse work?

A. Not applicable, I am not married or I am legally separated

I am married and my spouse

B. Resides with me, and has a paying job
C. Resides with me, and does not work
D. Does not reside with me, and has a paying job
E. Does not reside with me, and does not work

26. The main reason that I have a second job, and/or that my spouse works is that we have to in order to make ends meet.

A. Not applicable
B. Strongly disagree
C. Disagree
D. Undecided
E. Agree
F. Strongly agree

27. Do you or your dependents, if any, currently receive Federal, state, county, civic, or community (public) assistance?

A. No
B. Yes, food stamps only
C. Yes, monetary payments only
D. Yes, food only
E. Yes, combination of the above
F. Yes, *other*

28. Are you now eligible for and do you receive food stamps?

A. I am not eligible for food stamps
B. I am eligible for food stamps but do not use them
C. I am now receiving and using food stamps
D. I do not know if I am eligible for food stamps; but, I would not use them if I were eligible
E. I do not know if I am eligible for food stamps; but I would use them if I were eligible

29. How do you think your military pay (including all allowances and fringe benefits) compares with pay in civilian employment for similar work?

A. Military pay is far higher than civilian
B. Military pay is somewhat higher than civilian
C. Both about equal
D. Military pay is somewhat less than civilian
E. Military pay is far less than civilian

30. If I left the Air Force tomorrow, I think it would be very difficult to get a job in private industry with pay, benefits, duties, and responsibilities comparable with those of my present job.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

31. The Air Force is providing enough information to its members to permit them to determine the current status of actions which may impact on their fringe benefits (commissary, retirement, medical care, etc.)

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

The following is a list of some Air Force benefits. Using the scale shown below, please indicate the importance of each benefit to you and your family now. Be sure the item number on your answer sheet is the same as the item number you are answering on the survey booklet.

		Low Importance			Medium Importance		High Importance		Undecided, Don't know
32.	30-days annual leave	A	B	C	D	E	F	G	H
33.	Base exchange	A	B	C	D	E	F	G	H
34.	Base housing	A	B	C	D	E	F	G	H
35.	Military hospitals	A	B	C	D	E	F	G	H
36.	Commissary	A	B	C	D	E	F	G	H
37.	CHAMPUS	A	B	C	D	E	F	G	H
38.	Legal assistance	A	B	C	D	E	F	G	H
39.	Education and training	A	B	C	D	E	F	G	H
40.	Survivor benefits	A	B	C	D	E	F	G	H
41.	Dependents indemnity compensation	A	B	C	D	E	F	G	H
42.	Retirement	A	B	C	D	E	F	G	H
43.	Travel and transportation entitlements	A	B	C	D	E	F	G	H
44.	Income tax advantage	A	B	C	D	E	F	G	H
45.	Insurance discounted	A	B	C	D	E	F	G	H
46.	Recreation facilities	A	B	C	D	E	F	G	H
47.	Veterans benefits (GI Bill, etc.)	A	B	C	D	E	F	G	H

Listed below are a number of factors which have been associated with favorable attitudes toward an Air Force career.

FAVORABLE FACTORS

A. Opportunity for training and education in the Air Force
B. My Air Force job (challenging, provides sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion system and opportunity
F. Fringe benefits (medical and dental care, BX, commissary, etc.)
G. Leadership and supervision in the Air Force
H. Travel and new experiences
I. Have "say" in future assignments
J. Security of Air Force life
K. Air Force policies and procedures
L. The retirement system
M. Opportunity to serve my country
N. Some other factor
O. I do not intend to make the Air Force a career

48. Select the one factor which TODAY would influence you the most to make the Air Force a career.

Listed below are a number of factors which have been associated with unfavorable attitudes toward an Air Force career.

UNFAVORABLE FACTORS

A. Family separation
B. My Air Force job (little challenge, little sense of accomplishment, etc.)
C. Pay and allowances
D. Housing
E. Promotion selection system
F. Promotion opportunity
G. Fringe benefits (medical and dental care, BX, commissary, etc.)
H. Leadership and supervision in the Air Force
I. Frequent PCS moves
J. Little "say" in future assignments
K. Insecurity of Air Force life
L. The people
M. Air Force policies and procedures
N. Some other factor
O. Nothing unfavorable

49. Select the one factor which TODAY would influence you the most NOT to make the Air Force a career.

50. An Air Force base is a desirable place to live.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

Please rate the degree of importance of free time to you and your degree of satisfaction with it based on the following description:

FREE TIME: Amount, use, and scheduling of free time alone, or in voluntary associations with others; variety of activities engaged in.

51. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

52. To what degree are you satisfied with the FREE TIME aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

53. What percent of your friends are Air Force members?

A. None
B. 1-19%
C. 20-39%
D. 40-59%
E. 60-79%
F. 80-99%
G. All

The following is a list of Federal holidays:

1 Jan 77 - New Year's Day
16 Feb 77 - President's Day
31 May 76 - Memorial Day
4 Jul 76 - Independence Day
6 Sep 76 - Labor day
11 Oct 76 - Columbus Day
25 Oct 76 - Veterans' Day
25 Nov 76 - Thanksgiving Day
25 Dec 76 - Christmas Day

54. During the past year how many of these nine holidays were you not able to take off because you were required to be at work in a duty status?

A. 0 days
B. 1 day
C. 2 days
D. 3 days
E. 4 days
F. 5 days
G. 6 days
H. 7 days
I. 8 days
J. 9 days

Please rate the degree of importance of your work to you and your degree of satisfaction with it based on the following description:

WORK: Doing work that is personally meaningful and important; pride in my work; job satisfaction; recognition for my efforts and my accomplishments on the job.

55. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

56. To what degree are you satisfied with the WORK aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

57. Which one of the following shows how much of the time you feel satisfied with your job?

A. All the time
B. Most of the time
C. A good deal of the time
D. About half of the time
E. Occasionally
F. Seldom
G. Never

58. Choose the one of the following statements which best tells how well you like your job.

A. I hate it
B. I dislike it
C. I don't like it
D. I am indifferent to it
E. I like it
F. I am enthusiastic about it
G. I love it

59. Which one of the following best tells how you feel about changing your job?

A. I would quit this job at once if I could
B. I would take almost any other job in which I could earn as much as I am earning now
C. I would like to change both my job and my occupation
D. I would like to exchange my present job for another one
E. I am not eager to change my job, but I would do so if I could get a better job
F. I cannot think of any jobs for which I would exchange
G. I would not exchange my job for any other

60. Which one of the following shows how you think you compare with other people?

A. No one likes his job better than I like mine
B. I like my job much better than most people like theirs
C. I like my job better than most people like theirs
D. I like my job about as well as most people like theirs
E. I dislike my job more than most people dislike theirs
F. I dislike my job much more than most people dislike theirs
G. No one dislikes his job more than I dislike mine

Listed below are six characteristics which could be present on any job. Using the scale below, indicate the degree to which you would like to have each characteristic present in your job.

	Moderate or Less			High		Extremely High
61. Stimulating and challenging work	A	B	C	D	E	F	G
62. Chances to exercise independent thought and action in my job	A	B	C	D	E	F	G
63. Opportunities to learn new things from my work	A	B	C	D	E	F	G
64. Opportunities to be creative and imaginative in my work	A	B	C	D	E	F	G
65. Opportunities for personal growth and development in my job	A	B	C	D	E	F	G
66. A sense of worthwhile accomplishment in my work	A	B	C	D	E	F	G

67. Which one of the following factors do you consider the most essential for having a satisfying job?

A. Challenging work
B. Recognition for my work
C. Sense of achievement
D. Encouragement to use initiative and creativity
E. Having responsibility for a job
F. Having a good supervisor

68. How do you evaluate your present Air Force job?

A. Not at all challenging
B. Not very challenging
C. Somewhat challenging
D. Challenging
E. Very challenging

69. My present job makes good use of my training and ability.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

70. Do you think your present job is preparing you to assume future positions of greater responsibility?

A. Definitely no
B. Probably no
C. Undecided
D. Probably yes
E. Definitely yes

71. For your next assignment, do you want a job which has greater responsibility than your current job?

A. Definitely no
B. Probably no
C. Not sure
D. Probably yes
E. Definitely yes

72. Do you feel that the work you are now doing is appropriate to the grade you hold:

A. My grade is much too high for the work I am doing
B. My grade is somewhat too high for the work I am doing
C. My grade is about right for the work I am doing
D. My grade is somewhat too low for the work I am doing
E. My grade is much too low for the work I am doing

73. What is your estimate of the average number of hours per week you spend on the job?

A. Less than 30 hours
B. 31 - 35
C. 36 - 40
D. 41 - 45
E. 46 - 50
F. 51 - 55
G. 56 - 60
H. More than 60

74. The Air Force requires me to participate in too many activities that are not related to my job.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

75. Air Force members should take more interest in mission accomplishment and less interest in their personal concerns.

A. Strongly disagree
B. Disagree
C. Inclined to disagree
D. Undecided
E. Inclined to agree
F. Agree
G. Strongly agree

76. I wish that more Air Force members had a genuine concern for national security.

A. Strongly disagree
B. Disagree
C. Inclined to disagree
D. Undecided
E. Inclined to agree
F. Agree
G. Strongly agree

Listed below are 10 concepts which can be related to your Air Force life (questions 77-86). Rank them in order of their importance to you. Example: If you believe that "A comfortable life" (number 77) is the most important to you of the 10 concepts, you would mark an "A" for question 77 on your answer sheet. If you believe that "loyalty" is the second most important concept, you would mark a "B" for question 81 on your answer sheet. Continue ranking until you have marked a "J" for the concept of least importance to you.

A. Most important
B.
C.
D.
E. Fifth most important
F. Sixth most important
G.
H.
I.
J. Least important

77. A comfortable life (a good salary, few worries about money)

78. A sense of accomplishment (making a meaningful contribution)

79. Family security (taking care of my family)

80. Individual freedom (independence, being free to choose)

81. Loyalty (dedication to military and its mission)

82. Personal recognition (having personal accomplishments recognized and rewarded)

83. National security (protection from attack, an effective military)

84. Integrity (absolute honesty, devotion to duty)

85. Trust (being able to depend on those around me, including my leaders, my peers, and my subordinates)

86. Job satisfaction (doing work that I like)

Please rate the degree of importance of leadership/supervision to you and your degree of satisfaction with it based on the following description:

LEADERSHIP/SUPERVISION: My supervisor has my interests and that of the Air Force at heart; keeps me informed; approachable and helpful rather than critical; good knowledge of the job.

87. What degree of importance do you attach to the above? (Select one of the seven points)

A.....B.....C.....D.....E.....F.....G

Moderate Importance		High Importance				Very High Importance

88. To what degree are you satisfied with the LEADERSHIP/SUPERVISION aspects of your life? (Select one of the seven points)

A.....B.....C.....D.....E.....F.....G

Highly Dissatisfied			Neutral			Highly Satisfied

89. What is your opinion of the leadership ability of your immediate supervisor?

A. Excellent
B. Above average
C. Average
D. Below average
E. Poor

90. What is your opinion of the quality of leadership in the Air Force?

A. Excellent
B. Above average
C. Average
D. Below average
E. Poor

91. The high degree of responsibility assigned to younger, lower ranking Air Force members places too great a strain upon them.

A. Strongly disagree
B. Disagree
C. Inclined to disagree
D. Undecided
E. Inclined to agree
F. Agree
G. Strongly agree

Of the following descriptions of discipline, select the one which most nearly corresponds to your definition of what discipline should be on the part of an individual in a peacetime Air Force.

92. Discipline is the willingness of the individual to:

A. Respond quickly and without question to the direct lawful orders of a superior
B. Adapt his behavior to the expectations of the organization
C. Self-direct his behavior so that it helps in the accomplishments of the mission of the organization.

93. What is your opinion of discipline in today's Air Force?

A. Too strict
B. Somewhat strict
C. About right
D. Somewhat lenient
E. Too lenient

Listed below are 23 factors or policies which affect Air Force personnel. Using the scale listed immediately below, please rate each of the factors. Mark only one response for each item.

A. Standard too strict, enforcement too strict
B. Standard too strict, enforcement about right
C. Standard too strict, enforcement too lax

D. Standard about right, enforcement too strict
E. Standard about right, enforcement about right
F. Standard about right, enforcement too lax

G. Standard too lax, enforcement too strict
H. Standard too lax, enforcement about right
I. Standard too lax, enforcement too lax

94. Overall personal appearance.

95. Wear of the uniform.

96. Haircuts.

97. Mustaches.

98. Beard policy.

99. Military courtesy and customs.

100. Personnel weight control program.

101. What my immediate supervisor expects of me.

102. My commander's policies and procedures.

103. Officer/enlisted on-the-job relationships.

104. Drills and ceremonies.

105. Respect for supervisors.

106. Safety procedures.

107. Working hours.

108. Leave procedures.

109. Living in on-base family housing

110. Living in on-base dormitories.

111. Quality of work expected on the job.

112. Quantity of work expected on the job.

113. Officer supervisor/subordinate relationships.

114. Enlisted supervisor/subordinate relationships.

115. Unit mission accomplishment.

116. Air Force life in general.

The following is a list of statements about leadership/supervision. Please indicate whether you agree or disagree with each statement using the scale shown.

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
117.	The Air Force does a good job of keeping me informed about what is going on.	A	B	C	D	E
118.	More supervision of member performance and behavior is needed at lower levels within the Air Force.	A	B	C	D	E
119.	Persons in my work group encourage each other to work as a team.	A	B	C	D	E
120.	My supervisor tries to get my ideas before making decisions that are important to me.	A	B	C	D	E
121.	Persons in my work group offer each other new ideas for solving job-related problems.	A	B	C	D	E
122.	My supervisor encourages the people in my work group to exchange opinions and ideas.	A	B	C	D	E
123.	I would say that the lowest level supervisors in my organization usually have enough say or influence on what goes on.	A	B	C	D	E
124.	When decisions are being made in my organization, the persons who will be affected most are asked for their ideas.	A	B	C	D	E
125.	Persons who do not supervise others in my organization have an adequate amount of say or influence on what goes on.	A	B	C	D	E
126.	Information is usually widely shared in my organization so that those who make the decisions will base their decisions on the best available know-how.	A	B	C	D	E
127.	I get the information I need to do my job in the best possible way.	A	B	C	D	E
128.	When I talk to people in my work group, they pay attention to what I am saying.	A	B	C	D	E
129.	My supervisor is friendly and easy to approach.	A	B	C	D	E
130.	My supervisor pays attention to what I have to say.	A	B	C	D	E

131. How often do you and your supervisor get together to set your personal performance objectives?

A. Never
B. Seldom
C. Sometimes
D. Frequently
E. Very frequently

132. How often are you given feedback from your supervisor about your job performance?

A. Never
B. Seldom
C. Sometimes
D. Frequently
E. Very frequently

133. Does your immediate supervisor give you recognition for a job well done?

A. Never
B. Seldom
C. Sometimes
D. Frequently
E. Always

134. What kind of influence does your immediate supervisor have on your organization?

A. Very favorable
B. Favorable
C. Neutral
D. Unfavorable
E. Very unfavorable

135. Are you given the freedom you need to do your job well?

A. Never
B. Seldom
C. Sometimes
D. Often
E. Always

Please rate the degree of importance of the concept of equity to you and your degree of satisfaction with it based on the following description:

EQUITY: Equal opportunity in the Air Force; a fair chance at promotion; an even break in my job/assignment selections.

136. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

137. To what degree are you satisfied with the EQUITY aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

138. An individual can get more of an even break in civilian life than in the Air Force.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

139. The Air Force promotion system is effective (i.e., the best qualified people are generally selected for promotion).

A. Strongly disagree
B. Disagree
C. Inclined to disagree
D. Undecided
E. Inclined to agree
F. Agree
G. Strongly agree

140. What of the following best represents your opinion of the E-5/6/7 WAPS factors?

A. Not enough weight is given to performance reports
B. Not enough weight is given to tests
C. Not enough weight is given to seniority
D. Not enough weight is given to decorations
E. Too much weight is given to performance reports
F. Too much weight is given to tests
G. Too much weight is given to seniority
H. Too much weight is given to decorations
I. No opinion

141. On the same jobs as men, do Air Force women tend to do more, less, or about the same amount of work?

A. Much more
B. More
C. About the same
D. Less
E. Much less

142. How does your supervisor deal with your women co-workers?

A. Not applicable, there are no women in my unit

My supervisor is a woman and she:

B. Expects more from the women workers than the men
C. Treats men and women workers the same
D. Gives women workers the easy jobs, and the hard jobs to men

My supervisor is a man and he:

E. Expects more from the women workers than the men
F. Treats men and women workers the same
G. Gives women workers the easy jobs, and the hard jobs to the men

Please rate the degree of importance of personal growth to you and your degree of satisfaction with it based on the following description:

PERSONAL GROWTH: To be able to develop individual capacities, education/training; making full use of my abilities; the chance to further my potential.

143. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

144. To what degree are you satisfied with the PERSONAL GROWTH aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

145. For the most part, how suitable for your needs was the course material in the NCO Orientation Course (Phase I, NCO PME)?

A. Excellent
B. Good
C. Fair
D. Poor
E. Have not attended the course
F. Not applicable, I am an officer

146. Overall, my attendance at the NCO Orientation Course (Phase I, NCO PME) was a good, useful investment of my time and effort.

A. Strongly disagree
B. Disagree
C. Inclined to disagree
D. Undecided
E. Inclined to agree
F. Agree
G. Strongly agree
H. Have not attended the course
I. Not applicable, I am an officer

147. Air Force training programs do not do a very good job of preparing people to get along with other people.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

148. Technical School Training does not do an adequate job of preparing an airman for his first duty assignment.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

149. Basic Military Training does not do an adequate job of preparing airmen for their first duty assignment.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

150. Today's Air Force training programs should devote some time to help prepare people to get along with each other better.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

151. Human Relations Education courses are effective in bringing about better working relations on the job.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

Please rate the degree of importance of the concept of personal standing to you and your degree of satisfaction with it based on the following description:

PERSONAL STANDING: To be treated with respect; prestige; dignity; reputation; status.

152. What degree of importance do you attach to the above?

A	B	C	D	E	F	G
Moderate Importance		High Importance			Very High Importance	

153. To what degree are you satisfied with the PERSONAL STANDING aspects of your life?

A	B	C	D	E	F	G
Highly Dissatisfied			Neutral			Highly Satisfied

154. I have a lot of respect for most of the Senior NCOs (E7-E9) I know.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

155. Recent changes in Air Force personnel programs have been aimed at enhancing NCO prestige. Do you believe these efforts will be successful?

A. Definitely yes
B. Probably yes
C. Undecided
D. Probably no
E. Definitely no

156. The prestige of the military has declined over the past several years.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

157. Most of the Senior NCOs (E7-E9) understand and are able to communicate with the people who work with them.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

158. Senior NCOs (E7-E9) are usually given jobs with less responsibility than they should have.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

Please rate the degree of importance of health to you and your degree of satisfaction with it based on the following description:

HEALTH: Physical and mental well-being of self and dependents; having illnesses and ailments detected, diagnosed, treated and cured; quality and quantity of health care services provided.

159. What degree of importance do you attach to the above?

A.....B.....C.....D.....E.....F.....G
Moderate Importance — High Importance — Very High Importance

160. To what degree are you satisfied with the HEALTH aspects of your life?

A.....B.....C.....D.....E.....F.....G
Highly Dissatisfied — Neutral — Highly Satisfied

161. Generally, how satisfied are you with the medical care you received at military medical facilities during the past 12 months?

A. Highly dissatisfied
B. Dissatisfied
C. Neither satisfied nor dissatisfied
D. Satisfied
E. Highly satisfied
F. Not applicable, did not visit military medical facility in past 12 months

162. Generally, how satisfied are you with the medical care your children received in military medical facilities during the past 12 months?

A. Highly dissatisfied
B. Dissatisfied
C. Neither satisfied nor dissatisfied
D. Satisfied
E. Highly satisfied
F. Not applicable

163. Generally, the amount of time I have had to wait for treatment at militar medical facilities during the past 12 months has been reasonable.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree
F. Not applicable

164. Generally, medical personnel at military medical facilities are pleasant and concerned about patients.

A. Strongly disagree
B. Disagree
C. Undecided
D. Agree
E. Strongly agree

165. Approximately how many times did you and/or your children visit a militar medical facility during the past 12 months.

A. None
B. 1-4 times
C. 5-8 times
D. 9-12 times
E. More than 12 times

COMMENTS SHEET

QUALITY OF AIR FORCE LIFE SURVEY

Please provide any comments which you feel would be of value to Hq USAF in our efforts to improve the quality of Air Force life. If you use this sheet, please detach it and return it with your answer sheet.

Grade:_____ MAJOR COMMAND:_____

THANK YOU FOR COMPLETING THIS SURVEY

APPENDIX B

List of Weights Utilized in Analysis

Appendix B

List of Weights Used in Analysis

Enlisted Personnel

Grade	Total Strength	Sample Strength	Weighting Factor
CMSGT	4727	790	5.98
SMSGT	9502	764	12.44
MSGT	33569	801	41.91
TSGT	55108	667	82.62
SSGT	96557	675	143.05
SGT & SRA	117201	626	187.22
A1C	94690	782	121.09
AMN	36932	202	182.83
AB	29598	521	56.81

NOTE: Warrant Officers were not used in weighting criteria.

List of Weights Used in Analysis

Male Officer Personnel

Grade - Race	Total Strength	Sample Strength	Weighting Factor
Col - B	76	16	4.75
Col - W	5264	771	6.86
Col - O	33	17	2.06
Lt Col - B	179	29	6.17
Lt Col - W	12310	818	15.16
Lt Col - O	107	27	3.96
Maj - B	397	64	6.18
Maj - W	17820	628	28.37
Maj - O	197	25	7.88
Capt - B	897	94	9.43
Capt - W	36692	629	58.33
Capt - O	319	40	1.97
1Lt - B	557	56	9.95
1Lt - W	10277	451	22.79
1Lt - O	113	32	3.53
2Lt - B	488	62	7.87
2Lt - W	6695	386	17.34
2Lt - O	103	38	2.71

NOTE: B = Black Ethnic Background
W = White Ethnic Background
O = Other Ethnic Backgrounds

List of Weights Used in Analysis

Female Officer Personnel

Grade - Race	Total Strength	Sample Strength	Weighting Factor
Col - B	2	2	--
Col - W	50	15	3.33
Col - O	0	2	--
Lt Col - B	16	8	2.00
Lt Col - W	282	25	11.88
Lt Col - O	2	5	--
Maj - B	40	10	4.00
Maj - W	570	43	13.25
Maj - O	20	14	2.14
Capt - B	86	10	8.60
Capt - W	1785	90	19.83
Capt - O	28	11	2.54
1Lt - B	133	22	6.04
1Lt - W	1315	105	12.52
1Lt - O	13	15	--
2Lt - B	96	22	4.30
2Lt - W	733	57	2.86
2Lt - O	14	15	--

NOTE: B = Black Ethnic Background
W = White Ethnic Background
O = Other Ethnic Backgrounds

APPENDIX C

Lists of Variables Entered into Third AID Computer Runs

Appendix C

List of Variables Entered into Third AID Computer Run for Junior Enlisted - Institution

Q4	Command of Assignment
Q49	Factors that would influence you to not make the Air Force a career
Q67	Factors most essential to having a satisfying job
Q91	Responsibility assigned to younger members places too great a strain on them
Q92	Definition of discipline
Q130	Supervisor pays attention to what I have to say
Q156	Military prestige
SQ99	Standards regarding courtesies and customs
EQ94	Enforcement of policies regarding personal appearance
EQ96	Enforcement of policies regarding haircuts
EQ105	Enforcement of policies regarding respect for supervisors
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Senior Enlisted - Institution

Q3	Grade
Q5	TAFMS
Q14	Career attitude
Q21	ECONOMIC STANDARD - Degree of Satisfaction
Q48	Factors that would influence you to make the Air Force a career
Q49	Factors that would influence you to not make the Air Force a career
Q130	Supervisor pays attention to what I have to say
Q153	PERSONAL STANDING - Degree of Satisfaction
SQ116	Standards regarding Air Force life in general
EQ94	Enforcement of policies regarding personal appearance
EQ95	Enforcement of policies regarding wear of the uniform
EQ96	Enforcement of policies regarding haircuts
EQ105	Enforcement of policies regarding respect for supervisors
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Junior Officers - Institution

Q4	Command of assignment
Q18	Aeronautical rating
Q48	Factors that would influence you to make the Air Force a career
Q49	Factors that would influence you to not make the Air Force a career
Q130	Supervisor pays attention to what I have to say
Q140	Opinion of the E-5/6/7 WAPS factors
SQ104	Standards regarding drill and ceremonies
SQ107	Standards regarding working hours
EQ94	Enforcement of policies regarding personal appearance
EQ98	Enforcement of policies regarding beards
EQ105	Enforcement of policies regarding respect for supervisors
EQ105	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Senior Officers - Institution

Q4	Command of assignment
Q5	TAFMS
Q14	Career attitude
Q49	Factors that would influence you to not make the Air Force a career
Q92	Definition of discipline
Q130	Supervisor pays attention to what I have to say
Q148	Technical training school does not prepare an airman for his first duty assignment
SQ96	Standards regarding haircuts
EQ94	Enforcement of policies regarding personal appearance
EQ105	Enforcement of policies regarding respect for supervisors
EQ114	Enforcement of policies regarding enlisted supervisor/subordinate relationships
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Rated Officers - Institution

Q4	Command of assignment
Q5	TAFMS
Q21	ECONOMIC STANDARD - degree of satisfaction
Q48	Factors that would influence you to make the Air Force a career
Q87	LEADERSHIP/SUPERVISION - degree of importance
Q92	Definition of discipline
Q130	Supervisor pays attention to what I have to say
Q131	How often do you and supervisor get together to set your personal performance objectives
SQ104	Standards regarding drill and ceremonies
SQ116	Standards regarding Air Force life in general
EQ94	Enforcement of policies regarding personal appearance
EQ99	Enforcement of policies regarding courtesies and customs
EQ105	Enforcement of policies regarding respect for supervisors
EQ110	Enforcement of policies regarding dormitories
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Nonrated Officers - Institution

Q4	Command of assignment
Q14	Career attitude
Q48	Factors that would influence you to make the Air Force a career
Q49	Factors that would influence you to not make the Air Force a career
Q71	Do you want greater responsibility in your next assignment
Q130	Supervisor pays attention to what I have to say
Q140	Opinion of the E-5/6/7 WAPS factors
SQ96	Standards regarding haircuts
EQ95	Enforcement of policies regarding wear of the uniform
EQ96	Enforcement of policies regarding haircuts
EQ105	Enforcement of policies regarding respect for supervisors
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Entire Sample - Institution

Q3	Grade
Q14	Career attitude
Q48	Factors that would influence you to make the Air Force a career
Q49	Factors that would influence you to not make the Air Force a career
Q92	Definition of discipline
Q120	Supervisor gets my ideas before making decisions that affect me
Q130	Supervisor pays attention to what I have to say
SQ105	Standards regarding respect for supervisors
SQ116	Standards regarding Air Force life in general
EQ94	Enforcement of policies regarding personal appearance
EQ96	Enforcement of policies regarding haircuts
EQ105	Enforcement of policies regarding respect for supervisors
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Junior Enlisted - Occupation

Q21	ECONOMIC STANDARD - degree of satisfaction
Q29	Comparison of military pay to civilian employment
Q34	Importance of base housing benefits
Q48	Factors that would influence you to make the Air Force a career
Q53	Percentage of friends who are Air Force members
Q56	WORK - degree of satisfaction
Q124	When decisions are made in the organization, those affected are asked for their ideas
Q135	Freedom to do job
Q137	EQUITY - degree of satisfaction
Q144	PERSONAL GROWTH - degree of satisfaction
Q175	Hoppock job satisfaction index
SQ96	Standards regarding haircuts
SQ116	Standards regarding Air Force life in general
EQ104	Enforcement of policies regarding drill and ceremonies
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Senior Enlisted - Occupation

Q14 Career attitude

Q21 ECONOMIC STANDARD - degree of satisfaction

Q29 Comparison of military pay to civilian employment

Q48 Factors that would influence you to make the Air Force a career

Q90 Quality of leadership in the Air Force

Q130 Supervisor pays attention to what I have to say

Q137 EQUITY - degree of satisfaction

Q139 Promotion system is effective

Q147 Training programs do not do a good job of preparing people to get along

Q148 Technical training school does not prepare an airman for his first duty assignment

Q155 Efforts to enhance NCO prestige will be successful

SQ116 Standards regarding Air Force life in general

EQ116 Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Junior Officers - Occupation

Q14 Career attitude

Q21 ECONOMIC STANDARD - degree of satisfaction

Q29 Comparison of military pay to civilian employment

Q34 Importance of base housing benefits

Q52 FREE TIME - degree of satisfaction

Q90 Quality of leadership in the Air Force

Q117 Air Force information about what is going on

Q130 Supervisor pays attention to what I have to say

Q135 Freedom to do job

Q137 EQUITY - degree of satisfaction

Q163 Time I have to wait for treatment at hospital has been reasonable

Q175 Hoppock job satisfaction index

SQ116 Standards regarding Air Force life in general

EQ116 Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Senior Officers - Occupation

Q21	ECONOMIC STANDARD - degree of satisfaction
Q23	ECONOMIC SECURITY - degree of satisfaction
Q29	Comparison of military pay to civilian employment
Q34	Importance of base housing benefits
Q48	Factors that would influence you to make the Air Force a career
Q90	Quality of leadership in the Air Force
Q117	Air Force information about what is going on
Q130	Supervisor pays attention to what I have to say
Q139	Promotion system is effective
Q144	PERSONAL GROWTH - degree of satisfaction
Q160	HEALTH - degree of satisfaction
Q164	Medical facility personnel are pleasant and concerned
SQ110	Standards regarding dormitories
SQ112	Standards regarding quantity of work
EQ102	Enforcement of policies regarding commander's policies and procedures
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Rated Officers - Occupation

Q14	Career attitude
Q23	ECONOMIC SECURITY - degree of satisfaction
Q31	Air Force provides enough information about actions affecting Air Force benefits
Q34	Importance of base housing benefits
Q52	FREE TIME - degree of satisfaction
Q56	WORK - degree of satisfaction
Q130	Supervisor pays attention to what I have to say
Q135	Freedom to do job
Q137	EQUITY - degree of satisfaction
Q139	Promotion system is effective
Q160	HEALTH - degree of satisfaction
SQ110	Standards regarding dormitories
SQ116	Standards regarding Air Force life in general
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Nonrated Officers - Occupation

Q14	Career attitude
Q21	ECONOMIC STANDARD - degree of satisfaction
Q29	Comparison of military pay to civilian employment
Q48	Factors that would influence you to make the Air Force a career
Q68	How challenging is present Air Force job
Q90	Quality of leadership in the Air Force
Q130	Supervisor pays attention to what I have to say
Q137	EQUITY - degree of satisfaction
Q144	PERSONAL GROWTH - degree of satisfaction
Q151	Effectiveness of human relations training
Q175	Hoppock job satisfaction index
SQ116	Standards regarding Air Force life in general
EQ116	Enforcement of policies regarding Air Force life in general

List of Variables Entered into Third AID Computer Run for Entire Sample - Occupation

Q14	Career attitude
Q21	ECONOMIC STANDARD - degree of satisfaction
Q29	Comparison of military pay to civilian employment
Q48	Factors that would influence you to make the Air Force a career
Q90	Quality of leadership in the Air Force
Q130	Supervisor pays attention to what I have to say
Q137	EQUITY - degree of satisfaction
Q139	Promotion system is effective
Q147	Training programs do a good job of preparing people to get along
Q155	Efforts to enhance NCO prestige will be successful
Q156	Military prestige
SQ116	Standards regarding Air Force life in general
EQ116	Enforcement of policies regarding Air Force life in general

VITA

Robert A. Hagemann was born in Holyoke, Colorado, on 8 June 1946. He graduated from high school at St. John's Academy, Winfield, Kansas, in 1964. He attended Colorado State University from which he graduated in 1968 with a Bachelor's Degree in Physical Sciences and a commission in the United States Air Force.

After completing pilot training at Williams Air Force Base, Arizona, he served as a T-38 Instructor Pilot at Williams Air Force Base until 1973. He then served as a Weapons Controller for the 7th Airborne Command and Control Squadron, Korat RTAFB, Thailand. Upon completion of this remote tour, he was assigned to Minot Air Force Base, North Dakota, until 1977 when he entered the Air Force Institute of Technology.

He is married to the former Patricia A. Wallace of Denver, Colorado. They have one daughter, Stephanie.

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

In 1976 Dr. Charles C. Moskos, Jr., advanced his contention that the military is moving from an institutional model to an occupational model. In the institutional model the military is viewed as a way of life and as an institution that takes care of its own with members who are viewed as having a purpose that transcends individual self-interest. In the occupational model the individual is primarily concerned with self-interests and

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20. Abstract (Continued)

the military is viewed in the context of a market place where group interests are advanced through the practice of trade unions. The 1977 Quality of Air Force Life Survey contained questions that measure the institutional and occupational orientations of the respondents. The purpose of this research was to find the most powerful predictors of the institution or occupation score that are present on the survey. Additionally, several hypotheses concerning the relative institution or occupation scores between several demographic groups were tested. Officers were found to be less occupationally oriented than enlisted members. Members who have a large percentage of friends who are not military were found to be more occupationally oriented than others. Members who feel the prestige of the military has declined were found to be more occupationally oriented than others. Three year groups of rated officers (0-5, 6-10, and 16-20 years of service) were found to be less institutionally oriented than other officers in the same year groups. The best predictors of the institution variable were found to be those variables that address standards and enforcement of policies and procedures peculiar to the Air Force, for example, personal appearance and respect for supervisors. The best predictors of the occupation variable were found to be those variables that address aspects that are common to the military and to civilian employment, for example, career attitude and comparison of military pay to civilian employment.