

## DOCUMENT RESUME

ED 094 127

CE 001 622

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TITLE Factors Affecting Occupational Choice,  
Self-Conceptualization, and Attitude Toward Military  
Service Among Black High School Seniors.  
INSTITUTION Carnegie-Mellon Univ., Pittsburgh, Pa.  
SPONS AGENCY Office of Naval Research, Washington, D.C. Personnel  
and Training Research Programs Office.  
REPORT NO TR-001  
PUB DATE Jun 73  
NOTE 37p.

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE  
DESCRIPTORS High Achievers; Low Achievers; \*Military Service;  
\*Negro Attitudes; \*Occupational Choice;  
Questionnaires; Recruitment; Self Actualization;  
\*Self Concept; Seniors

## ABSTRACT

Black high school seniors were administered a questionnaire asking them to evaluate the importance of 25 job-related factors in their decisions to take a job. They also received an adjective check list which was designed to assess the students' self-concepts. Navy recruiters also received the job factor questionnaire and were asked to predict how the black high schoolers would respond. Results indicate that recruiters don't predict the factors which appeal to blacks with any great accuracy. Black recruiters and more experienced recruiters are significantly more accurate than others, however. Some of the factors affecting recruitment were whether a respondent was a high or low academic achiever, or from a high, medium, or low income family. Students from middle rather than lower income families were disproportionately represented among volunteers. It is felt that this may be a reflection of the tight job market in some professions--particularly education, the most frequently entered profession for blacks. Finally, six self-characterizations were found to differ significantly between volunteers, nonvolunteers, and the undecided. It was interesting to note that five of the six characterizations are part of what some have called an authoritarian/military personality structure. (Author/BP)

ED 094127

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*Factors Affecting Occupational Choice,  
Self-Conceptualization, and Attitude  
Toward Military Service Among Black  
High School Seniors*

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Carnegie-Mellon University  
Technical Report No. 001*

*June, 1973*

*Prepared in connection with research done under  
the Office of Naval Research, Personnel and Training  
Research Programs Contract No. N00014-67-0314-0015*

CE 001 622

*Factors Affecting Occupational Choice, Self-Conceptualization, and Attitude Toward Military Service Among Black High School Seniors*

by

Benson E. Penick

Abstract

Black high school seniors were administered a questionnaire asking them to evaluate the importance of 25 job-related factors in their decisions to take a job. They also received an adjective check list which was designed to assess the students' self-concepts. Navy recruiters also received the job factor questionnaire and were asked to predict how the Black high schoolers would respond. Results indicate that recruiters don't predict the factors which appeal to Blacks with any great accuracy. Black recruiters and more experienced recruiters are significantly more accurate than others, however. It was also found that some of the factors had appeals which differed according to whether a respondent was a high or low academic achiever, and was from a high, medium, or low income family. Additionally, there were some achievement  $\times$  income interactions. Income was also a factor in students' expressed willingness to volunteer for military service, however, it was students from middle rather than lower income families who were disproportionately represented among volunteers. It is felt that this may be a reflection of the tight job market in some professions--particularly education, the most frequently entered profession for Blacks. Finally, six self-characterizations were found to differ significantly between volunteers, non-volunteers, and the undecided. Although a systematic pattern did not emerge in terms of the adjective data, it was interesting to note that five of the six characterizations are part of what some have called an authoritarian/military personality structure.

## Background

The importance of the financial and non-financial factors that influence employee perceptions of their jobs has been recognized and systematically studied for many years (e.g. Wyatt, et al, 1937; Chant, 1932; and Houser, 1938). Moreover, Maier (1965), notes that there is considerable agreement among the choices of discrepant groups (e.g., males versus females, union versus non-union workers, and factory workers versus department store clerks).

Despite this consistency, there is evidence that the job expectations and wants of management personnel differ somewhat from rank-and-file workers (Hertzberg, et al, 1959). Further evidence of difference in the priorities of job characteristics, depending on one's location in the organizational hierarchy, can be noted in a comparison of the selection frequencies of semi-skilled production workers (Joseph, 1970) versus professionals (Hall and Lawler, 1970) versus engineers and scientists (Strauss, 1966).

On the basis of the above evidence, it is not surprising that there are often discrepancies between one group's evaluation of job factor appeal and the estimations of their choices by a second group. For instance, Crawford (1964) notes that manager perceptions of their subordinate's job factor choices are more dissimilar to their own than the actual choices of those workers. Also, Burke (1966) found an "overestimation" effect when males predicted the job factor appeal choices of their female counterparts. Burke explains this phenomenon in terms of two specific practices: (1) the stereotyping of females by males; and (2) the structuring of "defensive comparisons" which attribute

inferior qualities to a threatening other in order for the ego to reinterpret the other to reduce threat.

Burke's two explanations assume considerable theoretical importance for this study once the variable of race is considered. Despite the fact that stereotyping behavior has diminished in recent years (Karlins et al, 1969), there is no logical basis for expecting manager behavior to be completely uninfluenced by racial stereotypes (Whitehead and King). Moreover, for reasons cited by Hoffman, 1972, the behavior of Blacks could be interpreted as non-achievement oriented. Thus, it is not surprising that the majority of the Black population has been typically identified and stereotyped by some as a counter-culture which opts for non-work activity as an alternative life style (Carter, 1970). In view of the above, one might expect factors such as good hours and non-challenging work to evoke favorable responses from Black students. Maier (1965), on the other hand, reports that these factors are relatively unimportant for whites. Thus, if one were to obtain stereotypical student responses, then recruiter perceptions might be accurate simply because they hold stereotyped views of blacks. But, if one considers the argument set forth by Greenwald and Oppenheim (1968) that Blacks only display irresponsible, happy-go-lucky behavior in order to be consistent with white expectations (and in this study E is also Black) and, further, that Lester (1968) notes that positive self-concept changes are evident in Blacks, then stereotypical responses by Blacks may occur infrequently. It would follow, then, that stereotypical recruiter perceptions would produce erroneous estimations of job factor importance.

The second explanation also introduces a source of potential white-Black divergence in that whites who feel threatened by Blacks might well protect their egos by asserting that Blacks do not, in fact, wish to be part of the decision-making process or seek a position with a high degree of responsibility. Recent evidence by Penick and Johnson (1973), as well as observations of "real world" behavior, however, indicate that responsibility is a critical element of the contemporary Black.

While the above discussion has focused primarily on possible sources of divergence in the perceptions of white recruiters and Black students, there are other factors which warrant consideration. For example, Rosen (1961) attributes the low commonality of values between managers and subordinates to the absence of adequate communications. Also, in a related argument, Pettigrew (1969) observes that the separation of different people only serves to increase the magnitude of existant differences. Thus, one can assume that whites who have had little communication or contact with Blacks would show errors in perceiving the importance of job factors for Black high school seniors. In addition, however, older recruiters irrespective of race might be expected to display estimational errors. Considering the recent changes in Blacks which are discussed above, and the fact that Caplan (1970) has summarized a large body of evidence which suggests that there is a "New Ghetto Man," generational incongruity might easily prove to be as great a source of error as the race variable.

*In addition to race and age, one might expect that experience as a recruiter would provide opportunities for interracial and intergenerational contact and communication, thereby reducing the magnitude of estimational errors.*

*Any effort to understand the importance of certain job-related factors in the occupational choice of Blacks must necessarily recognize the possibility of in-group differences. Black America is not a monolith, and there is no reason to assume response uniformity among Black high school seniors from heterogeneous backgrounds.*

*From a theoretical perspective, Himmelwite (1967) has noted that upward social mobility tends to be associated with the emergence of attitudinal and behavior patterns, more closely approximating the ideal of the class to which one aspires than is found among persons already a part of that social class. In this light, one would expect that Black students from higher income families would indicate job factor preferences that are very traditional in nature. In a similar manner, Hannerz (1970) notes that the absence of traditional achievement and inability to meet the demands of "mainstream" America lead to alternative "soul" attitudes and behaviors. Finally, Maslow's (1954) need hierarchy could be assumed to operate independently of race, such that as Blacks become more firmly ensconced in the middle class, factors such as pay would become less important.*

*In contrast to the above positions, one could argue that the patterns of generational conflict discussed by Friedenberg (1969) operate for Blacks as*

well as whites. Similarly, Gurin et al (1969) have noted the emergence of a belief by Blacks that collective rather than individual action is the appropriate strategy for resolving the problems confronting Blacks in America. Using this theoretical base as a point of departure, one might predict that the traditional views expressed in the above paragraph have little validity for young Blacks. In fact, a list of contemporary young Black leaders would suggest that family income levels and achievement tend to often be positively associated with the espousal of nontradition values (e.g., Angela Davis, Harry Edwards, Eldridge Cleaver, Al Featherstone, etc.). In short, the question of how family income levels and one's personal achievement affect the perception of important job-related factors is extremely uncertain on the basis of previous observations.

The uncertainty associated with how demographic variables influence the importance one attaches to certain job-related factors does not appear to exist when one considers the act of volunteering for military service. There is strong support for the position that a volunteer military will be manned almost exclusively by the poor and the low achievers since they have fewer career options available to them. Moreover, those Blacks enrolled in predominantly white middle-class schools would be exposed to white youth who, according to Friedenberg (1969), would be among those least favorably disposed to military service. Consequently, we might expect some adherence by Blacks to the prevailing norm of "non-volunteerism."



Since efforts to better understand demographic data alone are probably not sufficient to fully explain the phenomenon of military volunteerism, the relationship between personality characteristics and volunteerism might also be examined. Volunteerism during periods of armed conflict would undoubtedly attract the aggressive, the powerful (or power worshipping), and the aloof. Rappoport (1970), Coser (1969), and Gray (1967), are among those who have discussed the relationship between personality traits and participation in military conflict. The question remains, however, whether there are self descriptions or perceptions of one's ideal self which tend to be associated with predispositions toward volunteering for military service.

The present study, then, involves the use of two instruments to determine the relationship, if any, between the way Black high school seniors perceive the factors which characterize jobs, the way Navy recruiters think these students perceive job-related factors, and demographic variables associated with both students and recruiters. Second, the study will explore the relationship between students' perceived and actual selves, and their attitudes toward voluntary military service.

Data collected permitted the testing of the hypotheses outlined below:

### Hypotheses

(1) There are no significant differences between the importance which Black high school students attribute to various job factors and Navy recruiters perceptions of their choices.

(2) *There are no demographic characteristics possessed by recruiters which differentially influence their accuracy in estimating how Blacks will evaluate job factors.*

(3) *There are no demographic characteristics possessed by students which are differentially associated with the way in which they perceive the importance of various job factors.*

(4) *There are no demographic characteristics possessed by students which are associated with differential volunteer responses.*

(5) *There are no perceived or ideal personality traits which are associated with differential volunteer responses.*

### Method

#### Subjects

*Data upon which this paper is based were obtained from questionnaires administered to high school seniors in three Pittsburgh public schools, and U.S. Navy recruiters in the Mideast and Midwest. The student sample was composed of 129 Black males attending either an all-black, a predominately black, or a predominantly white high school respectively. In the case of the predominantly white school, all available volunteers were included, whereas in the other schools names were randomly selected from class rosters, and inclusion in the study was a function of schedule compatibility and students' willingness to participate.*

A second sample was made up of 64 Navy recruiters. Of these 64 recruiters, 32 were black and 32 were white. Further, the samples were structured so as to include both younger and older recruiters,<sup>1/</sup> and also those just beginning to function as recruiters, as well as those concluding their tour of duty in that capacity. Thus, for both Blacks and whites, eight respondents would be younger beginners, eight would be younger experienced recruiters, eight would be older beginners, and eight would be older experienced recruiters. Names of individuals in the various categories were supplied by the Navy's Recruiting Command.

#### Procedure

Based on Maier's (1965) summary of studies on work and motivation, A 25 item Job Characteristics questionnaire was developed (see Appendix). In addition to the traditional factors such as good salary and job security, the questionnaire contained several minority-related items such as "Employer's involvement in problems of minority communities," and "Substantial number of other Blacks." It was administered to both students and recruiters. The instructions to the former asked them to indicate the importance of each of the 25 factors in their decision to accept or refuse a job. The recruiters, on the other hand, were instructed to indicate how important they thought each factor would be in the decision of a black high school senior to accept or refuse

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<sup>1/</sup> Younger and older are operationally defined as being above or below the median age (32) for all recruiters in the Command.

a job. In both instances Ss responses were indicated on a five-point scale, with 1= extremely unimportant and 5= extremely important.

In addition to the Job Characteristics questionnaire, a 55 item adjective check list (see Appendix) was administered to the high school students. They were asked to indicate the extent to which the adjectives describe both their perceived and ideal selves. The majority of the adjectives were chosen on the basis of having produced significantly between group differences in a study by Haan, Smith, and Block (1968). The other adjectives were selected because they represented qualities which might have appeal to minority persons with various points of view. To control for a possible lack of understanding or ambiguity in their interpretation of the adjectives, students were instructed to refrain from responding to items about which they were uncertain. Once the students completed all the items whose meanings were clear, the experimenter answered questions concerning the other items on an individual basis. The same E was employed at each of the three schools in order to ensure consistency.

### Results and Discussion

This section reports and discusses the results generated by the testing of the hypotheses previously set forth.

#### A Comparison of Student and Recruiter Responses

Table 1 illustrates the rank ordering of the 25 job-related characteristics by Black high school seniors. It also presents a comparison of student ratings and recruiter estimates of how students would respond. In order to determine

TABLE 1

*Job Characteristics Desired by Black High School Seniors and Navy Recruiters Estimates of the Characteristics' Appeal to Black Students*

<u>Job Characteristic</u>	<u>Black Students' Rank Order</u>	<u>Recruiter Rank Order</u>
Opportunity for Advancement for Minorities	10	1
Good Salary	2	8
Opportunity to Travel	25	25
Freedom to wear hair, beards, mustaches, etc. without restrictions	12	17
Voice in the decision-making process	23	11.5
Status	22	4.5
Substantial number of other Blacks	20.5	23
High degree of responsibility	13	18.5
Liberal fringe benefits (retirement, health care, insurance, etc.)	5	14.5
Amount of freedom from direct supervision	20.5	22
Comfortable working conditions (amount of heat, noise, etc.)	3.5	14.5
Challenges ability	16	11.5
Opportunity to freely express political and social beliefs	18	3
Vacations	18	21
Variety in the work	14.5	24
Provisions for raising family	9	16
Choice of dress	14.5	11.5
Job security	1	8
Recreational opportunities	24	20
Opportunity for further education	8	8
Employer's involvement in problems of minority communities	18	2
Separation of job and private life	11	11.5
Importance of job	7	6
Good hours	6	18.5
Make use of my individual talents	3.5	4.5

A correlation of rank order for students and recruiters is .29.

the extent of agreement between students' and recruiters' responses a rank-order correlation was computed. The rank orders were determined by computing the average ratings for each item. Average in this case was the mean of all students and recruiters responses for each item. A score of five indicates that a factor is extremely important, while a score of one indicates that a factor is extremely unimportant. The obtained value ( $p=.29$ ) fell far short of the value ( $p=.40$ ) necessary for statistical significance at the .05 level.

In analyzing the discrepancy between students' responses and recruiter estimates of those responses, it appears that two phenomena are operating. First, recruiters assumed that Blacks would attach more importance to factors related specifically to minorities than was actually the case. While none of the *t*-test differences between student responses and recruiter estimates reached statistical significance, Table 2 shows that the four minority-related items ("opportunity for minority advancement, "employers involvement in problems of minority communities, "opportunity to fully express political and social beliefs, and "substantial number of other Blacks") were all among the factors producing the greatest *t*-values. Moreover, *t*-values for the first three factors were the result of overestimations on the part of recruiters.

Although it is possible that recruiter perceptions were generally accurate and that the students participating in this study were atypical of Black students in general, it is also possible that the items reflect the non-representative demands of a vocal minority who achieved notoriety during the era of student and civil rights demonstrations. In order to shed more light on this question, a study employing a wider geographic representation should perhaps be conducted.

TABLE 2

*t-Values for Differences in Job  
Characteristic Scores of Students  
and Recruiters*

<u>Job Characteristic</u>	<u>Average Magnitude of Recruiter Error</u>	<u>t Value</u>
Good hours	-.70	1.60
Variety in the work	-.67	1.53
Employer's involvement in problems of minority communities*	+.65	1.49
Status	+.62	1.42
Opportunity for advancement for minorities*	+.58	1.33
Comfortable working conditions	-.51	1.17
Opportunity to freely express political and social beliefs*	+.51	1.17
Job security**	-.51	1.17
Liberal fringe benefits**	-.50	1.14
Substantial number of other Blacks	-.46	1.05
Good salary**	-.44	1.01

\* Indicates overestimation of the importance of "blackness."

\*\* Indicates perceived dissimilarity where job factor appeal is essentially similar to findings obtained with whites in previous studies.

The second phenomenon which can be noted is an apparent tendency to assume that job factor appeal for Black high school seniors is more dissimilar to the responses of whites than is actually the case. For example, in summarizing a number of previous studies, Maier (1965) found that "good salary" and "job security" are nearly always among the major considerations of workers, irrespective of their occupation. Yet, recruiters greatly underestimated the appeal of these two factors for the Black high school students.

As was mentioned earlier, Crawford (1964) and Burke (1966) are among the researchers who have noted estimation errors when one group is asked to predict the appeal of job characteristics to a different group. It may be that this result is also, in part, a reflection of the tendency to ascribe large ideological differences to strangers of different skin color (Byrne and Wong, 1962; Stein, Hardyck, and Smith, 1965). Since the latter finding tends to be most observable in persons having little contact with minorities, it seems reasonable to expect that Black recruiters and those recruiters with more experience (who presumably have had more contact with Blacks) would show smaller prediction errors than other recruiters.

#### Recruiter Accuracy in Assessing the Appeal of Job Factors for Blacks

An analysis of recruiters' errors reveals that recruiter characteristics are, indeed, associated with differential accuracy in estimating the importance of job factors for Black students. Tables 3 and 4 summarize the results of the statistical evaluations of recruiter errors on the five most important factors indicated by students (see Table 1).



As noted above, Black recruiters displayed significantly more accuracy in estimating the appeal of job-related factors for Black students than their white counterparts ( $F=19.75, p < .005$ ). Also, experienced recruiters (in their third year) of both races were significantly more accurate than first-year recruiters in estimating the appeal of job-related factors for Blacks ( $F=8.67, p < .01$ ). These results lend support to the contact hypothesis discussed in the preceding section. Moreover, they cast doubt on the assumption that the non-representative nature of the subject population might be a major factor contributing to recruiter error. Rather, it seems that a large measure of recruiters' errors stem from their own characteristics and experiences.

#### Student Background Characteristics and Differential Response to Specific Factors

Separate analyses of variance were computed on each of the 25 job-related factors. Students were grouped in terms of their parents' income levels and whether their combined reading and mathematics achievement scores were above or below the grade level equivalents established by national norms.

The findings can be categorized in terms of: (a) significant income effects; (b) achievement effects; and (c) interaction effects. Following the precedent established in the section comparing student and recruiter responses, factors will also be considered in terms of being "minority-related" versus traditional.

The data presented in Table 5 show that income produces significant differences for both "minority-related" (i.e., "Freedom to freely express

**TABLE 3**

*Analysis of Variance of Average Recruiter Errors in Estimating the Importance of the Most Five Important Job Factors as Indicated by Black High School Seniors*

Source	SS	df	MS	F
Race of Recruiter (A)	2.3668	1	2.3668	19.75*
Age (Young/old) (B)	.2608	1	.2608	
Recruiting Experience (C)	1.0400	1	1.0400	8.67**
A x B	.0004	1	.0004	
A x C	.3629	1	.3629	
B x C	.0714	1	.0714	
A x B x C	.0133	1	.0133	
Error	3.8873	32	.1215	
TOTAL	8.0030	39		

\* P < .005

\*\* P < .01

**TABLE 4**

*Average Recruiter Error in Estimating the Importance of the Five Most Important Job Factors for Blacks*

Race of Recruiter	Younger (less than 32)		Older (over 32)		Overall
	# Yrs. Experience	# Yrs. Experience	Yrs.	Yrs.	
	1	3	1	3	
Blacks n=20	.47	.17	.19	.20	.258
Whites n=20	.73	.55	.52	.43	.558
Overall Mean	.60	.36	.36	.32	

social and political beliefs,  $F=7.85$ ,  $P < .005$ ; and "Substantial number of other Blacks,  $F=5.30$ ,  $P < .05$ ) and traditional ("job importance,"  $F=3.76$ ,  $P < .05$ ; and "degree of responsibility,"  $F=3.46$ ,  $P < .05$ ) job factors. In each instance students whose parents are in the lowest income bracket (below \$8400) attached significantly greater importance to the job factor than did students whose parents are in the highest income bracket (\$12,000+). Since the same pattern holds for both traditional and minority-related factors, one could argue that having a job is simply more important for individuals from poorer families. Thus, all aspects of the job could conceivably assume added importance. Summing across the five factors, one sees that High Income/High Achievement students had scores which were considerably lower than any others, thus lending further support to the argument that jobs and their features are more important for poorer students.

The tendency for students from poorer families to attach greater importance to both traditional and "minority-related" factors could also be related to ambiguity. On the one hand, they see themselves as being excluded from the "mainstream," thus making them more aware of the potential values of a black ideology. On the other hand, not having been a part of middle-class America, they are not in a position to reject the traditional approaches by virtue of unpleasant direct contact, in the manner discussed by Friedenberg (1969). Thus, low income Blacks may be torn between two divergent value systems.

The only factor for which there was a significant difference based on achievement was "job security." This finding may reflect the fact that Blacks who have been achievers in the traditional academic sense, have been disproportionately enrolled in education curricula. Thus, given the present shortage of teaching positions, black achievers in particular may be inclined to attach greater importance to job security.

As shown in Table 5, there are three job factors for which there are significant Achievement x Income interactions: "Freedom to freely express social and political beliefs," ( $F=6.13, P < .01$ ), "Employer's involvement in the problems of minority communities" ( $F=8.36, P .005$ ), and "Makes use of my individual talents" ( $F=8.39, P < .005$ ). This interaction is due to the high levels of importance associated with High Income/Low Achievement and Low Income/High Achievement students (see Figures 1, 2, and 3). The findings for Low Income/High Achievement students are consistent with the ambiguity explanation cited above. The finding that High Income/Low Achievement students accord higher values to "minority-related" job factors tends to support the observations of Hannerz (1970) that those whose skills do not permit them to progress in "mainstream America" often assume a "Black" posture. In a similar vein, Gurin et al (1969) discusses the concept of externality and Blacks' belief in the pathology of the American system. Thus, one could simply perform poorly because of a lack of belief in fate control, while simultaneously placing an emphasis on activity directed toward the activist solution of the Black man's problems in America.

TABLE 5

*Mean Importance of Job Factors for Black Students by Achievement Level of Students' and Parents' Incomes*

Job Factor	Students' Ach. Level	Parents' Income Level			Ach.	F Income	Ach. x Income
		Below \$8,400	8500-11,000	12,000+			
Degree of Responsibility	High	4.33	4.00	3.50	n.s	3.46*	n.s
	Low	3.83	3.67	3.00			
Job Importance	High	4.67	4.83	4.00	n.s	3.76*	n.s
	Low	4.67	4.33	3.67			
Job Security	High	4.67	4.83	4.50	4.18*	n.s	n.s
	Low	4.50	4.00	4.00			
Substantial No. of other blacks	High	4.00	4.17	2.67	n.s	5.30*	n.s
	Low	3.50	4.17	3.33			
Freedom to freely express social & political beliefs	High	4.50	4.17	2.17	n.s	7.85***	6.13**
	Low	4.33	3.83	4.00			
Employer's involvement in problems of minority communities	High	4.17	3.83	2.17	n.s	n.s	8.36***
	Low	3.83	3.33	4.33			
Makes use of my individual talents	High	4.67	4.00	3.50	n.s	n.s	8.39***
	Low	4.00	3.83	5.00			

\* P < .05  
 \*\* P < .01  
 \*\*\* P < .005



### Volunteering

Students were asked to indicate whether they would volunteer for military service under the present circumstances. Using students' responses (Yes, No, Perhaps), a series of Chi square analyses were performed to determine whether there is any relationship between demographic data (e.g., "type of high school attended," "number of younger brothers and sisters in the home," etc.) and students' responses to the question of volunteering. The one significant result ( $\chi^2 = 11.03, P < .05$ ) was produced by a comparison of volunteer responses among students from three income levels (see Table 6). Contrary to widely-held expectations, students from poorer families were underrepresented in terms of volunteer and possible volunteer responses. Middle income students, on the other hand, tended to be overrepresented in those two categories.

Although none of the other Chi-squares were statistically significant, two analyses produced sizeable values and would appear to warrant some consideration. As shown in Table 7, the all-black school produced a disproportionate number of volunteers and potential volunteers, whereas the predominantly black school was underrepresented in those two categories. Although the former finding is consistent with previously discussed notions concerning the traditional view of the military among Blacks, it is surprising to note that exposure to large numbers of middle class whites (probably anti-military) in the predominantly white school (Friedenberg, 1969) did not result in the lowest rate of volunteerism.

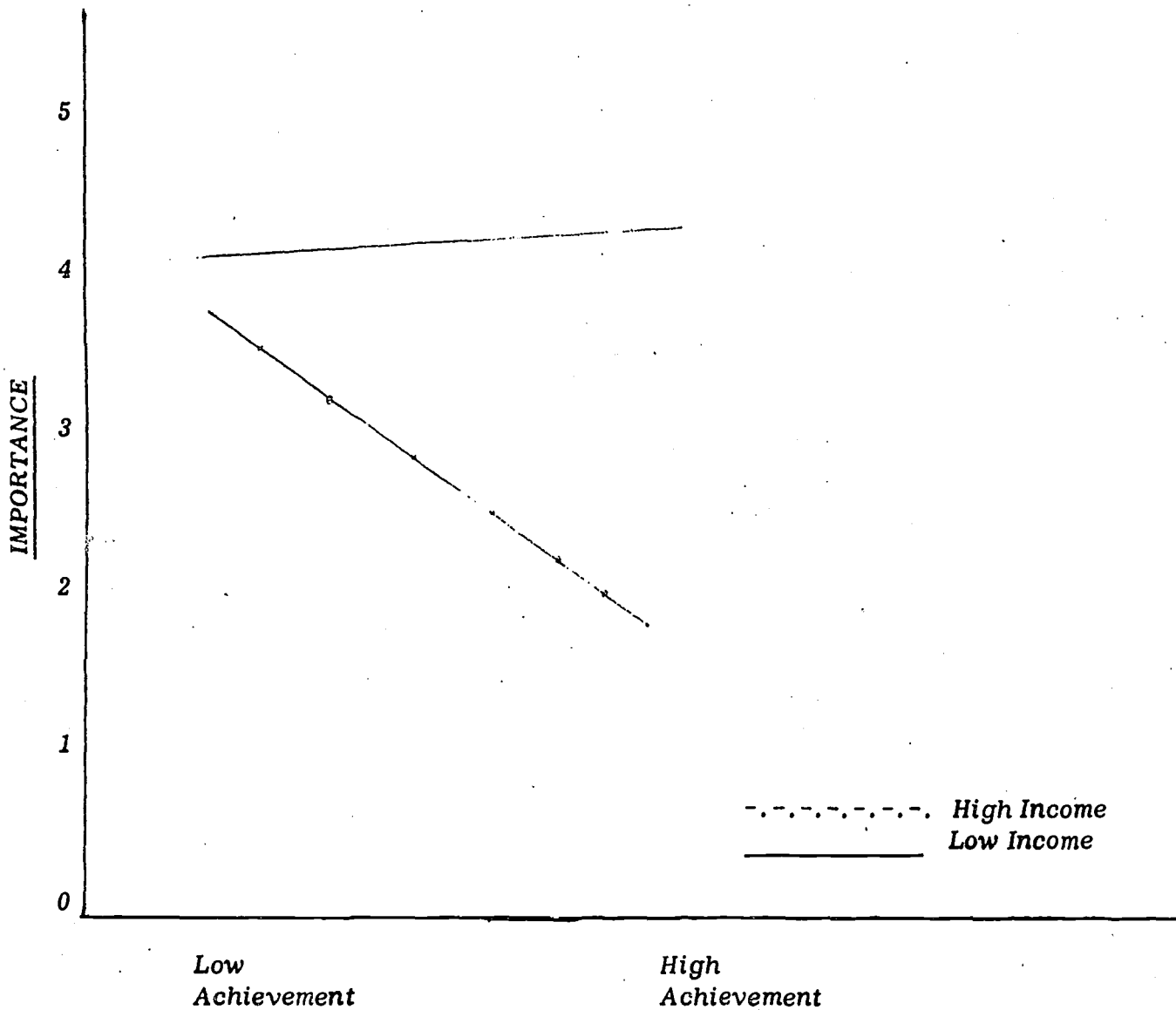
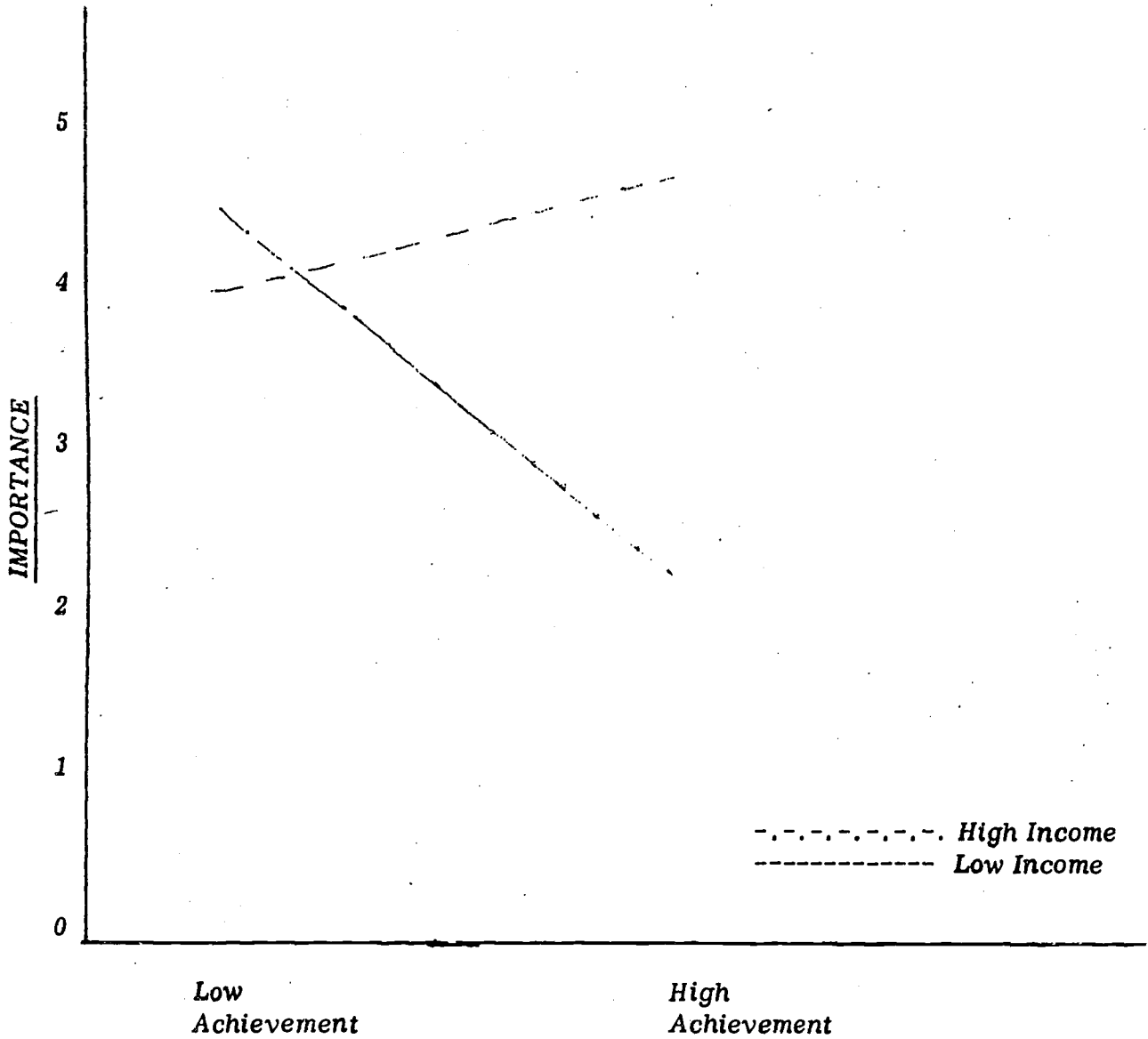


Figure 1. Mean Importance Level of freedom to freely express political and social beliefs for high and low achieving Black students from high and low income families



**Figure 2.** Mean Importance Level of employer's involvement in problems of minority communities for high and low achieving Black students from high and low income families



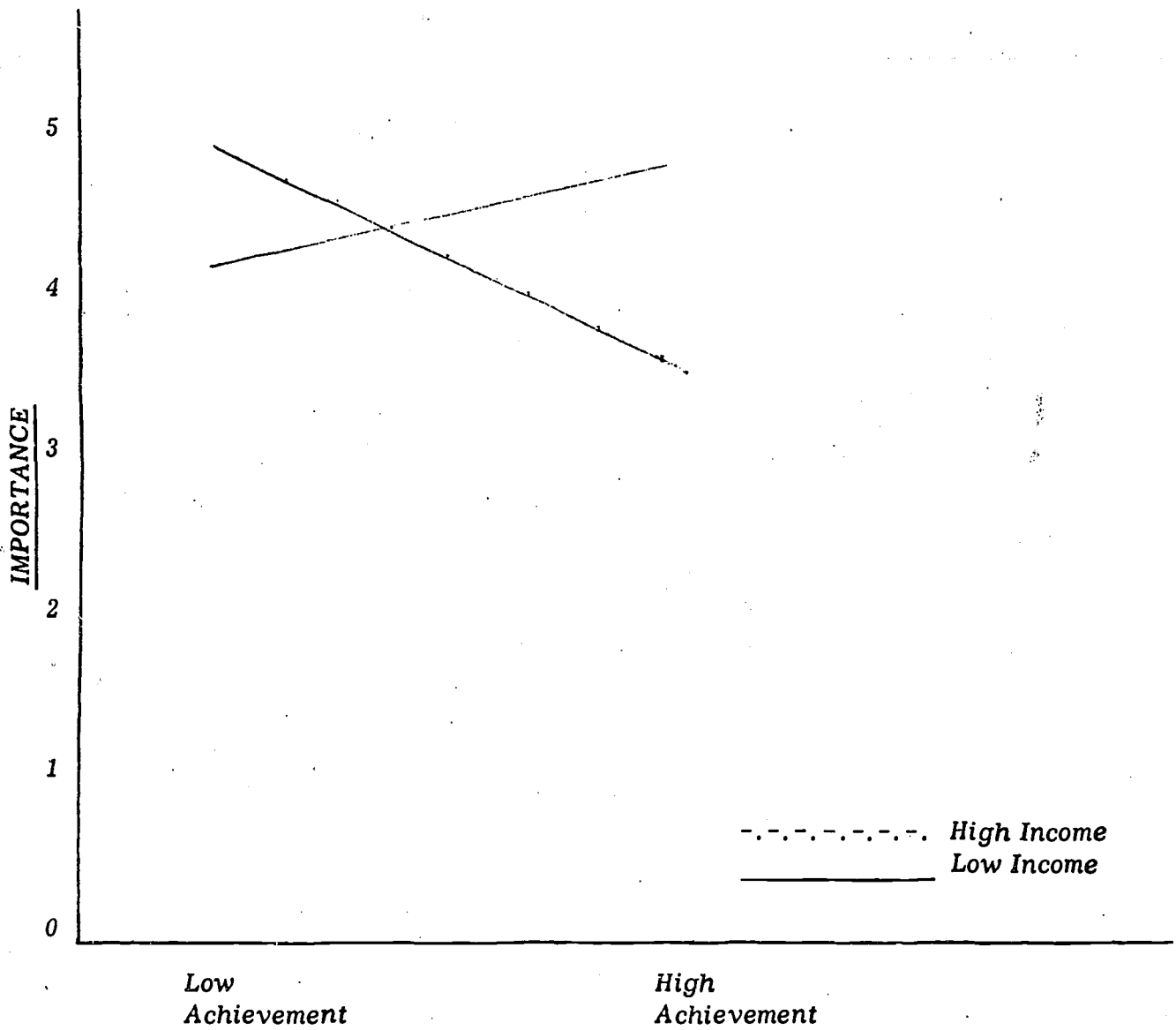


Figure 3. Mean Importance level makes use of my individual talents for high and low achieving Black students from high and low income families

A second sizeable but non-significant Chi-square was produced by the relationship between the head of the household and volunteerism (see Table 8). An examination of the data suggests that perhaps the presence of a male role model may serve to activate positive responses toward military service, whereas, in mother-headed families proportionately more uncertainty is present. Several alternative explanations are suggested by this data: (1) males, particularly if they are the sole male in the household, may be reluctant to leave their mothers; or (2) from a psychoanalytic viewpoint, father-son relationships may be characterized by a certain amount of friction, which makes the son's departure for military service a welcome one--for all parties concerned. Finally, from a research perspective, the tendency to respond affirmatively in father-headed households may contaminate economic data and theories concerning volunteers since, generally speaking, male-headed households have higher incomes but supposedly volunteers are from poorer families.

#### Perceived and Ideal Descriptions of Self

Six of the self-characteristics produced significant differences between volunteers, non-volunteers, and those expressing a possibility of volunteering for military service (see Table 9). Volunteers' conceptualization of themselves as aggressive and conventional is consistent with the personality characteristics described by Gray (1967) in his book, The Warriors. It is of interest, however, that individualistic and self-controlled which are also part of the military personality complex (both in authoritarianism and in Gray (1967)), do not assume their highest values for volunteers (see Table 9). Volunteers idealize respect, a finding which is also consistent with expectations.

TABLE 6

*Frequency With Which Students From Three Different Income Levels State That They are Undecided, Would, or Would Not Volunteer for Military Service*

Parent's Income Level	Volunteer Response		Yes		No		Total
			Expected		Expected		
	Actual	Actual	Actual	Actual	Actual	Actual	
Below \$8500	4.15	2	11.4	14	3.45	3	19
\$8500-\$11,000	4.15	7	11.4	6	3.45	6	19
\$12,000 +	3.70	3	10.2	13	3.1	1	17
<b>TOTALS</b>			12	33		10	55

$X^2=11.03, P < .05$

TABLE 7

*Frequency With Which Students From Three Different Types of High Schools State That They are Undecided, Would, or Would Not Volunteer for Military Service*

Type of H.S.	Yes		No		Perhaps		Total
			Expected		Expected		
	Actual	Actual	Actual	Actual	Actual	Actual	
All Black	10.12	14	32.03	25	8.85	12	51
Predominantly Black	7.74	4	24.50	30	6.77	5	39
Predominantly White	6.14	6	19.47	21	5.38	4	31
<b>TOTALS</b>			24	76		21	121

$X^2=n.s.$

TABLE 8

Frequency With Which Students From Mother and Father-Headed Families State That They are Undecided, Would, or Would Not Volunteer for Military Service

Family Head	Volunteer Response		Yes		No		Perhaps		Total
			Expected Actual		Expected Actual		Expected Actual		
	Expected	Actual	Expected	Actual	Expected	Actual	Expected	Actual	
Father	16.5	20	53.7	53	12.9	12		83	
Mother	6.5	3	21.3	22	5.1	8		33	
<b>TOTAL</b>		23		75		18		116	

$X^2=4.95, n.s.$

In sum, then, five of the adjectives which produced significant differences are part of a personality structure closely associated with military participation--particularly in war time. Yet, only two self description adjectives, aggressive and conventional, and one idealized adjective, respectful, are positively related to a volunteer response. Thus, the pattern of differences is not sufficiently consistent to allow a general theory of self conceptualization/volunteering to be formulated. It may well be the case that the imprecise connotative meanings of certain terms will prevent this approach from ever being a successful research device. For example, individualistic to a non-volunteer is likely to mean resistance to authority and regimentation. On the other hand, individualistic to the volunteer may mean rugged manhood in the Teddy Roosevelt tradition.

### Conclusions

Using the five-percent level of significance as a minimum criterion for rejection of the null hypotheses, the following results were obtained:

- (1) Recruiters are not particularly accurate in estimating the importance of job factors for Black high school seniors. A rank order correlation ( $P=.29$ ) was considerably below the value ( $p=.40$ ) necessary for statistical significance.
- (2) Black recruiters were significantly more accurate than their white counterparts in estimating the appeal of job factors for Black students.
- (3) Experienced recruiters (those in third year) of both races and

TABLE 9

*Means and Range Tests of Significant Main Effects of Volunteering for Military Service*

	Adjective	Volunteer Response			P
		Yes	No	Perhaps	
Actual	Aggressive	3.80	<u>3.00</u>	<u>3.27</u>	< .05
	Conventional	3.53	<u>2.60</u>	<u>2.93</u>	< .05
	Individualist	<u>3.27</u>	<u>3.87</u>	3.00	< .05
	Self-controlled	3.60	<u>4.13</u>	<u>4.27</u>	< .05
Ideal	Respectful	4.57	<u>4.07</u>	<u>3.79</u>	< .05
	Artistic	3.86	4.14	2.93	< .05

NOTE: Values underlined do not significantly differ from each other on Duncan's multiple range test

age groups were significantly more accurate in estimating job factor appeal for Blacks than first-year recruiters.

(4) Degree of Responsibility, Job importance, Substantial number of other Blacks, and Freedom to freely express social and political beliefs were factors which had significantly different appeal for students from high, medium and low family income levels.

(5) Job security was assessed in a significantly different manner by High and Low academic achievers. Freedom to freely express social and political beliefs, Employer's involvement in problems of minority communities and Makes use of my individual talents were factors which produced significant interaction effects. This finding was the result of their great appeal to High Income/Low Achievement and Low Income/High Achievement students.

(6) Income was significantly related to one's response to the question: "As it presently exists, would you join the military?" Surprisingly, however, students from poorer families were disproportionately underrepresented among volunteers. On the other hand, the frequency of volunteer response in the middle income category was greater than expected. Despite failing to reach statistical significance, students from all-black schools, and father-headed families were considerably more likely to give a volunteer response.

(7) The self conceptualizations of volunteers, non-volunteers, and the undecided were significantly different for six of the fifty-five adjectives. Five of the six adjectives (aggressive, conventional, individualistic, self-controlled, and respectful) are part of a personality structure often associated with participation in armed conflict.

### Implications

The findings in this study have numerous indications for both the military and industrial recruiting of minority group members--especially Blacks. Clearly, the need for black input into the recruiting process is demonstrated first by the discrepancy between student choices of job-related factors and recruiter perceptions of those choices. Secondly, the fact that Black and experienced recruiters are more accurate in estimating the choices of Black students would appear to be further evidence of the potential impact of on-the-job experiences which could presumably be simulated in training sessions under the auspices of Black advisors.

Additional modifications are suggested by the fact that certain factors have differential appeal to students from high, middle, and low income families. Too often, Black America seems to be perceived as a monolithic entity, yet evidence from this report would indicate diversity and the need for customized approaches to recruiting.

Finally, the association between volunteering and demographic characteristics permits the focus to be placed on those most predisposed to volunteering in times of tight money. With expanded availability of funds, populations not ordinarily inclined to volunteering could be focused upon.



Job Characteristics - 25 Factors in Occupational Choice

Instructions: There are twenty-five (25) job characteristics listed below. For each one, indicate how important this factor would be in your decision to accept or refuse a job.

1. Opportunity for advancement for minorities

	1	2	3	4	5
	extremely unimportant	not very important	average	important	extremely important
	1	2	3	4	5

2. Good salary

	1	2	3	4	5
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3. Opportunity to travel

	1	2	3	4	5
--	---	---	---	---	---

4. Freedom to wear hair without restrictions (also includes sideburns, beards, mustaches)

	1	2	3	4	5
--	---	---	---	---	---

5. Voice in decision-making process

	1	2	3	4	5
--	---	---	---	---	---

6. Status

	1	2	3	4	5
	extremely unimportant	not very important	average	important	extremely important
	1	2	3	4	5

7. Substantial number of other blacks

	1	2	3	4	5
--	---	---	---	---	---

8. High degree of responsibility

	1	2	3	4	5
--	---	---	---	---	---

9. Liberal fringe benefits (retirement, health-care, insurances, etc.)

	1	2	3	4	5
--	---	---	---	---	---

10. Amount of freedom from direct supervision

	1	2	3	4	5
--	---	---	---	---	---

11. Comfortable working conditions (amount of heat, noise, dirt, etc.)

1	2	3	4	5
extremely unimportant	not very important	average	important	extremely important

12. Challenges ability

1	2	3	4	5
---	---	---	---	---

13. Opportunity to freely express social and political beliefs

1	2	3	4	5
---	---	---	---	---

14. Vacations

1	2	3	4	5
---	---	---	---	---

15. Variety in the work

1	2	3	4	5
---	---	---	---	---

16. Provisions for raising family

1	2	3	4	5
---	---	---	---	---

17. Choice of dress

1	2	3	4	5
---	---	---	---	---

18. Job security

1	2	3	4	5
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extremely unimportant	not very important	average	important	extremely important
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19. Recreational opportunities

1	2	3	4	5
---	---	---	---	---

20. Opportunity for further education

1	2	3	4	5
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21. Employer's involvement in problems of minority communities

1	2	3	4	5
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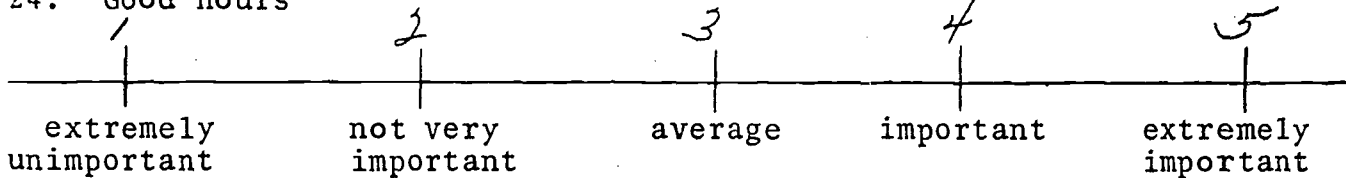
22. Separation of job and private life

1	2	3	4	5
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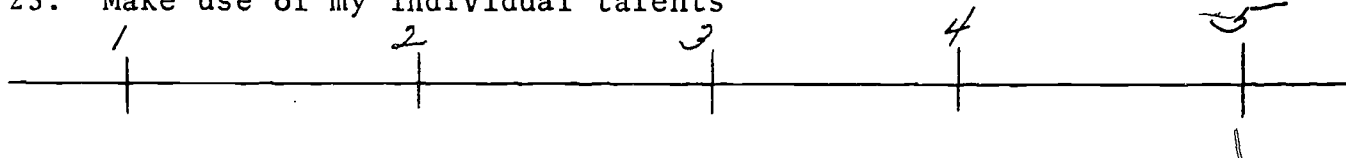
23. Importance of job

1	2	3	4	5
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24. Good hours



25. Make use of my individual talents



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