Factors Affecting Korean Military Cadets’ Attitude towards Diversity

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Abstract: The purpose of this study is to identify the significant factors affecting the Korean military cadets’ attitude towards diversity. Two hundred eighty-two (282) military cadets of Korea Army Academy at Yoengchoen (KAAY) were conveniently sampled from the Cadets’ Corps and a battery of questionnaire was administered to them from May 23, 2018 to June 2, 2018. Two hundred twenty-one (221) effective questionnaires were returned and the collected data were analyzed by multiple regression method. The results revealed three major findings: first, parental style did not show significant effect on the Korean military cadets’ attitude toward diversity. Second, experience of multiculturalism education at pre-transfer college showed significant effects on the Korean military cadets’ attitude toward diversity. Third, study group activities and contact with civilians in the military academy demonstrated most significant effects on Korean military cadets’ attitude toward diversity. The results suggest that school administrators and instructors of a military academy should consider offering formal class on diversity for military cadets. They also should encourage their cadets to participate in various activities to widen the cadets’ understating for diverse members and to continue to communicate with civilians.

1. Introduction

A military organization is a melting pot in which diverse members of sexual identity, educational background, socioeconomic status, and political inclinations are cooperating to accomplish common missions. The members in an organization often experience conflicts because of their different backgrounds. Positive attitude toward diversity and inclusiveness in a group or a workplace are crucial for harmonious cooperation in an organization (Harris, 2017). Korea army, especially, has more than half a million members whose diversity is growing more and more in the aspects of religion, sexual orientation, educational background, and ethnic background, etc. That growing diversity calls for intensive research because the military leaders should be equipped with the knowledge of strengths and shortcomings of the diversity (Kim, 2017). For example, the US Army defines diversity as the different attributes, experiences, and backgrounds of soldiers, civilians and family members that further enhance our global capabilities and contribute to an adaptive, culturally astute Army (Department of the US Army, 2016), and considers it as strength (Fanning, 2016).
Leaders’ attitude toward diversity in an organization plays a substantial role for the creativity, cooperation, and productivity (Buttner, Lowe, & Billings-Harris, 2007). Salazar, Feitosa, and Salas (2017) reported that leaders with higher acceptance of diversity gain more productivity and trust from their subordinates than counterparts with lower perception. The leaders with higher perception of diversity tend to work for their members with more consideration of racial, religious, and gender orientation and to gain voluntary devotion from their subordinates. Leaders with lower awareness of diversity, on the contrary, tend to hurt their self-esteem by neglecting their members’ personal background and (Takayama, Kaplan, & Cook-Sather, 2017).

Military cadets are being trained to be commissioned military officers and they will serve the army in various branches and areas. As they command private soldiers in the basic units, they have strong influence on their subordinates’ welfare and morale. Continuous globalization and the growing percentage of non-native immigrants have made forces increasingly diverse in terms of nationalities, religious beliefs, and cultural tendencies (Rosenauer et al., 2015). That means the military leaders must have cognitive, affective, and behavioral readiness for diverse population in the organization. So far, the issue of military cadet’s attitudes toward diversity, however, has not been studied in Korea. This study, therefore, intends to identify the facilitative factors affecting the Korean military cadets’ attitude towards diversity. To accomplish the research purpose, two research questions are addressed:

First, what are the significant factors affecting the Korean military cadets’ attitude towards diversity?

Second, what is the most significant educational factor to promote the Korean military cadets’ positive attitude towards diversity?

2. Literature Review

2.1. Parental Influences

Parental influence is the one of the key factor for an individual to form his or her attitude towards that forms individual’s attitudes towards other people or group (Bronfenbrenner & Morris, 2006). People tend to accept their parents’ inclination of political, economic, social, and cultural matters when they are in the period of toddler, youth, and adolescent ages. Parenting style affects the children’s interpretation of social norm and to develop their own value system (Nilsson, 2000). Or Parenting style helps children to interpret social norms and develop their own value system. Children of aggressive or repressive parents tend to develop negative and exclusive viewpoint to other people while counterparts of democratic and generous parents incline to have receptive and open posture toward heterogeneous group or persons (Schaffer, Clark, & Jeglic, 2009).

Children in the period of puberty gradually develop their own value system and ruling standards. In the Piaget’s development theory, adolescents start hypothetical reasoning and abstract thinking (Berk & Myer, 2016). If parents make negative or positive comments on specific group of people in the aspects of political, economic, social, or cultural evaluation, their children tend to agree with that evaluation without critical judgment. Adolescents, however, who take the educational opportunity of adequate communication and emphatic understanding demonstrate higher level of susceptive attitude toward diversity (Bowman & Brandenberger, 2012). Booth-Butterfield and Sidelinger (2009) reported that family communication type, parental style, and their socio-economic status have significant influence on the college-aged children's openness to other people or group, communication style, and attitude to sexual orientation, etc.
2.2. Influence of Educational Experiences

Many researchers reported that a person's educational experiences in-and-out-of school have strong influence on his or her attitude to political, economic, social, and cultural issues. Koukounaras-Liagis (2011) reported that multicultural education program in the secondary education course significantly enhanced adolescent students' understanding and positive attitude toward ethically, religiously different groups. College education courses on cultural diversity also has positive effects on undergraduate students' openness to other ethnic, religious, and cultural groups. Enyeart-Smith and colleagues’ (2017) reported report on longitudinal effects of collegiate multicultural education and they found concludes that college graduates who took multiculturalism course demonstrated higher competency in working in the multicultural situation and in dealing with social conflicts in their working processes.

The previous research indicates that although family influence is large on children’s development of social viewpoint toward others, but education also exerts great impact on students’ change of belief system. Students in high school and college still have more room to change their attitude to diversity by the influence of education because they are old enough to develop their independent value system (Whitbourne et al., 2009). For example, curriculum play central role on college students’ thinking on diversity-related issues as students who have taken culture and diversity courses tend to more easily understand outgroups more easily (Hogan & Mallot, 2005), while less educated people are more likely to have negative feelings toward people who are culturally different from themselves (Vollebergh et al., 2001). Another study conducted by Hogan and Mallot (2005) indicated that college courses on diversity reduce college students’ racial prejudices and gender discrimination.

Students’ interaction with peers at the college allow them to positively understand culturally and religiously different groups (keehn, 2015). The researchers asked college students about their personal experiences in culturally diverse groups and how much those experiences affect their attitude toward heterogeneous groups. Most of the survey respondents agreed that they tend are more likely to empathize with heterogeneous group of people if they listen to more personal stories. College students who have more diverse experiences with ethnically, religiously, culturally different groups show higher satisfaction in the college education (Bowman & Denson, 2012). Saenz (2010) found out that college students who have increased interaction with ethnically, culturally, and religiously diverse groups demonstrated higher academic performance and leadership efficacy. He also insisted that college students who have more interaction with diverse groups are able to expand and apply their knowledge in creative ways.

Overall, the body of literature research on educational influences on the attitude towards diversity shows benefits of college learnings on attitude to diversity. Colleges with limited racial diversity could compensate their shortages with more instructional course on cultural diversity and that may broaden the students’ views.

2.3. Diversity in the Military and Leader's Role

Diversity in the military is essential because the military is ethnically, religiously, sexually, and culturally diverse (Segal, 1999). In the US, the Duncan Hunter National Defense Authorization Act for Fiscal Year 2009, Congress mandated the creation of a Military Leadership Diversity Commission (MLDC) tasked with conducting “a comprehensive evaluation and assessment of policies that provide opportunities for the promotion and advancement of minority members of the Armed Forces, including minority members who are senior officers.”(Kamarck, 2017, p.1). Congress reaffirmed a commitment to maintaining a diverse military stating:

*Diversity contributes to the strength of the Armed Forces. It is the sense of Congress that the*
United States should—(1) continue to recognize and promote diversity in the Armed Forces; and (2) honor those from all diverse backgrounds and religious traditions who have made sacrifices in serving the United States through the Armed Forces.

The diversity in the military, however, has been argued that it has double-dimensional to the army in the beneficiary or harful effect (O’Brien & Gilbert, 2013). A Leader and his or her members' open attitude toward diversity will imbue creativity and cohesion to an organization in the positive aspect, but, if they fail to harmoniously deal with the heterogeneous members, the diversity may degrade the group effectivenss. Richard and Miller (2013) reported that diversity in gender, culture, and ethnic composition enhanced the creativity and group problem-solving ability. The leadership’s handling the of diversity is a critical factor to use the energy sourced from diversity because if a leader in a larger group fail to understand the group or individual's differences, the group members will be marginalized within the organization and tend to show less involvement and that negativity may lead to less group productivity.

The direct effects of diversity on group performance and effectivness still has disputable issues. Many researchers agree that the leaders’ ability in using the diverse workforce plays decisive role for group performance. Therefore, recent diversity management philosophies focus on building organizational culture and policies to better attract a diverse workforce and to accommodate career development for employees with different backgrounds (Ferguson & Porter, 2013, p.5). The U.S. Army leadership also tries to include more minority groups to enlisted and officer corps as seen on Table 1. So, the race and ethnic representation in the active duty and selected reserve is almost proportional to the real U.S. population.

The Republic of Korea Army (ROKA) also expects to have increased ethnic variety as immigrant marriage increases. The total number of marriage immigrants were 2,5182 in 2001, but it rapidly increased to 15,2374 in 2016 (Kim, 2016). As a results, enlisted men from the multicultural family also increased from 52 in 2010 to 404 in 2015 and the estimated enlisted men will be more than 9,000 after 2027(Republic of Korea Ministry of National Defense, 2014). These statistics indicate that military leaders must be equipped with multicultural sensitivity.

Variety in gender, religion, and sexual orientation also challeges both the U.S. and Korea Army. In the U.S. Army, the proportion of female enlisted and officers to the total military manpower is almost 34%. Furthermore, according to the National Defense Authorization Act for Fiscal Year 1994, Congress allowed women to serve as permanent crew on combat vessels and did not enact restrictions on women’s assignment to combat aircraft. It took more than 40 years even for the U.S. Armed Force to allow female personnel occupying 30% of total military manpower. Female manpower has also been increasing in ROKA every year. Currently, female officers occupy 5.5 % (about 100,000???) of total military personnel and they will increase up to 8.8 % ( about 17,000) in 2020. Even so, the U.S. Army did not allow the female personnel to be assigned to ground combat unit until 2013. On December 3, 2015, Secretary of Defense Carter ordered the military to open all combat jobs to women with no exceptions. This most recent policy change followed extensive studies on issues such as unit cohesion, women's health, equipment, facilities modifications, propensity to serve, and international experiences with women in combat (Kamarck, 2017, p.29). Following this development, the Republic of Korea Defense Ministry also announced that they will abolish all restrictions on female officers' assignment into frontline area (Ministry of National Defense, 2018). Therefore, military leaders need to have knowledge and open attitude to gender equality and inclusion.

The review of literature above indicates three points: First, parental style has strong influence on children's attitudes toward diversity. Second, educational experiences, especially in high school and college also play important roles in development of value system during adolescent period. Third, diversity is beneficial to organizational productivity if a leader is capable to effectively use the
energy of diverse population. Fourth, diversity in the military is growing every year and the military leaders need to understand their diverse population. Based on the literature review, three research hypotheses are addressed:

First, parental style will significantly affect Korean military cadets' attitudes toward diversity.
Second, educational experiences of pre-admission will significantly affect Korean military cadets' attitudes toward diversity.
Third, educational experiences in the military academy will significantly affect Korean military cadets' attitudes toward diversity.

3. Methods

3.1. Participants

Participants of this study were 221 junior and senior military cadets of Korea Army Academy at Yeongcheon (KAAY). Senior cadets got admitted to the institution in 2017 and have been educated for almost 2 year while junior cadets got admitted in 2018. The participants' demographic characteristics were summarized in Table 1.

Table 1: Demographic Characteristics of Survey Respondents (N=221).

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Sex</th>
<th>Pre-Transfer College</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>48(21.9%)</td>
<td>196(93.3%)</td>
<td>149(69.6%)</td>
</tr>
<tr>
<td>Senior</td>
<td>171(78.1%)</td>
<td>14(6.7%)</td>
<td>65(30.4%)</td>
</tr>
</tbody>
</table>

As Table 1 demonstrates, 21.9% of the respondents are junior, 78.1% of the respondents are senior cadets and 93.3% of them are male, 6.7% of them are female cadets. The cadets of KAAY normally transfer to the institution after they had completed at least 2-academic years from a 4-year universities undergraduate program or junior colleges. Of the total, 69.9% of the respondents were from 4-year universities while 30.4% of them were from junior colleges.

3.2. Measures

Four scales were employed to accomplish the research purpose: Attitude towards Diversity Scale (ADS), Family Influence Scale (FIS), Educational Influence Scale (EIS), and Social Activity Influence Scale (SAIS). The ADS is composed of 12 items originally developed by Montei et al.(1996) and the researcher translated it into Korean. The exploratory factor analysis (EFA) revealed three major factors representing (a) understanding others’ identity, (b) accepting others’ viewpoint, and (c) making efforts to communicate with others (if you maintain “that” then the sentence is incomplete). Among the 12 items, 4 items were loaded to the first factor, 3 items to the second, and 5 items to the third factor. The three or third??? hypothesized factor (three = factors / third = factor) structure was validated by confirmatory factor analysis (CFA) and demonstrated decent model fit ($\chi^2=95.67$, $df=63$, $NC=1.51$, $CFI=.92$, $NFI=.91$, $TLI=.91$). The ADS showed acceptable reliability of Cronbach’s alpha .91.

The FIS is composed of 4 items measuring the parenting style of democratic or authoritative, and communication style of receptive or directive. The EIS consisted of 3 items measuring the experience of multiculturalism course, extra-curricular activities, and contacting foreigners. The SAIS was composed of 4 items measuring the respondents’ experiences of communicating with elders, people having heterogeneous sexual orientation, foreigners, and people with heterogeneous political ideas, etc. The reliability of the measures was assessed by Cronbach’s alpha coefficients
and the all the subscale demonstrated acceptable reliability: FIS showed Cronbach’s alpha .88, EIS .89, and SAIS .90.

3.3. Survey Procedure

Basically the participants were a convenient sample of cadet officers; class of Educational Science and class of Communication. The researcher notified the participants’ right to quit and received informed assent from the participants. The researcher had received the class instructors’ agreement and visited the five classes from May 28, 2018 to May 30, 2018 to receive the survey responses.

3.4. Data Analyses

Multiple regression analysis was employed to test the research hypotheses. Concretely, or In concrete terms, two parental styles were employed as independent variables and attitude towards diversity as a dependent variable to test the first hypothesis. The first regression model served as baseline model for subsequent analyses. Second, the variables of educational experience were employed as additional independent variable over and above the baseline model. Third, variables of educational experiences were added to the independent variables in the multiple regression model and the attitudes towards diversity as a dependent variable. Fourth, the attitude towards diversity was employed as independent variable in a simple regression model and aspiration of job served as a dependent variable. The effect size of each regression model was assessed by the magnitude of multiple R² and each model’s differences of R². The researcher mainly used SPSS 20.0 for the regression analyses and EFA, and AMOS 18.0 for CFA.

4. Results

4.1. Descriptive Statistics

Prior to the test, all variables’ descriptive statics and their correlation matrix were presented in Appendix 1. All of the variables were in the range of mean of 3.01~4.20 and divers thinking showed most significant correlation coefficient with diverse value (r=.51).

4.2. Test of the First Research Hypothesis

The result of the first multiple regression model were presented in Table 2. The standard regression analysis method was employed to measure the magnitude of each independent variable’s effect on the dependent variable. Two variables representing the influence of parents served as independent variables in the standard multiple regression model.

<table>
<thead>
<tr>
<th>IV</th>
<th>DV</th>
<th>β</th>
<th>t</th>
<th>ΔR²</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomous Parental Style</td>
<td>Attitude towards Diversity</td>
<td>.05</td>
<td>.05</td>
<td>.07</td>
<td>.07</td>
<td>.77</td>
</tr>
<tr>
<td>Authoritative Parental Style</td>
<td>Attitude towards Diversity</td>
<td>-.08</td>
<td>-.92</td>
<td>.07</td>
<td>.07</td>
<td>.77</td>
</tr>
</tbody>
</table>

As demonstrated in Table 2, two independent variables of parental styles did not show statistically significant effect on the dependent variable. Both of the autonomous parental style(β=.05, p>.05) and authoritative parental style(β=.08, p>.05) were not statistically significant. Based on the above results, the first research hypothesis was not statistically supported.
4.3. C. Test of the Second Research Hypothesis

The result of the second multiple regression model were presented in Table 4, and this model hypothesized the effect of college education on the diversity. The standard regression analysis method was employed to measure the magnitude of each independent variable’s effect on the dependent variable over and above the parental influence variables.

Table 3. Results of the second regression model (Influence of College Experiences).

<table>
<thead>
<tr>
<th>Classification</th>
<th>IV</th>
<th>DV</th>
<th>β</th>
<th>t</th>
<th>ΔR²</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-transfer College Experiences</td>
<td>Multiculturalism Education</td>
<td>Attitude towards Diversity</td>
<td>.17</td>
<td>2.40*</td>
<td>.03</td>
<td>.10</td>
<td>2.69*</td>
</tr>
<tr>
<td></td>
<td>Experiences in foreign countries</td>
<td></td>
<td>.09</td>
<td>1.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interaction with foreigners</td>
<td></td>
<td>.02</td>
<td>.21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parental Style</td>
<td>Autonomous Parental Style</td>
<td></td>
<td>.02</td>
<td>.32</td>
<td>.07</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Authoritative Parental Style</td>
<td></td>
<td>-.06</td>
<td>-.17</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<.05

As demonstrated in Table 3, only one independent variable (multiculturalism education) among the three variables representing pre-transfer college experiences had statistically significant effect on the dependent variable over and above the family influence. Among the three additional independent variables of college experiences, multicultural education (β=.17, p<.05) demonstrated significantly positive effect. However, experiences in foreign countries (β=.09, p>.05) and interaction with foreigners (β=.02, p>.05) did not show significant effect on the attitude towards diversity. The second regression model was statistically significant (F=2.69, p<.05) and accounted for 10% of the variance in the dependent variable. The result means the second model additionally accounted for 3% of the variance in the dependent variable over and above the first regression model. Based on the above results, the second research hypothesis was partially supported.

4.4. Test of the Third Research Hypothesis

The result of the third multiple regression model was presented in Table 4, and this model hypothesized the effect of military academy experiences on the diversity. The standard regression analysis method was employed to measure the magnitude of each independent variable’s effect on the dependent variable over and above the family influence variables.

Table 4. Results of the third regression model (Influence of Military Academy Experiences).

<table>
<thead>
<tr>
<th>Classification</th>
<th>IV</th>
<th>DV</th>
<th>β</th>
<th>t</th>
<th>ΔR²</th>
<th>R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Academy Experiences</td>
<td>Study Group Activities</td>
<td>Attitude toward Diversity</td>
<td>.25</td>
<td>3.52**</td>
<td>.17</td>
<td>.22</td>
<td>5.74***</td>
</tr>
<tr>
<td></td>
<td>Interaction with officers</td>
<td></td>
<td>.07</td>
<td>.59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Autonomous Activities</td>
<td></td>
<td>.23</td>
<td>.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interaction with Civilians</td>
<td></td>
<td>.31</td>
<td>3.84***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-transfer Experiences</td>
<td>Multiculturalism Education</td>
<td></td>
<td>.16</td>
<td>2.28*</td>
<td>.05</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

As demonstrated in Table 4, only two independent variables (study group activities and interaction with civilians) representing military academy experiences influence had statistically
significant effect on the dependent variable over and above the second regression model. The two additional independent variables of military academy experiences, study group activities ($\beta=.25$, $p<.01$) and interaction with civilians ($\beta=.31$, $p<.001$) demonstrated significantly positive effect over and above the college experiences and family influence. The third regression model was statistically significant ($F=5.74$, $p<.001$), accounted for 22% of the variance in the dependent variable, implying that the third model additionally accounted for 17% of the variance in the dependent variable over and above the second regression model. Based on the above results, the third research hypothesis was statistically supported.

5. Discussion and Conclusion

5.1. Summary

The purpose of this study is to identify the factors affecting the Korean military cadets’ attitude toward diversity. The military cadets are prospective leaders in the military units and their attitude towards diversity may play decisive role to maximize the military personnel’s involvement and cooperation. The military authority should pay attention to the military leaders’ attitude towards diversity and utilize the factors positively affecting the attitude towards diversity. This study, therefore, intends to identify the factors significantly affecting the Korean military cadets’ attitude towards diversity. The researcher reviewed the literature and addressed three research hypotheses. The researcher conveniently sampled 258 military cadets of Korea Army Academy at Yeongcheon (KAAY) and administered questionnaires measuring their attitudes toward diversity (dependent variable) and variables that are supposed to affect the dependent variable. The researcher visited the classrooms of KAAY and conducted the survey from May 28 ~ June 8, 2018 and yielded 221 valid questionnaires. The collected data were analyzed in the standard multiple regression model to test three research hypotheses. The results of the analyses showed that two among the three research hypotheses were statistically supported and that multiculturalism education, study group activity, and interaction with civilians significantly affected the Korean military cadets’ attitude toward diversity.

5.2. Discussions

The first research hypothesis was not statistically supported and it showed insignificant parental influence on the Korean military cadets’ attitude towards diversity. Among the family-related variables, autonomous parental style or authoritative parental style did not show significant effect on the Korean military cadets' attitude towards diversity. That results contradict the previous study reported by Darling and Steinberg (1993) that revealed positive effect of parental style on children's social and psychological development. Konnie-Mensah and Kuranchie (2013) also insisted that authoritative parental style affect children to have more critical and defensive attitude to others while autonomous parental style facilitates children to have more receptive attitude to others. In this study, however, those two types of parental style were not significant and this means that Korean military cadets already developed socio-psychological viewpoint toward heterogeneous groups independent from their parents.

Those contrasting results could be understood by John Dewey’s (1959) theory of social development that every day experiences are valuable for learners’ change of cognitive and psychological understanding. Although parental style used to have strong influence on children’s attitudes toward other people when they were young, it gradually loses the power as children internalize and interpret their new experiences independently from the parents. The results also indicate the importance of educational experiences as mechanism to change the college students’
cognitive and psychological development as live and vivid process. Love and Thomas (2014) pointed out that although parental style marginally affects college students’ academic and emotional performance, researchers need more effective predictors. Chickering (2010) also insisted that college education promotes students to have higher level of awareness to social justice and responsibility.

Among the pre-transfer college experiences, multiculturalism education turned out to uniquely contribute to enhance the Korean military cadets’ attitude toward diversity. The result is strongly supported by many precedent studies (Moroye, 2017; Pagani, Robustelli, & Martinelli, 2011; Rios & Wynn, 2016), and the researchers commonly maintained that school is a natural context to absorb political, ethnic, religious, cultural, and gender diversity. Moroye (2017) reported that students and teachers reciprocally reformulate their interpretations of daily experience and instructors in the higher education are responsible to foster the productive interactions.

Interactions with civilians demonstrated most significant effect on the Korean military cadets’ attitude toward diversity. The results suggested many valuable implication for educational system of military academies in Korea: First, the administrators of military academies need to encourage military cadets to maintain their personal communication with family, friends, and civilian peers in various fields to widen the opinions about political, economic, social, cultural issues. The cohorts in the military institutions are usually emphasized to share common values, opinions, and assertions and they tend to obey single resolution although there still remain various views (Fitzsimmons, 2008). Students in the military institutions need to contact different and competing ideas and opinions to avoid the danger of groupthink.

Extracurricular activities and study groups are productive gateways for the military cadets to contact diverse ideas and views to various issues. They could develop productive posture to diversity in a group and way to cooperate with them. As Korean society becomes more and more diverse in the context of ethnic, cultural, political composition, and gender orientation, the military personnel also become diverse. The military cadets, therefore, must prepare themselves to develop psychological and social readiness for diverse subordinates.

Although this study is a pioneering attempt to empirically investigate the factors affecting the Korean military cadets’ attitude toward diversity, it has some limitations: First, the results of this study only can be applied to the KAAY because it is the only institution as a transfer military academy. Second, this study used self-report questionnaires responded by relatively small sample. It is known that the self-report measure is vulnerable to contamination of social desirability. Therefore, researchers need to solicit other military academies and use mixed data of self-report measures and observational records to enhance the accuracy of predictions.

References


Variable name 1=diverse thinking, 2=diverse value, 3=diverse culture, 4=diverse religion, 5=diverse sexual orientation, 6=understanding gender difference, 7=understanding personality difference, 8=understanding disabled, 9=settling dispute, 10=communication with peers, 11=autonomous parenting, 12=authoritative parenting, 13=experiences in foreign countries, 14=communication with foreigners, 15=multiculturalism education, 16=dating, 17=interaction with experts, 18=study group activities, 19=interaction with civilians, 20=attitude toward diversity