

ary are also of vital interest to other organizations and where people must perform in dangerous time constrained conditions including law enforcement, firefighting, and high-states corporate ings. I recommend this book for anyone who desires a better understanding of human behavior er the most daunting conditions and definitely to those in the business of selecting, training, eloping and leading a modern military force.

**Michael D. Matthews, Ph.D.**

Professor of Engineering Psychology , West Point ,US Military Academy,NY  
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field of psychology has never been more important to the military than it is today. With the aim of ding better leaders through psychological science, Dr Rawat has once again succeeded to bring ether renowned experts from around the globe to share their respective knowledge and insights.

**Hubert Annen, Ph.D.**

Head of Military Psychology & Military Pedagogy Studies, Swiss Military Academy at ETH Zurich & Chairman, International Military Testing Association (IMTA)

*Military Psychology and Leadership Development* is an important contribution to the literature that goes beyond what one might expect by simply reading the title. The full scope of subject matter ored within the book defies any attempt to capture the content with a few words. All themes ered are critical aspects of military psychology and should be of interest to military leaders.

**Allister MacIntyre, PhD Professor,**

Military Psychology and Leadership, Royal Military College of Canada, Kingston, Ontario, Canada

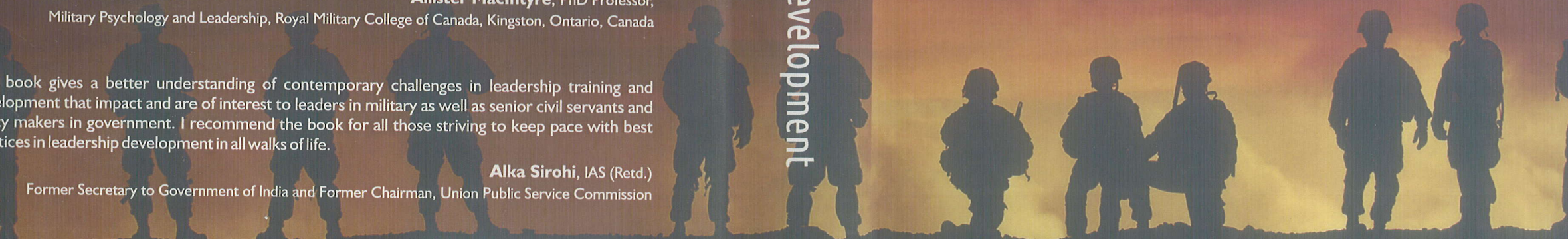
book gives a better understanding of contemporary challenges in leadership training and ovelopment that impact and are of interest to leaders in military as well as senior civil servants and y makers in government. I recommend the book for all those striving to keep pace with best tices in leadership development in all walks of life.

**Alka Sirohi, IAS (Retd.)**

Former Secretary to Government of India and Former Chairman, Union Public Service Commission

Military Psychology and Leadership Development

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Edited by

Lt. Col. Dr Samir Rawat

# Military Psychology and Leadership Development

*Edited by*

**Lt Col Dr Samir Rawat**



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## Foreword

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The Greek scholar and historian, Herodotus, while chronicling the Battle of Thermopylae, that was fought over two-and-a-half millennia ago, wrote about soldiers who were 'filled with shame and guilt, trembling and unable to fight'. There are references in literature to the 'Soldier's Heart' in the context of the American Civil War, 'shell shock' in writings about the First World War and to 'battle fatigue' in the Second World War. In recent times, this has acquired the nomenclature of 'combat stress'. It has been estimated that more US troops have died from suicide than the number killed in Afghanistan. As per another report, up to twenty percent of combatants deployed in Iraq and Afghanistan, may have suffered from temporary or long-term disabling agitation, nightmares and emotional withdrawal. The same would hold true for other armies deployed in war zones across the world.

In any war-like situation, it is the soldier in the field who pays the highest price. Combat is always destructive, and deployment in a war zone is always awfully stressful on account *inter alia* of separation from loved ones, anxiety, sleep disturbances and at times, guilt and sadness. 'Combat stress' is an old phenomenon even though this and other terms like 'Post Traumatic Stress Disorders' may be of recent origin.

Military Psychology involves the research, design and application of psychological theories and empirical data which in turn, enables the senior leadership to understand predict and counter various behaviours that are seen in either enemy forces or antagonistic civilian populations. Unless tackled immediately, these behaviours could be highly undesirable, threatening, dangerous or even inimical to the very conduct of military operations. In modern times, Military Psychology has often been recognized as an aid to troops waging wars in distant lands and psychologists have helped armies cope with the stresses of war, while using psychological warfare to disbalance the opposition.

## Family Context as a Factor of Choice and Success in the Military Profession

Anita Pesic

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The family is an inexhaustible topic for researchers of various scientific fields and branches. Medical science points out importance of genetic predispositions for psychophysical growth and development through its continuous conclusions of medical research. Social sciences consider family as a factor of socialization, mental health protection, human rights, consumer preferences and habits. Technical sciences consider family needs in terms of architecture and energy. An impression is made that family, as a research topic, represents a driving force for scientific development and a consumer of scientific findings in the broadest sense of the term.

Ackerman stated in his papers, as way back as 1958, (Ackerman, 1966) that family represents the basis for growth and development, experience, fulfillment, success, but also the failure of every individual, as well as the basis of health and sickness. Family, as pointed out by the same author, 'determines mental destiny' of a man. Many scientists who study man in various scientific disciplines (psychologists, sociologists, anthropologists, psychiatrists, medical doctors) agree with this claim. Different aspects of a family have been researched. Most often these are completeness and size of a family, socioeconomic characteristics of a family, parent personalities and partnerships, authorities within a family, upbringing.

This chapter reviews success in the military profession from the angle of family and its role in professional choices, advancement and success. The family context is considered to be the family of origin and the current family, i.e. emotional partnerships of members of the Republic of Serbia defense system.

In order to review family context and its contribution to the military profession in an operational way, two empirical pieces of research were conducted in time.

The first empirical research was implemented in 2009 on a sample made up of students of Military Grammar School in Belgrade and students of civilian grammar schools from the Republic of Serbia. The goal of the research was to determine the importance of the family of origin for the development of personality which will, based on its affinities, choose and fulfill selection conditions of the military profession. The family of origin was viewed as a factor in the selection of military profession through the connection between the patterns of family attachment (FA) and professional maturity of military grammar school cadets.

The second empirical research was implemented on a sample of persons employed in a military profession in 2011 and had a goal to determine different psychological factors which contribute to success in the military profession. Since the purpose of this paper is examining the family context, the results of this research indicating the importance of current family for success in the military profession will be shown. The current family is viewed through emotional quality of partnership relations of the employees, i.e. the relation which satisfies numerous needs such as: belonging, loyalty, protection, togetherness, support and intimacy, while through the everyday relation of partners their mutual respect, communication, understanding, acceptance, agreement, in a word, the emotional quality of partnership, is viewed.

Motivation factors of youth in choosing the military profession were dealt with by many researchers from different points of view: Pajević 1983, Šaranović, Milenković, Đorđević, Višacki 2008. However, the interest of these authors for the influence of the family of origin on motivation and selection of the military profession was based on the structure of the family (complete, incomplete), its socioeconomic characteristics (size of the place of residence, monthly income and education of parents, the number of children). The results of the empiric research (although distant in time) demonstrated a predictive value of certain characteristics in the selection of the military career, which is significant in the theoretic sense. Also, the results showed that the sources the Military Academy cadets come from have not changed significantly in the last twenty years, despite all the changes in the society and that the influence of certain psychological and socioeconomic factors as determinants in selecting a military career has remained almost the same.

The unchangeability of the psychological factors influence on the motivation for a military career gave the impulse to investigate the origin of these psychological factors. The family was a starting point as a natural place of origin of every individual.

The sample for this empirical research, dealing with the psychological factors for selecting a military profession with the help of family attachment (FA) and professional orientation of adolescents variables, were the grammar school students, the total of 356. The sample from the Military grammar school was made up of 156 students in the first and fourth year while 202 students came from civilian grammar schools (from Niš and Aleksinac). The research problem was the question: is there a connection between patterns of family attachment and professional maturity.

The theoretic basis of the empirical research was Super's Career Development Theory and Attachment Theory.

Super's career development theory explains that the selection of future profession is a developmental process which has as its result a certain degree of professional maturity which is an integral part of the complete personality development together with emotional, social and intellectual development (Super, 1957). He divided career development into 5 periods where the period of adolescence is relevant for this research since this is the time the military profession is chosen before enrolling into the Military grammar school. According to Super, between the ages of 15 and 17 the needs, interests, capabilities, values, possibilities are considered. Test choices are implemented in reality or in imagination. Super explains the model of career development with the concept of professional developmental tasks. Super argues that professional developmental tasks are the tasks of an individual in certain development stages, which he is expected by the society to fulfill successfully and which are directly or indirectly connected to the work domain. The indicators of professional maturity of adolescents are: focus of an individual on selecting the desired school – university, making plans and decisions about enrolling into the desired university, being informed about the ways to prepare for the desired university (future occupation), being informed about the necessary average and results in order to be accepted to university, the degree of practical preparation for the desired university (occupation), being informed about the benefits that the desired occupation offers, being introduced to everyday activities, duties the desired occupation entails, being informed about the employment opportunities (Brančić, 1986).

Super performed research with his associates and students in order to test his career development theory. Their findings: career development process is uneven and the professional maturity indicators change with age; in order to make a 'valid' mature professional decision it is necessary to reach a good understanding.

The specifics and detail of being informed on the desired occupation tend to increase with age and experience, as well as the knowledge about the psychosocial conditions of work, possibilities for entering and advancing within this occupation. Being informed is connected to intelligence. The more intelligent are, at the same time, better informed, they understand that the choice of their future profession is an important question for their existence, that through good choices they can overcome obstacles later in life and that work and life satisfaction depend on the choice of occupation. This is why they are better informed about the things concerning their future occupation. The specifics of their desire, the degree of engagement and consideration of other possibilities grow with age, as well as desire coherence.

Socioeconomic status of parents always plays an important role in professional development. Super does not point out directly the role of intelligence in the selection of one's occupation, but indirectly, through socioeconomic status and education level. A more favourable status gives

more favourable stimuli for intellectual development, while a high level of intelligence involves a higher level of educational aspirations and greater success in school.

The second theoretic basis is the Attachment Theory. In the last thirty years, apart from the career choice theories (by authors: Super, Ginsberg, Holland, etc.), there were several specific career choice theories. Their main goal is to unify the postulates which are, in a way, common for several theories as well as to establish a firm connection of career choice psychology with the social, pedagogical, developmental and other branches of psychology (Pajević, 2006). These theories are primarily intended for professional counseling and decision 'techniques' in the process of career choice. One of the most prominent among those theories is the one stemming from Bowlby's Object relations theory (Bowlby 1969, 1982, 1973, 1980 according to Scharf, 1997 according to Sharfu R., 1997). The attachment theory primarily deals with the study of forms of attachment (of children to parents) and examination of ways they determine the later life of a person. Bowlby and his associates, primarily Mary Ainsworth researched the forms of attachment of small children by using an assessment technique called the Strange Situation Classification (they observed the behaviour of children in a stressful situation when the mother leaves the room and returns again, when a stranger comes and leaves).

Mary Ainsworth formed three general styles of attachment in children: *secure style* – the child responds easily to the person providing care without emotional stress, therefore it is capable of continuing to play and explore its environment; *anxious-ambivalent* – the child perceives its caregiver as nonconsistent and becomes anxious. Such a relation creates the image of inferiority, the child sees itself in the light of insecurity and this is how it perceives other people as well, as insecure, cold and unavailable. Such feelings about herself and others reflect on the child's interest in the world around her. She becomes insecure and uninterested. *Avoidant attachment* – Taught that their expectations are not met, these children do not cry and do not ask for their mother once she leaves. Their play is stiff and stereotypical. When their mother returns, they ignore her and do not react. Children with such an attachment style tend to develop a feeling that they are alone in the world and that others cannot be trusted.

Research showed that these attachment styles are stable during the first 6 years of life and that they differ from a child's mood or temperament (Lopez, 1995, according to Scharf, 1997). The implication of these styles for career choice is based on the presupposition that children with the insecure attachment styles spend less time exploring, so they gain less information about the world, therefore about the work domain as well.

The application of Bowlby's theory on career choice is recent and based on its application so far it is not possible to predict the type of occupation based on the attachment type. There are papers speaking about the importance of early attachment for the choice of career.

In this respect, the influence of attachment pattern is important for exploratory behaviour (Blustein, Prezioso and Palladino Schultheiss, 1995).

Children with insecure attachment patterns spend less time exploring, therefore obtaining less information about the society. Children with the secure attachment pattern are freer to explore the world around them and in time become more competent in interpersonal relations (Lopez, 1995). In time, these children tend to have a stronger feeling of professional identity and are more independent in decision-making regarding their careers, in part due to the fact they had more opportunities to explore the work domain (Blustein, 1995). Also, it was found that attachment to mother and emotional independence from the father is a useful predictor of confidence a person has in his own career-related decisions, as well as the choice of incongruent careers (O'Brien, 1993, according to Scharf, 1997). Employees with a secure attachment pattern tend to better adapt to work (Hazan and Shaver, 1990), while the employees with anxious-ambivalent attachment patterns are anxious in performing their duties (Hardy and Barkham, 1994). It is interesting that the adolescents who are closely emotionally attached to their parents, but capable of independent decision-making, are less likely to make premature, imprudent career decisions.

The importance of this theory for practice is the possibility to predict socio-psychological adaptation and quality of interpersonal relations at work, which is highly significant for the requirements of military education and profession.

An empirical application of the attachment theory in the sphere of organization is insignificant both worldwide and in our country. Scientific research papers most often research aspects of attachment of adolescents and adults in various spheres of life.

As the theory of attachment was described in detail, it is also desirable to mention that early attachment relations influence the forming of prototypes for later adult relations. Recent literature which applies theories of group process in the life of organizations also uses the concept of internal models, claiming that people use internal (internalized) models of authority within their organization's life (Czander, 1993; Hirschhorn, 1990; Shapiro and Carr, 1991).

Researchers Kahn and Kram (Kahn and Kram, 1994, according to: Pistole, 2003) explain in their paper that internal models of attachment implicitly pertain to authority as well. Parents are the first authority figures, who set up a model (matrix) for what people expect in relations with authority. Also, they state that internal authority models, as well as internal attachment models (Bowlby, 1988, according to: Pistole, 2003), are initiated by anxiety. When people experience insecurity or stress in a situation at work in their organization, their internal models are activated, leading them to reject or establish attachment, until they feel safe again. In the life of a modern organization and in a society going through a transition, such as ours, where there are no guarantees of security at work, the employees must find alternative sources to satisfy their security needs (Kahn, 1996). They also claim that identifying the attachment model of a person can provide precious information on how this person will act when faced with authority, whether it is a superior (professor, senior officer, commander, manager) or his subordinate (Kahn and Kram, 1994, according to: Pistole, 2003).

Hazan and Shaver (Hazan and Shaver, 1990) were the first to find a connection between attachment and work behaviour of employees in organizations. They pointed out that work behaviour of employees in organizations can be viewed similarly to what Bowlby called 'exploration'. In their research, they approach the work behaviour of the employees as a form of exploration of the employees, where they engage differently according to their attachment style. Engagement of the employees within their organizations was being viewed and researched as an activity. The approach offered by Hazan and Shaver (Hazan and Shaver, 1990) provides the simplest way to understand and demonstrate the contribution of literature on attachment in the development of the professional career of the employees (Blustein, Prezioso and Schutheiss, 1995). However, the authors of this study claim that the usefulness of the attachment theory need not be limited to understanding work as a form of exploration. The function of the attachment theory reflects in the possibility of greater understanding of interpersonal nature of, for example, the relation between a supervisor and a student; mentor-student; manager-employee (Fleming, 1996; Quick and Nelson, 1991, according to: Pistole, 2003).

Researchers Hardy and Barkham (Hardy and Barkham, 1994) complement the work of Hazan and Shaver by making up scales in order to research the connection between individual differences in problematic interpersonal relations and work orientation, in relation to attachment style. They came to the conclusion that a high score on the anxious/ambivalent scale significantly correlated with the said anxiety related to performing work tasks and concern about work relations; while high score on the avoidant scale correlates with general work dissatisfaction of employees, arguments with co-workers, concerns about working hours and difficulties in social life and family relations.

In a longitudinal study with high school seniors (Davila, J. Burge, D. and Hammen, C. 1997) the researchers investigated the connection between the attachment style, school success and work functioning in organizations, only two years later. The results show that attachment style is correlated with the effort at work, job satisfaction, a tendency to overcommit and anxiety in performing work tasks. Burge et al. (Davila, J. Burge, D. and Hammen, C. 1997) concluded that their findings support the hypothesis that secure attachment provides a secure basis which allows young women to successfully negotiate their employment, i.e. to explore their jobs.

Hutt (Hutt, 1991, according to: Pistole, 2003) researched the influence of attachment style on solving everyday problems by examining the connection between a superior and a subordinate. She concluded that differences in attachment style influence how managers will resolve personnel issues. Insecurely attached managers have more issues in finding satisfactory employees than securely attached managers.

Nelson and Quick (Nelson and Quick 1987, 1990, according to: Pistole, 2003) presupposed that attachment behaviour bears significance in the lives of successful managers. They presupposed that a supporting mentor (supervisor, employer) can help a manager, but also an employee to develop

self-respect and self-confidence, based on the idea that managers who use mentors as figures of attachment will be more capable of maintaining balanced, satisfactory and less stressful interpersonal relations than those who try to manage on their own. Their results were based on an idiographic study of six managers, (Nelson and Quick, 1991, according to: Pistole, 2003) but they gave a significant impulse to further research. By applying the attachment theory in researching social support, they discovered that social support, more than instrumental or technical support, results in a higher satisfaction level at work and lower stress level.

Both Bowlby (Bowlby, 1988, according to: Pistole, 2003) and Ainsworth (Ainsworth, 1991, according to: Pistole, 2003) included work relations in their concepts of possible attachment relations. Bowlby: ... researches the paradox contained in self-confidence: individuals are capable of being completely self-confident when they see themselves as supported or attached to other trustworthy people. When an organization requires that her members engage in business risks in an unknown territory, create ways to add value or innovate, these members feel the organization is abandoning them, lets them fight for themselves in the race for resources, projects, and clients.' (Pistole, 2003). This feeling of abandonment produces the type of stress and anxiety which brings about behaviours of seeking security and prevents risk taking (Kahn, 1996, according to: Pistole, 2003).

As Bowlby explains in his theory, there is a prominent disposition of every being to seek closeness and contact with others which may help him to overcome threats, so the role of all components of attachment is to maintain and reestablish the feeling of safety when fear and anxiety occur.

Behavioural components of adult attachment are similar to those perceived in an early age. Adults also show a desire for closeness with the attachment figure when they are stressed; they feel increased pleasure in its presence; anxiety when it is unavailable and pleasure and joy when it reappears again (Shaver 1988; Weiss 1982, 1984, according to: Pistole, 2003).

When the figure of attachment is lost, sorrow is felt (Bowlby 1989; Weiss 1994, according to: Pistole, 2003). According to Bowlby's theory: 'During adulthood, availability and responsiveness of attachment figure remain the source of the feeling of security.' Psychological and physical security of employees is of the greatest importance in organizations, where matters of competition and evaluations represent a constant source of stress. Without the feeling of security, it cannot be expected for the employees to take risks of engaging in the organizational culture. It might happen that employees in such an organization are not even able to identify, much less articulate, what disturbs them and interferes with their work engagement. Even the way the employees look for security will probably be determined by their previous attempts in this respect, with the earliest one occurring in the earliest childhood with their parental figures.

In every organization, employees compete for praise, acknowledgement, and promotions, which are limited, so it is expected and it can be presumed that, by experiencing or even just expecting the stress over evaluation, many employees would resort to attachment behaviours by using the safe harbour

(security base) or looking for protection from the harsh reality of the work place. An employee might start checking with his manager the decisions he would normally make on his own; another employee might stop by his manager's office so he could, more often than usual, initiate a conversation. These are the examples how a supervisor, i.e. manager provides maintaining of proximity.

Attachment behaviour of employees directed to a manager will probably become activated in cases of conflicts in communication within the organization, when dissatisfaction and frustration make people feel less secure and more sensitive and vulnerable to attacks. We can assume that employees who are securely attached will have less conflict in communication than those attached insecurely. There were attempts to research compatibility of attachment styles and communication strategy in the relation of a superior and a subordinate.

Kahn and Êram (Kahn and Kram, 1994, according to: Pistole, 2003), called the relation between a superior and a subordinate 'hierarchical pairs', and pointed out that with pairs with similar insecure internal models of authority this relation will undermine their ability to do the work through mutual rejection of personal responsibility. They developed a theory that even beside this there will be a certain degree of accepting the relationship due to similar presuppositions and strategies on both sides. A study showed that compatibility of belief systems of manager and employees (subordinates) influences work satisfaction (Rowley, Rosse and Harvey, 1992, according to: Pistole, 2003).

The idea of this chapter is determining the pattern of family attachment of students from the military and civilian grammar schools. The idea was brought about after considering Bowlby's conclusions that the acquired attachment patterns are transferred to all relations in a person's life and based on research on the application of attachment theory to organization and relations within the organization as well. If a family is the first and most important environment (and sociologists would say the smallest social unit) in which a child is brought, and in which it forms certain patterns of family attachment from the repeated everyday experiences, it is interesting to see whether the experiences from the primary family unit are transferred to other social environments in which the child participates over time (school, workplace, various associations). If he experiences family as a whole as a safe place, and relations in the family (with all family members) as warm and in line with autonomy, depending on the developmental level of the family, is he going to transfer this safety and trust model to other social units? The theory says: yes.

We believed that the evaluation of family attachment on the military grammar school cadets was very interesting because the education process is very specific. The military grammar school students replace the protection and care of their parents and families with a military system.

In a specific period of growing up, the function of the family is played by the system, as a second unit entered by students after their families. Life in the family house, the students replace by life in a boarding school. The role of



the parents is taken over by teachers and pedagogues and psychologists, the role of siblings is taken over by the classmates. The question is whether the family attachment pattern and family as a whole will be transferred to the new environment – the military system? Do the acquired family attachment patterns help the military grammar school students adjust to the new way of life and work? And whether the family attachment patterns can be changed by experiences repeated every day in the boarding school?

There are no objectives or written data to answer these interesting questions, but there are experiences. The candidates evaluated as attached to their families have shown attachment to their friends (classmates), the system and the officer profession through their career development (in this case between 15 and 65 years of age). The experience from the military grammar school shows that the first acquired experiences can be changed when the environment is changed, which is enabled by the military education system.

Besides the standardized instruments for measuring attachment of a child to his mother, adolescents and partner attachment, there is a standardized instrument used for evaluating the family attachment.

*Family attachment questionnaire* (Brennan, Clark and Shaver, 1995, according to: Stefanović-Stanojević, 2004) – consists of 18 claims relating to subject's feelings in family relations. The claims seek to discover how the subject feels in relation with his family as a whole, not only some members of the family. It is necessary for the subject to carefully read each of the claims and respond to which extent he agrees. He was offered an agreement scale from 1 to 7. Based on the answers, he may be matched to one of the four patterns of family attachment.

#### Four Patterns of Family Attachment

*The secure pattern* of family attachment represents a relationship of an individual to his family filled with security based on the intimacy within the family as a whole, with an appropriate level of autonomy. The secure pattern of family attachment is characterized by a positive model of self and a positive model of others (low anxiety and low avoidance). A person with a secure pattern of family attachment sees his family as a place of support where he can count on love and care and help when it is needed. Thanking to his everyday experience with his family he acquires security in his family and develops a model of secure family availability. He forms an image of himself as an attention worthy being, which deserves love, while he perceives the world and other social wholes similar to family (organizations, places of business) as secure places for himself.

*The preoccupied pattern* of family attachment represents a relation of an individual to his family as a whole which preoccupies the individual. This pattern is characterized by a positive model of others (in this case family as a whole and high anxiety as a consequence of high assigned value) and a negative model of self (lower assigned value to oneself in comparison to other members of the family – low avoidant). The individual focuses all his activities to drawing the attention of the family in order to obtain their

affection. From everyday experiences with their families these individuals learn that they should fight for attention, so they transfer such excessive involvement to relationships with other people as well (partners, children, associates). Given that they spend a lot of time and energy on excessive involvement in all kinds of attachments, they often do not have the energy to adequately evaluate the real situation. Hence the anger suppression, unresolved conflicts, excessiveness in everything they do. Individuals with the occupied family attachment pattern become highly dependent on their families as a whole, and they transfer this dependency to other environments (workplace, associations), they have increased need to belong to someone or something (family, system, organization) but also the need for control which is subtly expressed through activities the individual uses to draw attention of other members to himself, and thus control their behaviour.

*Dismissing pattern* of family attachment represents the relationship of an individual towards his family as literally dismissing. The family as a whole virtually does not respond to the needs of their member. Whereas, the family can be complete and functional – in the sense that it provides conditions for life and work of its members, but that it does not care about a member (or members) in a way which is in line with the emotional needs and reactions of the family members. Such a situation creates a feeling in a family member of not belonging to the family, so it is not rare that such individuals deny attachment to the family by raising a shield to guard themselves against further disappointment. From everyday and repeated experiences, the family member learns that he cannot expect support and help from the family when he needs it and he develops a specific model of himself and of the world. A model of himself as a not very valuable being, and the model of the world as a place not very favourable to him or his needs. Such model develops into behaviour which can be described as a distance from the social environment (group, organization), social interactions are tainted by distrust so reserved disposition and reliance in oneself and one's abilities is the best choice. A positive self-image makes them invest only into themselves and the part of reality they believe will not fail them: work, material gain. Also, these individuals undertake activities which will help them increase their independence, i.e. emphasize their independence from the family. Such family attachment pattern with characteristic behaviour is transferred by the individual to other social environments he is becoming a part of over time.

*The fearful pattern* of family attachment represents an individual's evaluation of his family as a whole with which he has got the need for attachment, but at the same time, the fear of attachment is present, which leads to internal conflict in the individual, a family member. Families with the fearful attachment pattern are often families where one of the members has got some form of psychopathological disorders. This fact is one of the explanations for the fearful behaviour of the family member, i.e. that the traumatized parents are frequently scared which may create a conflict situation for their children and inconsistency in responses in certain situations. Given that the family members with this attachment pattern failed to develop positive models of themselves and others, furthermore, they developed negative

models, this results in high anxiety and avoidance, these persons are highly dependent on their families and they reflect this dependency to other social wholes. Their attachment to their family (or any other social system) is, in fact, a search for affirmation of their own value. They do not expect a lot from others, so they do not become attached, in order to protect themselves from disappointment and rejection.

### The Research Used

1. *Family attachment evaluation questionnaire* (Bruner, Clark and Shaver 1995, *Suvremena psihologija* 6, 2003. Zagreb) is a modification of Brennan's Experiences in close relationship scale. Instruments for measurement of attachment in different types of close relationships, based on Brennan's instrument, was developed by researchers Željka Kamenov and Margareta Jelić. The results of their work were presented in the journal 'Suvremena psihologija' No. 6, from 2003 in Zagreb.
2. *Professional maturity questionnaire*, where we measured professional maturity with the instrument especially developed for the needs of this research, based on Super's indicators of professional maturity in adolescent years. Prior to using the developed instrument, for the purpose of validating its metrical characteristics on the sample of grammar school students, a pilot study was performed on the sample of military grammar school students.

Construct Validity of the Professional Maturity Questionnaire

Factor % variance	Explained Cumulative %
23,175	23,175

Through factor analysis, one factor stands out which correlates to the general factor in its structure (with somewhat higher saturation in most indicators) which may be entitled 'general professional maturity'.

The percentage of variance explained by this factor, although the highest, is not very high. This information may indicate that professional maturity is not a simple 'single-factor construct' but that it is influenced by various factors.

We calculated the reliability of internal consistency with Cronbach's alpha coefficient and the results are:

Cronbach's Alpha Coefficient	Number of Items
0.564	18

The table shows that the reliability is below the acceptable level, i.e. that the Cronbach's alpha coefficient is lower than the acceptable cut-off value of 0.7. However, by excluding items number 3 and 4, the Cronbach's alpha coefficient is increased to the acceptable level and is 0.742.

After correction of the instrument and forming the categories of professional maturity, the questionnaire was used in the research.

Indicators of professional maturity of adolescents are: focus of a person on selection of desired school – university, making plans and decisions on enrolling into the desired university, being informed about the way of preparation for the desired university (future profession), being informed about the grade average and results necessary to be accepted to the desired university, the degree of practical preparation for the desired university (profession), being informed about benefits provided by the desired profession, introduction to everyday activities, duties required in the desired profession, being informed about possibilities of employment.

For each question, three answers were offered scoring 1, 3 and 5 points respectively. The total result for professional maturity is the sum of points for all indicators whereas the total score puts the student into one of the three categories of professional maturity: high, medium and low professional maturity.

The results of research about the connection between the family attachment and professional maturity show that on the total research sample the expected *distribution of family attachment (FA) patterns* was obtained. The most frequent is the Secure FA pattern (found in 70.2% of students), while other FA types were: Dismissing 20.2 per cent, Fearful 3.7 per cent, Preoccupied 3.4 per cent. These data are encouraging since it indicates that grammar school students assign positive value to themselves and others, as well as the world around them, which will be helpful in fulfilling their life goals. Based on research conducted internationally, these data say that: these students will explore the world around them more freely and become more competent in interpersonal relations (Lopez, 1995), they will strive to a stronger feeling of professional identity, they will be independent in making decisions regarding their careers, since they had more opportunities to explore the work domain (Blustein, 1995), after becoming adults and employed they will strive to better adapt to work and professional activities (Hazan and Shaver, 1990). The results indicate that there is not a statistically significant difference between arithmetic means of FA patterns for students of first and fourth year of the military grammar school, which supports the opinion that education conditions and new experiences during time spent in the military environment (military grammar school, military boarding school) do not change the acquired FA models which is information important for the process of professional psychological selection of candidates for the military profession.

The supposition was that students who established a Secure FA pattern with their families which represent a secure support system for achieving life desires will be more likely to make a decision to be educated in the military educational system. Such a student is sure of himself and his abilities, establishes a relationship with other people and his peers easily, adapts to spatial and environmental changes quickly, sees people as available and cooperative, which are the factors that make adaptation to new living conditions easier in the case of Military grammar school. They also have a realistic level of self-confidence and readiness to continue developing their skills, and try themselves in a very demanding profession – an army officer. The analysis

demonstrates that there is a statistically significant positive correlation between choice of grammar school type and Secure FA pattern. Military grammar school students are securely attached to a higher extent than civilian grammar school students.

After realizing the significance of the FA pattern for the complete life achievement of a man, we presupposed that there is a statistically significant connection of FA pattern and achieved a degree of professional maturity. Professional maturity is positively connected with the Secure FA pattern, i.e. students with a higher degree of professional maturity are more often in the category of Secure FA. Professional maturity has got a negative connection with the Preoccupied and Dismissing FA pattern. This connection is in accordance with the Attachment theory, i.e. the children with the Secure pattern of attachment are tend to explore the world around them more and establish connections with people easier. Thus these children explore the work domain more, are better informed on procedures of achieving career goals. All these types of knowledge put them in the category with a higher level of professional maturity according to Super's theory.

Taken as a whole, it might be concluded, with a degree of caution, that there is a statistically significant connection between FA patterns scores on the professional maturity of adolescents. Given the results of the research, significance of family environment and its connection to forming FA patterns were pointed out, but also the family as a mediator between different influences from the social environment to complete development of an individual, therefore to professional development and choice of future career.

The thematic problem was rounded up by the research of partner relationships – current family (satisfaction with partner relationship, cohesiveness of the partnership, getting along in the partnership dyad, emotional expression) and success in the military profession. For achieving a personal identity of an adult individual and determining his roles, two fields of activities and relations are crucial: emotional partner relation and work. These are the fields in which a personal impression of security, stability, focus on target, success, self-actualization, realization of personal values are achieved. Successful functioning in every of these areas affects life satisfaction, psychological and physical health. In psychological practice, these areas were considered separate for a long time, with clearly defined borders. Numerous research showed that borders between these areas are thin, i.e. that these two areas are connected and influence each other (Čudina-Obradović, Obradović, 2006). Connection between these fields may have different signs. They can be coordinated or in conflict. Their coordination can be the source of pleasure and self-actualization, while their conflict may cause dissatisfaction, both within the family and within the fields of work and life in general.

The emotional quality of partnerships is the focal topic of the marriage and family psychology. Everything that happens in an emotional partnership, events from partners' environment, everything that influences the emotional and intimate processes, reflects and influences the experience of emotional partner quality of one or both partners. The quality of emotional partnership

affects the stability of the partnership but also the physical and psychological health of the partners. Physical and psychological health are some of the preconditions of working ability in the military profession.

In the rich literature on research in the field of partner relations and work efficiency, there is evidence that harmonization of roles at work and in the partnership is not always successful and that the partnership role and professional role may be conflicted. Research shows the influence of employment and work activities on partnership quality and satisfaction, as well as the influence of partnership quality and satisfaction on professional success.

One of the tasks of this research was to examine the connection between partnership quality and success in the military profession, having in mind the specific characteristics of the military profession regarding work engagement, time spent at the job, continuous and interrupted work hours, changes of place of life and work, changes of work environment, reform of the military system, etc.

There are two theoretic models according to which the influence of work engagement on partnership and vice versa is evaluated: the separate areas model and the overflow model (Hass, 2002). This research will cover the overflow model, since it was shown that in military practice that the areas of work engagement and partner relationships are not separate in the least, on the contrary, there is a great overflow of work engagement influence to partnership quality and vice versa, overflow of influence of the partnership quality to professional engagement. The research showed that primarily the work dissatisfaction problems are overflowing onto his partnership so that he transfers his dissatisfaction to the female partner, which violates the stability and cohesion of the partnership, leading to his reduced satisfaction with the partnership and life in general (Čudina-Obradović, Obradović, 2006).

The overflow model indicates that the quality, understanding, and support in the partnership affect the stability of the partnership and bodily and psychological health of the partners, which overflows to success in the military profession. Also, the value and stability of the profession, security, and invariability of the work position influence the stability and quality of the partnership (Čudina-Obradović, Obradović, 2006).

The most significant and most consistent results from research imply that the total number of hours spent outside the partnership by any partner is a cause of damaging influence of a profession on an emotional partnership (Kossek, Ozeki, 1998). The negative ratio of the total number of hours spent at work and partnership stability had been confirmed in multiple research, while work in shifts dramatically increases the chances of partnership dissolving (Presser, 2000). Dissatisfaction is explained by unequal division of duties, unequal participation in common activities, lack of time for the personal emotional relationship and inability to maintain the feeling of togetherness (Greenstein, 1996). In a research done in Croatia, the conclusion was that the increased work engagement of one or even both partners, reduces the feeling of partnership intimacy, leads to loneliness in

the partnership and a reduced feeling of partner support, which all influences the partnership quality and satisfaction. The research highlighted a clear contribution of work schedule to partnership quality and satisfaction (Obradović, Čudina-Obradović, 2002).

The possibility of job loss and the feeling of work insecurity has a damaging influence on an individual and his emotional partnerships. Work insecurity can manifest itself in several forms: reform of the organization, job systematization, innovation of titles and knowledge, change of workplace and work environment, adaptation to new working conditions, new rules and regulations, etc. Work insecurity causes stress which manifests itself through non-productive engagement (Probst, 2002) and violation of physical and mental health (Ferrie, Shipley, Marmot et al., 2001). Individuals who have experienced uncertainty due to work insecurity during a prolonged period of time, witness about the increase in partnership problems (Larson, Wilson, Beley, 1994).

Data from the world, especially from the developed post-industrial Western societies, show great influence in adjusting to a lower living standard. The difficulties are manifested as insecurity, negative perception and cohesion of emotional partnership in the social layers which lived the so-called 'good' life for a long time. The research showed that economic difficulties devastate the integrity of partner relationships (Conger, Lorenz, Elder et al., 1991). The same authors propose a complex model of mutual relations of objective and subjective economic variables which were used in research in the USA, Czech Republic, Romania and showed the devastation of emotional partnerships due to the subjective economic stress. Devastation happens due to the increasing hostility between the partners and conflicts between them, deterioration of their mental and physical health, deterioration of togetherness. However, not all emotional partnerships are susceptible to influence of economic hardship. There are two main components which maintain emotional partnerships in times of crisis: the quality of the emotional partnership (cohesiveness, flexibility, emotional communication, mutual support and understanding between partners), social-cognitive-emotional acting of partners. The possibility for the partnership to fit into the social community and get support from it is the third component for the survival of emotional partnerships. The best protective mechanisms for a partnership to withstand during the time of crisis are: belief of partners that their relationship can overcome problems, maintaining of partnership rituals which preserve the integrity of emotional partnership, a positive attitude towards the society and culture based on the value system which the partnership belongs to and working in high positions (Patterson, 2002).

Numerous elements of work activity and workload affect the processes and compatibility of partner relationship, by altering the mental and physical health of partners and behaviour within the partnership. Stress may be caused by a real external event, but it can be subjective stress, an impression of incompatibility or dissatisfaction with what has been achieved at work or life in general. It is important to differentiate between the long-term

influence of work related stress and short-term changes in stressors. Excessive workload, the conflict between work and partner roles, increased tension in the partnership, reduced quality and satisfaction with the partnership are listed as the most frequent short-term stressors. Dissatisfaction transfer can be temporary, as a reaction to the increased burden, most often manifested with partner retreating, irritability, impatience and use of power (Perry-Jenkins, Repetti, Crouter, 2001).

Ecological systems theory (Bronfenbrenner, 1986; Grzywacz, Marks, 2000a) indicates the importance of wider examination of the context within which human activity and relationships are viewed. This approach once again demonstrated the connection between the field of work and partnership, how they permeate each other and overflow. Research done by Quinn and Staines (1979), on the quality of employment in the USA showed that 38 per cent of men and 43 per cent of women claimed to feel a strong conflict of their business and partner roles. Similar research confirmed not only the conflict of roles but a manifestation of conflict through dissatisfaction, missing work, depression, cardiovascular diseases (Adams, King, King, 1996), work, partnership and life dissatisfaction, alcohol and medication abuse, mental diseases (Frone, 2002; Grzywacz, Marks, 2000b).

Stress at work may be caused by job characteristics such as: overload, deadlines, overly rigid time and organization structure (Kossek, Ozeki, 1998), but also lack of understanding from employers for attempts to coordinate professional and personal obligations (Thomas, Ganster, 1995). The excessive workload was identified as the most important stressor which exerts direct influence on mental health, (depression, irritability), physical health (high blood pressure, elevated cholesterol levels), work satisfaction (missing work) distracts partner relationships and takes away time from common activities (Kossek, Ozeki, 1998).

Many characteristics of work activity can influence partnership stress. This causes tension, disagreements in partnerships (Vannoy, Philiber, 1992), difficulties in child care (Milkie, Peltola, 1999; Polsky, Holahan, 1998), uneven distribution of house chores (Kluwer, Heesink, Van De Vlier, 1996), lack of emotional support from partners (Adams, King, King, 1996; Burke, Greenglass, 1999). Time invested into partner relationships also causes stress if it disturbs other work activities or takes away the time from other interests (Fox, Dwyer, 1999). Preoccupation with partner relations is another source of stress since it reflects the importance the partnership has got for an individual. The greater importance of the relationship is, the stronger are the influences of all disturbing activities related to work obligations (Foks, Dwyer, 1999; Frone, Russell, Barnes, 1996).

The response to partnership and professional stress is mostly dependent on the characteristics of the individual, i.e. the structure of his personality. A-type personality structure, negative emotionality – pessimism (Carlson, 1999) and neuroticism (Hart, 1999) have proven significant.

Many factors are connected to disturbance of professional and partner roles, specifics of a workplace and characteristics of a partnership which aggravate or extenuate the impression of stress for an individual as consequences of the conflict between the two roles.

Workload, deadlines for completion of tasks, job monotony, strict temporal and organizational structure are the greatest sources of stress (Kossek, Ozeki, 1998). An important support for an employee is understanding of the supervisor who organizes work and time necessary for completion of tasks, supports possibilities for communication with the partner, children, ailing parents during work hours, talks in a friendly manner, counsels and understands the employee's problems. Such actions of a supervisor proved important for work since they prevent occurrence of bad partnership relations which would overflow on work activities (Thomas, Ganster, 1995). Support measures create the feeling of safety and power to manage two important life roles, which decreases tension for the employee (Duxbury, Higgins, 1991; Thomas, Ganster, 1995).

The experience of personal influence and independence at work and in decision-making reduces stress and tension at work and its reflection onto the partnership. Karasek (Karasek, 1979) determined that work stress is not so much the consequence of work overload, but that it stems from the subjective feeling that the employee is not in control of main characteristics of his work and the results of his efforts (Karasek, 1979).

There are two forms of support that the emotional partner can provide to his partner who is conflicted between his work and partner roles. Emotional support relating to understanding the partner and readiness to help him, taking over common duties and activities, increased engagement in the partnership (Adams, King, King, 1996). Partner support proved important in raising resilience to stress, somatization, and occurrence of various forms of addictions (Grzywacz, Marks, 2000a).

Time constraints are an important aspect of work engagement and it can be manifested as a lack of skills to plan and allocate time (Adams, Jex, 1999). Time planning skill reflects on health and work satisfaction of the employee indirectly, by influencing independence and possibility to control the conflict of two roles: work – emotional partner role. The most useful way to plan activities is planning according to priorities while writing down all duties proved to add to the stress (Adams, Jex, 1999). Patriarchal understanding of partner duties proved better, because partners experience less conflict of the roles since they accept double workload as socially justified and acceptable behaviour (Kliwer, Heesink, Van De Vliert, 1997). Life optimism and extroversion (Carlson, 1999) reduce suffering and consequences of stress (planning and finding help). By researching the conflict between work and partner roles of employees, it was concluded that support from the environment bears less importance, while self-respect, lack of fear of conflict consequences and focusing on resolving the problem, not the emotional experience (Hudek-Knežević, 1994, 1996).

A check of the partnership-work roles model by authors: Frone, Russell, Cooper (Frone, Russell, Cooper, 1992) demonstrated that sources of partnership stress and preoccupation with the partnership also cause the disturbing effect of partnership on work (P-W conflict). Work-partnership conflicts (W-P conflict) are created only by work stress sources. Also, the disturbing effect of work to partnerships (W-P) does not exert equal

influence on general dissatisfaction, while disturbance of work duties by emotional partner duties has got a significant and equal influence on general dissatisfaction and depression. These conclusions were confirmed by a longitudinal research (Kelloway, Gottlieb, Barham, 1999). The conflict between emotional partner role and work role has got bad consequences on business activity and can lead to leaving of the workplace. It can be concluded that damaging overflow from emotional partnership to work activities creates general dissatisfaction and undesired symptoms. The problems of conflict between work and partner roles were covered in literature as the problem of border permeability between emotional partnership and work areas.

Recent research show that work-related stress, feeling of failure to fulfill job requirements, excessive workload exert significant influence on strong conflict of work and partner relations, while, in turn, an important consequence of work-partnership conflict is dissatisfaction with emotional partnership relation (Frone, 2002; Frone et al., 1996; Grzywacz, Marks, 2000b).

An even more recent, broader interpretation model of conflict between two roles – work and emotional partner role (Voydanoff, 2004), stresses the importance of: striving to balance the roles, personal interpretation of work relations and emotional partnership, strategy of facing problems, support and understanding from the partner and supervisor and coworkers. Such a feeling of harmony will have a positive effect on an individual, partnership and work productivity. Also, the increased job requirements (long work hours, tension) increase the work – emotional partner relations conflict, while the favourable work factors such as rewards, psychological support increase the quality of partner role.

Permeability of borders between emotional and work areas of life initiated research with the goal of determining whether it is more common for the work activities to disturb the emotional partnerships (Eagle, Miles, Icenogle, 1997; Kelloway, Gottlieb, Barham, 1999) or are work duties more likely to be disturbed by emotional engagement of employees. Twelve-year monitoring of employees in the USA (Rogers, May, 2003) demonstrated that partnership satisfaction has got a more significant influence on work satisfaction, i.e. that high partnership satisfaction increases work satisfaction, while in both sexes partnership dissatisfaction reduces work satisfaction. Cultural differences must be taken into account, given that emotional partnership and work satisfaction are connected to the value system of the American society and each individual, i.e. the assigned rank of value for family and work is connected to work satisfaction. Research done in the neighbouring countries (Šverko, Arambašić, Galešić, 2002) demonstrate a greater level of family focus in relation to work focus. An average evaluation of the degree to which business activities disturb partnerships is significantly higher than the degree to which partnership relations influence work behaviour. The work – partnership conflict is more prominent than partnership – work conflict. Also, it was determined that work inflexibility and high demands are the factors which increase the work – partnership conflict, while support from the partner is the factor which reduces the work – partnership conflict.

All theoretic findings motivated research looking to resolve the question whether and how the emotional quality of partnership relations connects to success in the military profession. In the current emotional partnership, the greatest importance for success in the military profession is given to the quality of relations of emotional partners which, besides its specifics, contains the part brought into the relationship by each partner, à part formed and learned in the family (personality structure, individuality, behaviour models: verbal and non-verbal, communication skills, insights and ways of crisis and problem resolution).

Behavioural components of attachment in adults are similar to those observed at an early age. Adults also demonstrate the desire for closeness to the attachment figure while under stress; increased pleasure in her presence; fearfulness when she is unavailable and pleasure and joy with her reappearance (Shaver 1988; Weiss 1982, 1984, according to: Pistole, 2003). According to the attachment theory, the emotional tasks fulfilled by parents in the period of growing up are fulfilled by emotional partners in adulthood. Therefore, the safe emotional base in the period of growing up should be the parents, while in adulthood it is a partner. The problem of family context and success in the military career was defined based on such understanding of the transfer of emotional tasks and expectations. The goal was to determine: is there a statistically significant connection between emotional quality of partner relations and success in the military career.

Two instruments were used in the research: 'The Dyadic Adjustment Scale' – DAS (Spanier, 1976) a self-assessment instrument constructed for measurement of perception of emotional partners adjustment, i.e. emotional quality of partner relations. The research used a version of the original questionnaire containing 32 items. Each item of the questionnaire contains a certain description of emotional partner's behaviour in various life situations. The examinees were offered to choose one from the six offered answers depending on the level he believes the described behaviour corresponds to the behaviour of his emotional partner in their interaction (a) we disagree completely, (b) we mostly disagree, (c) we often disagree, (d) we sometimes disagree, (e) we mostly disagree, (f) we completely agree. The questionnaire also contains items with five offered answers (1. never, 2. rarely, 3. occasionally, 4. almost every day, 5. every day), two offered answers (yes, no) and one seven-degree scale.

Factor analysis showed that four dimensions can be measured: satisfaction in the partner dyad – this dimension was represented in the questionnaire with 10 items. Items relate to examinee's evaluation of frequency of thinking and talking between partners about ending the relationship/marriage, ways to resolve verbal conflicts, estimate of quality and continuation of the relationship/marriage, trust and mutual confiding of partners, evaluation of 'regret for being in such an emotional relationship/marriage', evaluation on frequency of exchange of tenderness. The range of the lowest to the highest result is 10 to 60; cohesion of partner relations – the dimension was represented with five items. The items relate to examinee's evaluation of joint activities with the partner ranging from stimulative conversations to performing house and professional activities.

The range of results is between 5 and 29 points; getting along in the partner dyad – the dimension was represented in the questionnaire with 13 items. The items relate to examinee's estimate of partners' agreement on the philosophy of life, life priorities, time and ways of spending time together, making important decisions (family, professional), agreement with the partner's family, socially acceptable behaviour, finances, religion, friendships, ways of spending leisure time (sports, hobbies), house chores. The range of points is between 13 and 78; emotional expression – the dimension was represented in the questionnaire with 4 items. The items relate to examinee's estimate of partners' agreement on emotions and ways of expressing them. The range of points is between 4 and 16.

Satisfactory values were received through use of Cronbach's alpha coefficient indicating the internal agreement of scales used in research, i.e. indicate the degree of similarity of items making up the scales. Values of Cronbach's alpha coefficient for perception of: satisfaction in partnership dyad of 0.893, expression of feelings of 0.620, a general adaptation of emotional partners of 0.888. The value of Cronbach's alpha coefficient for satisfaction in the partnership dyad is lower than the ideal value, i.e. 0.7 (DeVellis, 2003 према: Pallant, 2009). By analysing the item influence on the value of the alpha coefficient scale it was noted that items 17, 18, 19 and 23 have very low values for degree of correlation (less than 0.3) which indicated that the items were measuring something other than what the whole scale was measuring. By leaving out these items the value of Cronbach's alpha coefficient was 0.845. Also, Cronbach's alpha coefficient for the dimension of expressing feelings was lower than the ideal 0.7. The explanation for such a low value of Cronbach's alpha coefficient is probably the small number of scale items (only 4). Other possible reasons are the specific nature of the items and the need to reformulate them or ask the questions differently.

The second instrument was the Military profession success questionnaire – the self-assessment instrument constructed for the needs of this research, based on the official criteria of ranking the officers in the military system. The instrument consists of three thematic units. The first determining socio-demographic characteristics of families (origin, marriage/emotional relationship), the second determining objective indicators of success and the third determining subjective indicators of success. Objective indicators of success are determined by items about: *officer's rank* – with six offered answers: second lieutenant, lieutenant, captain, major, lieutenant colonel, colonel; *degree of education* – with seven offered answers: associate degree, university degree, specialization (master degree), Command Staff school, magisterial studies (mr), General Staff school, doctoral studies (PhD); *completed secondary education* – offered are Military grammar school, Military high school and civilian high schools; *university average mark* – there are four answers: between 6 and 7.00, between 7.01 and 8.00 between 8.01 and 9.00, between 9.01 and 10.00; *average from graduate and postgraduate studies* – there are four answers: between 6 and 7.00, between 7.01 and 8.00 between 8.01 and 9.00, between 9.01 and 10.00; *past and current duties* – with 7 possible answers: command, operational staff,

logistics, training and education, intelligence and security, administrative, other, filled in by the examinee; *official mark during career* – average of official marks. Subjective success is determined by items about: *personal evaluation of professional success* – on the scale of 1 to 5 the examinee evaluates his personal professional success where 1 represents the lowest mark and 5 the highest mark for professional success; *knowledge of rules and regulations* – with 3 offered answers: sufficient, good, very good; *relations with superiors* – examinee gives his personal estimate on the scale of 1 to 5 of the quality of relations with his superiors in terms of respect, good intentions, professional guidance, with 1 being the lowest mark and 5 the highest mark for quality of interaction; *personal estimate of quality of relations with subordinates* in terms of respect, good intentions, professional guidance, communication, transfer of knowledge and professional experience, help in solving professional and personal problems, with 1 being the lowest mark and 5 the highest mark for quality of interaction.

The degree of connection between emotional quality of partner relationships and success in the military profession was determined based on the Spearman's rank correlation coefficient.

The results of connection between emotional quality of partner relationships and success in the military profession showed the following.

Regarding emotional quality of partner relations in the research sample, it was determined that out of the four dimensions (satisfaction in partnership dyad, cohesion of partnerships, getting along in the partner dyad, emotional expression) the dimension of getting along in partnership dyad received the highest score (AM =67.63) followed by satisfaction in partnership dyad (AM=46.25), cohesion of the partnership (AM =23.56) and emotional expression (AM =14.96). Examinees of the successful subsample valued the dimension of getting along in partnership dyad the most (AM =68.33), followed by satisfaction in partnership dyad (AM=46.65), cohesion in the partnership dyad (AM=23.03) and emotional expression (AM=14.50). Examinees of the average subsample valued the dimension of getting along in partnership dyad the most (AM=67.29), followed by satisfaction in partnership dyad (AM=45.91), the cohesion of the partnership (AM=23.71) and emotional expression (AM=14.87). Examinees of the unsuccessful subsample valued the dimension of getting along in partnership dyad the most (AM=67.58), followed by satisfaction in partnership dyad (AM=46.3), the cohesion of the partnership dyad (AM=23.73) and emotional expression (AM=14.66). The data showed that examinees, depending on the subsample they belong to, are significantly different in the dimension of emotional expression. Examinees from the successful subsample are statistically significantly different from the examinees from the unsuccessful subsample in greater importance assigned to emotional expression.

Besides this, it was determined that there is a statistically significant connection between emotional quality of partner relations and criteria for objective and subjective success. There is a statistically significant connection of emotional quality of partner relations and *objective criteria of*

*success*. Examinees with higher official marks achieved a greater degree of cohesion in their partnerships, examinees with lower rank are more satisfied with the level of getting along in the partnership dyad and emotional expression.

There is a statistically significant connection between emotional quality of partner relations and *subjective criteria of success*. Examinees with higher self-assessment of professional success, knowledge of the rules and regulations of the military service, good relations with subordinates are more satisfied in the partnership dyad. Examinees with higher self-assessment of professional success, knowledge of the rules and regulations of the military service, good relations with subordinates (respecting opinions, well-meaning advice, approving additional education and courses, more flexible communication and help in resolving personal and professional problems, transfer of professional knowledge and experience) are more satisfied with cohesion of the partnership dyad. Examinees with higher self-assessment of professional success, knowledge of the rules and regulations of the military service, good relations with superiors (respecting opinions, good intentions, approving additional education and courses, help in resolving private problems), good relations with subordinates (respecting opinions, well-meaning advice, approving additional education and courses, more flexible communication and help in resolving personal and professional problems, transfer of professional knowledge and experience) are more satisfied with getting along in the partnership dyad. Examinees with higher self-assessment of good relations with superiors (good intentions, approving additional education and courses, help in resolving private problems), good relations with subordinates (respecting opinions, well-meaning advice, approving additional education and courses, more flexible communication) are more satisfied with emotional expression in the partnership dyad. The results point to a statistically important connection of emotional quality of partnership relations and objective and subjective success criteria.

The research was initiated with the idea that marriage, as a social institution should fulfill, for the partners, more than only basic functions of marriage which are mentioned most often, the economic security, having and raising children. Marriage and emotional partnership were seen as modern institutions fulfilling many needs such as: belonging, loyalty, protection, togetherness, support and intimacy, mutual respect and understanding, empathy, acceptance, good communication, agreement, help in the realization of professional and life interests.

The premise was that for professional success in the military profession, having in mind all its specifics, the quality and satisfaction with marriage or emotional partnership is especially important.

The research results analysis shows that the higher degree of emotional quality of partnerships is statistically significantly connected to quantitative estimates of work success (official marks) and to almost all elements of subjective work success evaluation (self-assessment of success, interaction with subordinates and superiors).

## Conclusion

Although success in the military career can be viewed from many angles, it seems that the angle of general adjustment to the military environment and system, adjustment of professional and private roles the crucial one for success in the military profession.

Interaction of the members of the military system, military and family environment is constant. The environment with clear rules of work and behaviour, the hierarchy of relations, work organization is a factor through which socialization is achieved. However, beginnings of socialization are tied to the family of origin of the military profession member, therefore, reviewing the complete family context of the military organization member is completely justified.

The research presented in this paper had as their goal to, beginning with the findings of the attachment theory, Super's theory of professional choice, systemic family theories, describe relations between family attachment, professional maturity, emotional quality of partner relations and choice and success in the military profession.

In the theoretic sense, the attempt was made to perceive the importance of family for formation and development of a personality, teaching models of behaviour and communication which are transferred into emotional partnerships, but also into work environment, creating more or less successful people.

The results of the presented research give a contribution to the development of theories which represent their theoretical basis. The practical importance of the results is that they can be used for the needs of the selection process in the military system, admission into the military service, as well as selection for the needs of career development and placing on duties which require the activity of the complete family of the military profession member. Also, the empirical knowledge from this research may be used for the creation of curriculums and syllabuses for military education and training plans for the employees of the Ministry of Defence and Serbian Armed Forces.

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