Chapter 3

RESULTS AND DISCUSSIONS

The purpose of this study was to find out if military training does indeed have an effect on the achievement, leadership and aggression qualities of the soldier undergoing training. In order to do this, the researchers got hold of fifty nine subjects, of which almost half were enlisted men and the rest civilians. However, due to repeated absences and the inability of the subjects to complete testing requirements, the researchers ended up with only forty subjects out of the possible fifty nine. They were then grouped into two using the posttest scores on Achievement as the basis for the grouping. A mid-point distribution was obtained by taking the highest posttest score of 22 and adding it to the lowest posttest score of 6 to get a total of 28. The score was then divided by 2 and a mid-pt score of 14 was designated as the cut-off score to determine which subjects would be assigned to the High Achiever Group and which ones to the Low Achiever Group. As a consequence, 24 were declared High Achievers and 16 as Low Achievers.

The reason why we wished to use the posttest Achievement Scores was because of the assumption that military training will have an effect on the achievement, leadership and aggression qualities of the subjects, and therefore, we will expect that the posttest scores will necessarily be higher than the pretest score.

As a result of the manipulation of data, the researchers came
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approximately three months after the training had officially ended.

To be able to get an indepth idea on the training itself and how it affected the cadets, the subjects were each given a notebook made into a diary, into which the subjects had the option to write down from day to day his personal views and feelings of the training as it progressed. These notebooks were then returned to the researchers after the end of the training.

**Administering the Tests**

Upon entering the classroom on the first day of the training, the researchers introduced themselves in the following manner:

"Good morning gentlemen, we are students from the De La Salle University. We would like to have your full cooperation and support to help us in conducting a study on your training program. We would like to be of help to you too in any way we can, to help you achieve the best possible results from this training. In this regard, we will need your assistance in making this study a fruitful one for all of us."

At this point, one of the staff psychologists told the cadets that if they would cooperate in answering the tests to be administered, they will no longer have to report back after their graduation.

It is a standard operating procedure for the NP Section to administer psychological tests to them prior to their call to active duty (CAD). Since this study was made possible with the cooperation of the NP Section, the cadets were no longer required to report for further testing after this one.
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As a result of the manipulation of data, the researchers came up with ten possible alternative hypotheses which are as follows:

1) There is a significant difference between the High Achievers and Low Achievers with respect to their achievement scores.

2) There is a significant difference between High Achievers and Low Achievers with respect to their leadership scores.

3) There is a significant difference between High Achievers and Low Achievers with respect to their aggression scores.

4) There is a significant difference between the leadership and aggression scores of both High Achievers and Low Achievers.

5) There is a correlation between the pretest and posttest achievement scores of both High Achievers and Low Achievers.

6) There is a correlation between the pretest and posttest leadership scores of both High Achievers and Low Achievers.

7) There is a correlation between the pretest and post-