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SURVEY OF JUNIOR OFFICER RETENTION: II.
WHY SOME USNR OFFICERS LEAVE THE NAVY
AND SOME STAY

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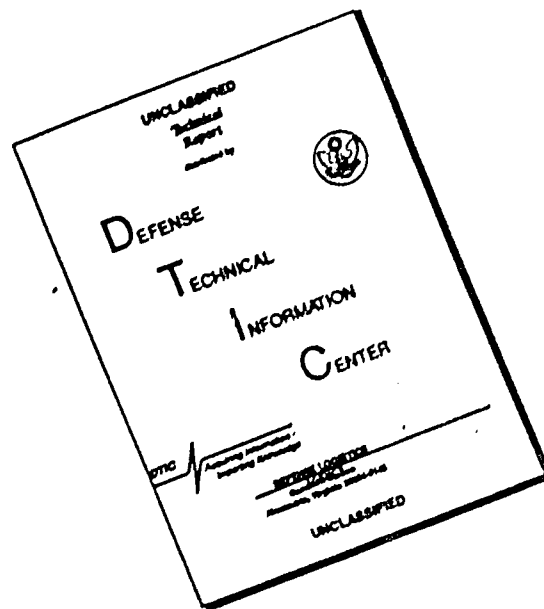
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II. WHY SOME USNR OFFICERS
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SOME STAY

VICTOR FIELDS

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BRIEF

The purpose of this part of the Junior Officer Retention Survey was to assess the reasons why USNR officers request release from active duty at the end of their obligated service and why USNR officers request transfer to the regular Navy. The sample of respondents' usable questionnaires numbered 180 stayers and 1,309 leavers. Only those whose source of commission was other than the Naval Academy or the NROTC (Regular) Program were considered. The leavers were younger, of lower average rank, less frequently married, and almost entirely 1105's. Both the leavers and stayers were chiefly college graduates but a greater percentage of the leavers than the stayers had graduate education and degrees. A greater percentage of the stayers reported Navy training since commissioning, more sea duty, a greater amount of active duty, and a greater number of extensions.

Recalled interest in a Navy career shows a progressive decline among the leavers and a progressive increase among the stayers. The leavers tended to choose "did not use my training", "inconsiderate superiors", "too much time at sea" and "excessive administrative duties" as the one most important of the worst features of their assignments. The stayers tended to choose "too much time at sea", and "excessive administrative duties". The leavers tended to indicate that "length of time in local exercises", "unscheduled operations", "excessive administrative duties", and "non-essential stand-by duties" were the worst features of home-port time. The stayers tended to choose the same features except that "unscheduled operations" received a lower percentage of their responses and a third of them chose "not enough leave". On the other hand, "mature personally" and "assume responsibility" were chosen by the majority of the leavers as most important of the best features of duty assignments. The largest portion of the stayers chose "assume responsibility" and "develop professional skills".

With respect to what the Navy can do to make Navy careers more attractive, a third of the leavers chose "better use of each officer's abilities. Next in order of percentage of choices was "more opportunity to choose assignments". To the stayers the most important things the Navy could do included "increased prestige of officer corps", "better use of each officer's abilities", and "more educational opportunities".

The leavers' and stayers' feelings about Navy position and status were not entirely in agreement. The leavers rated relatively lower the "opportunity for participation in setting goals" and "feeling of self-fulfillment". The ratings of the stayers' feelings concerning their status and position tended to be uniformly moderate.

The stayers also differed from the leavers on the question of educational importance, the leavers indicating that PG training would not have benefited them and the stayers saying that it would have. Both groups agreed that PG education improves one's promotion potential.

The respondents reported official career counselling on numerous occasions, most often during officer training. Counselling by their CO's or XO's was reported by a third of the leavers but by none of the stayers.

When the leavers were asked to choose the most important reason for leaving the Navy, the largest percentage of responses was "poor utilization of skills" (17%), "limited home life" (14%), and a miscellany of reasons other than the alternatives listed in the question (25%).

The stayers judged most of a list of 25 attributes of Navy and civilian life as being more likely to be attained in the Navy. Most of the stayers judged that civilian life offered more opportunity in respect to good pay, adequate family housing, freedom of thought and action, stability of home life, and success through ability alone.

Data are reported on the extent of knowledge and use of the Officer Fact Book, the Line Officer Newsletter, and career counselling information and services. Data are also furnished on knowledge of various benefits offered by the Navy.

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PURPOSE

The purpose of this survey was to answer the following four questions posed in memorandum of 6 May 1963 from Pers B1c to Pers 15, concerning Officers in the ranks of Lieutenant and below and in designators 110X, 131X, and 135X:

1. Why USN officers resign from the Navy.
2. Why USNR officers request release from active duty upon completion of their basic obligation.
3. Why USNR officers request transfer to the regular Navy.
4. Why USNR officers request voluntary recall to active duty.

For this purpose three separate questionnaires were constructed: one to be administered to junior USN and USNR officers resigning or requesting release from active duty, hereinafter referred to as the "leavers"; one to be administered to junior USNR officers requesting transfer to the regular Navy, hereinafter referred to as the "stayers"; and one to be administered to junior USNR officers voluntarily recalled to active duty, hereinafter referred to as "recalls".

PROCEDURE

The three questionnaires were administered to appropriate junior officers for a period of one year beginning in July 1963. The respondents' questionnaires were accumulated over this period in the numbers indicated in Table 1:

TABLE 1
Number of Questionnaires Received

	110X, 131X and 135X	Other	Total
Leavers	1,402	958	2,360
Stayers	180	49	229
Recalls	46	16	62
TOTAL	1,628	1,023	2,651

Since this survey was aimed at the 110X, 131X, and 135X officers, the results discussed below are based exclusively on the returns from those officers. Questionnaires received from officers in categories other than 110X, 131X, and 135X were not considered in the analysis of the results.

In order to answer the four questions cited above, this survey is reported in three parts: Part I, dealing with the question, why USN officers resign from the Navy; Part II, dealing with two questions, why USNR officers request release from active duty upon completion of their basic obligation and why USNR officers request transfer to the regular Navy; and Part III, why USNR officers request voluntary recall to active duty. This report is Part II of the series of three and analyzes the results of the usable questionnaire responses of the officer respondents with designators 1105, 1315, and 1355 whose sources of commission were other than the US Naval Academy or the NROTC (Regular) Program. This group was further subdivided into those who had indicated intentions to leave the Navy at the end of their obligated period of service, hereafter referred to as the "leavers", and those who indicated a desire to transfer to the regular Navy, hereafter referred to as the "stayers". In the latter sub-groups, there were 23 stayers whose designators were reported as 1105, 1315, or 1355 and 157 stayers whose designators were reported as 1100, 1310, and 1350, but with sources of commission other than the Academy or the Regular NROTC. Therefore, it must be assumed that the stayers are USNR officers in various stages of acceptance of their requests for transfer to the regular Navy, with most having already been accepted.

RESULTS

In the discussion of the results that follows, the separate data on stayers and leavers will be presented together for purposes of ready comparison on those questions which were common to the stayers' and leavers' questionnaires. Following the comparative discussion, the data unique to each group will be discussed.

Data Common to Stayers and Leavers

Description of Sample

Source of Commission, Rank, and Designator. In all, 180 questionnaires were received from the stayers and 1309 from the leavers. The sources of commission are summarized in Table 2. Both samples comprised only two ranks, Lieutenants and Lieutenants (jg). Among the leavers 10% were Lieutenants; among the stayers, 66%. All but 6 of the 1,309 leavers were in the 1105

TABLE 2

Source of Commission

Source	Leavers	Stayers	Total
Merchant Marine	27	08	35
Aviation Officer Candidate	30	35	65
NROTC (Contract)	359	13	372
OCS	824	69	893
ROC	61	11	72
Nav Cad/V-5	05	39	44
Other	03	05	08
TOTAL	1,309	180	1,489

category. Among the 180 stayers, 33% were in the 1100*, 13% in the 1105, 46% in the 1310, and 8% in the 1350 categories. Most of the respondents were neither ground nor NAO officers (91% leavers, 87% stayers).

Education. Most of the leavers (85%) and stayers (70%) had at least a college degree. More than 14% of the leavers claimed graduate work or an advanced degree as compared to 9% of the stayers with graduate work. Conversely, fewer than 1% of the leavers had reported an educational level less than a college degree compared to 22% of the stayers. The educational levels are summarized in Table 3. With respect to college majors, the social sciences predominate in both groups: 46%, leavers; 36%, stayers.

Marital Status. The leavers and stayers are markedly different in terms of marital status. Fewer than half (46%) of the leavers were married as compared to 70% of the stayers. This may be a function of the age differences between these groups: 1% of the leavers were 30 years of age or more as compared to the stayers of whom 20% were in that age range. Only 9% of the leavers had married prior to being commissioned as compared to 23% of the stayers.

Navy Training. Both groups reported having received Navy training other than college and basic officer training. But only 9% of the leavers claimed more than 6 months training as compared to 42% of the stayers. No training at all was reported by 24% of the leavers vs. 11% of the stayers.

* Although all but 23 of the 180 stayers were USN at time of questionnaire administration, they were treated as USNR by virtue of the source of commission.

TABLE 3

Education

Level of Education	Leavers	Stayers
High school graduate	00%	03%
Some college	*	19
College graduate	85	70
Graduate work with no degree	10	07
Graduate work with Master's degree	04	02

Type of Duty. The leavers had less active duty as officers than the stayers. Among the leavers, only 25% had served more than 36 months of active duty; among the stayers, 77% had served more than 36 months of active duty. During their first period of obligated service as commissioned officers, 33% of the leavers had been assigned to permanent duty in a shore billet as compared to 21% of the stayers. More of the stayers (61%) had been granted extensions at one time or another, as compared to the leavers (27%). At the time they responded to the questionnaires, however, 24% of the leavers were serving in extensions as opposed to only 19% of the stayers. During their first period of obligated service, 37% of the leavers had had 25 months or more of sea duty as compared to 54% of the stayers. There were more respondents with former enlisted service among the stayers (16%) than among the leavers (4%). When asked what type of billet they were assigned to after completing officer training or first obtaining a commission, 84% of the leavers and 81% of the stayers indicated sea billets.

Career Motivations

Navy Career Interest. The respondents were requested to indicate their interest in the Navy as a permanent career at six successive points in their Navy association:

1. When first applying for officer training.
2. When officer training was completed.
3. After first year of active duty.
4. After second year of active duty.
5. After third year of active duty.
6. At time of questionnaire administration.

* Asterisk entries in the tables indicate less than half of 1%. When sums of percentages may be expected to equal 100% but do not do so, the difference is due to rounding errors.

Assuming that the results of this query, which are summarized in Table 4, represent correctly recalled attitudes over a period of 3-4 years, it is apparent that among the leavers the lack of interest in a Navy career rapidly increased in frequency (from 29% at time of application to 79% at the time the respondents answered the questionnaire). Contrariwise, among the stayers the positive interest in a Navy career increased very rapidly (from 12% at time of application to 90% at time questionnaire was answered).

TABLE 4
Recalled Career Interest at Various Times of
Association with Navy

Time of Association	No Interest	Un- decided	Some Career Interest	Definite Career Plans
Leavers:				
On application	29%	48%	20%	03%
Training completed	28	43	26	04
1 year active duty	43	33	21	02
2 years active duty	53	27	18	03
3 years active duty	62	22	12	04
Present	79	12	07	02
Stayers:				
On application	26	34	28	12
Training completed	18	35	31	15
1 year active duty	12	38	27	21
2 years active duty	18	35	31	15
3 years active duty	06	12	31	51
Present	02	01	07	90

Positive and Negative Aspects of Navy Assignments. The respondents were asked to consider the worst features of their duty assignments. They were presented with 12 choices and were directed to check as many as apply as well as the most important one. The results are shown in Table 5.

TABLE 5

Worst Features of Duty Assignments

Feature	Leavers		Stayers	
	One Most Important	As Many As Apply	One Most Important	As Many As Apply
Did not use my training	14%	30%	02%	08%
Did not have enough opportunity to learn	03	09	05	08
Inconsiderate superiors	14	36	06	17
Keeping up the training levels of assigned enlisted personnel	02	00	08	27
Too much time at sea	12	24	13	21
Did not have opportunity for leadership	02	07	05	07
Was not given the opportunity to qualify for OD/Plane CDR	04	13	06	08
Not enough recognition for my work	04	15	02	07
Too much time in one assignment	08	19	06	19
Working hours too long	02	10	03	16
Excessive administrative duties	11	32	26	50
Some other feature than listed above	26	32	20	28

While 32% of the leavers and 28% of the stayers suggested features other than those listed as being the worst, nevertheless, the three largest percentages of choice on the part of the leavers were "inconsiderate superiors" (36%), "excessive administrative duties" (32%), and "did not use my training" (30%). By comparison the three largest percentages of choice by the stayers were "excessive administrative duties" (50%), "keeping up the training levels of assigned enlisted personnel" (27%), and "too much time at sea" (21%). When choosing the most important one of the several features listed, those with noteworthy percentages among the leavers were "did not use my training" (14%), "inconsiderate superiors" (14%), "too much time at sea" (12%), and "excessive administrative duties" (11%); among the stayers the most noteworthy percentages were "excessive administrative duties" (26%) and "too much time at sea" (13%).

Time ashore or in home-port is usually regarded as an important feature of sea duty assignments. When asked how much time they had ashore or in home-port in the first year after being commissioned, 35% of the leavers indicated 6 months or more as against 56% of the stayers. Only a small portion of either group reported 2 months or less time ashore or in home-port (11% leavers, 9% stayers). The remainder of the two groups reported 3-6 months ashore or home-port duty (53% leavers, 35% stayers). With respect to time ashore or in home-port during the first year after being married, 18% of the leavers reported more than 6 months as compared to 35% of the stayers. Only 5% of the leavers and 6% of the stayers reported less than 3 months ashore or in home-port during their first year of marriage. When the respondents were asked to choose as many as apply from a list of worst features of utilization of home-port time, the results were as shown in Table 6.

TABLE 6

Worst Features of Utilization of Home-Port Time

Feature	Leavers	Stayers
Never had sea duty	11	07
Excessive training time	09	11
Time in shipyard rather than home-port	12	10
Length of time in local exercises	24	23
Unscheduled operations	26	12
Not enough leave	11	32
Excessive administrative duties	37	44
Non-essential stand-by duties	23	21
Personnel inspection	07	02
Something other than listed above	22	17

The feature with the greatest percentage of choices for both the leavers and stayers was "excessive administrative duties" (37% leavers and 44% stayers). Next in order of size of percentages were, for the leavers, "unscheduled operations" (26%), "length of time in local exercises" (24%), and "non-essential stand-by periods" (23%); and for the stayers, "not enough leave" (32%), "length of time in local exercises" (23%), and "non-essential stand-by periods" (21%).

The features of Navy assignments are not entirely in the "worst" category. Table 7 shows the respondents' opinion of some of the best features of their duty assignments. From Table 7 it can be seen that there is considerable agreement between the leavers and stayers on the choice of best features.

TABLE 7

Best Features of Duty Assignments

Feature	Leavers		Stayers	
	One Most Important	As Many As Apply	One Most Important	As Many As Apply
Learn a skill or profession	01%	11%	06%	51%
Visit foreign countries	09	65	01	54
Mature personally	32	73	10	63
Learn how to handle men	14	74	07	75
Assume responsibility	31	76	42	91
Contribute to Navy effort	02	31	09	63
Develop professional skills	04	17	18	64
Develop personal friendships	01	43	01	55
Other	04	08	06	12

As Table 7 reveals, 74% of the leavers and 75% of the stayers chose "learn to handle men" as one of several "best" features. "Assume responsibility" was chosen by 76% of the leavers and 91% of the stayers. "Mature personally" was chosen by 73% of the leavers and by 63% of the stayers. "Visit foreign countries" was chosen by 65% of the leavers and 54% of the stayers. And "develop personal friendships" was chosen by 43% of the leavers and by 55% of the stayers. The foregoing are the choices of features that appear to correspond in the two groups. They differ markedly on their choices of "learn a skill or profession" (11% leavers, 51% stayers), "contribute to Navy effort" (31% leavers, 63% stayers), and "develop professional skills" (17% leavers, 64% stayers). In selecting the one most important feature, most of the leavers chose "mature personally" (32%) and "assume responsibility" (31%), while most of the stayers chose "assume responsibility" (42%) and "develop professional skills" (18%).

A corollary question concerns the respondents' judgments of a suitable length of time (considering the convenience of the personnel and the Navy) for a ship's deployment overseas. The responses showed almost perfect agreement between the leavers and stayers. Of the leavers, 90% indicated 6 months or less as a suitable period; of the stayers, 89% indicated 6 months or less.

The respondents were asked two questions with respect to the amount of sea duty they had had: (1) "From the point of view of your own personal convenience, how do you consider the amount of sea duty you have had?" and (2) "From the point of view of the Navy's requirements and commitments, how do you consider the amount of sea duty you have had?" The responses are summarized in Table 8.

TABLE 8

Evaluation of Amount of Sea Duty

Evaluation	Considering Personal Convenience		Considering Navy Requirements	
	Leavers	Stayers	Leavers	Stayers
Never had sea duty	11%	04%	11%	04%
Too little	09	10	17	15
About right	54	67	60	71
Too much	25	18	11	10

Examination of Table 8 reveals that a majority of each group evaluated the amount of sea duty, whether by the criterion of personal convenience or the Navy's requirements, as "about right". However, 25% of the leavers and 18% of the stayers considered the amount of sea duty as "too much" for their personal convenience.

When asked to indicate the type of duty the respondents had had in their first, second, and most recent assignments, and how they evaluated those assignments (in terms of good, acceptable or poor), 58% of the leavers and 75% of the stayers judged their first assignment as good; 57% of the leavers and 81% of the stayers judged their second assignment as good; and 55% of the leavers and 80% of the stayers judged their most recent assignment as good. The percentage of responses for each type of duty and by order of assignment are shown in the Appendix tables. In any event the inference to be drawn from these responses is that the evaluations of the duty assignments of the majority of leavers and stayers tend to be favorable.

In view of the attitudes indicated by the respondents toward Navy assignments, it is important to assess their opinion as to what the Navy can do to make a career more attractive for junior officers. The results, summarized in Table 9, were obtained in response to such a question with instructions to indicate as many as apply as well as the most important one in a list of nine choices.

Feelings About Navy Assignments. Recognizing that personnel seek to satisfy intangible personal needs in their work, the respondents were presented 12 items listed in Table 10 and were asked to rate each item in respect to their "present Navy status and position" on a scale of 1 to 7, (from low to high) in the following categories: "How much is there now?", "How much should there be?", and "How important is this to you?".

TABLE 9

What Navy Can Do to Make Career
More Attractive

Response Choices	Leavers		Stayers	
	One Most Important	As Many As Apply	One Most Important	As Many As Apply
More educational opportunities	03%	27%	13%	37%
More opportunity to choose assignments	12	54	09	49
Increased basic pay	09	46	16	67
More opportunity for promotion	04	20	02	15
More interesting work	09	34	02	13
Increased prestige of officer corps	05	24	15	43
Better use of each officer's abilities	32	67	14	56
More time at home	08	30	11	34
Other	17	22	15	22

TABLE 10

Degree of Feeling About Navy Assignments
as They Are and as They Should Be

(Feeling Rated on a Scale of 1 to 7 from Low to High)

Item	Median Scale Value					
	How Much There is Now		How Much There Should Be		Importance	
	Leavers	Stayers	Leavers	Stayers	Leavers	Stayers
	A	B	C	D	E	F
Feeling of job security	6	6	6	6	5	6
Opportunity to give help to others	5	5	6	6	6	6
Opportunity to develop close friendships	5	6	6	6	6	6
Feeling of self-esteem from position	5	5	7	7	6	7
Prestige of position outside Navy	5	5	6	7	6	7
Prestige of position in Navy	4	5	6	6	6	6
Authority associated with position	4	5	6	6	6	6
Opportunity for independent thought and action	4	5	6	6	7	7
Opportunity for participation in setting goals	3	5	6	6	6	6
Opportunity for personal growth and development	5	6	7	7	7	7
Feeling of self-fulfillment	3	5	7	7	7	7
Feeling of worthwhile accomplishment	4	6	7	7	7	7

Table 10 shows the median evaluations for each item for the leavers and the stayers. The range of median values reported by the respondents is between 3 and 7; and there was a tendency to use the higher values of the scale. Inspection of this table shows that the leavers and stayers attached substantially the same degree of importance (columns E and F) to the items. With respect to certain items, however, the two groups did not agree on "how much there is now" (columns A and B). The lowest median scale values were assigned by the leavers (column A) to "opportunity for participation in setting goals" and to "feeling of self-fulfillment". These ratings substantially agree with the ratings assigned by the USN resignees to the same items as reported in Part I of this series of reports. In contrast, the stayers' ratings of these two items, as well as the other items in Table 10, with respect to "how much there is now" (column B) were moderate in degree. The leavers also assigned relatively low to moderate ratings (column A) to four additional items: "prestige of position in Navy", "authority associated with position", "opportunity for independent thought and action", and "feeling of worthwhile accomplishments". In regard to the latter four items, the stayers do not agree with the leavers: the stayers' ratings on these items (column B) are moderate to high. There seems to be considerable agreement between the two groups, however, on their opinions of "how much there should be" (columns C and D) of each item in Navy assignments, all of the ratings in columns C and D being at the 6 or 7 level with a total difference of only 1 point in connection with the "should be" evaluation of "prestige of position outside Navy". This difference is in the expected direction, the stayers rating this prestige item higher than the leavers.

Value of Educational Background. Fewer than half of one percent of the leavers and only 4% of the stayers had ever attended post-graduate school. Most of the leavers (63%) thought that post-graduate training would not have benefited them in their assignments while most of the stayers (68%) thought it would have. On the other hand, 84% of the leavers and 89% of the stayers thought that attending a 3-year Navy-sponsored post-graduate course would improve an officer's promotion potential. Only 4% of the leavers and 5% of the stayers indicated that one's promotion potential would suffer.

When asked about the extent to which they were given the opportunity of directly using their undergraduate specialty while on active duty, 42% of the leavers answered to some extent or quite a lot and 37% of the stayers answered the same way.

Career Education and Counselling

Official Career Counselling. Some of the respondents reported that they had been counselled on several occasions. Their responses are summarized in Table 11.

TABLE 11

Occasions of Official Career Counselling

Occasions	% Responses	
	Leavers	Stayers
Never been counselled	30	20
During officer training	37	35
On reporting to first duty station	10	18
At time of first promotion	09	09
Recently by a BuPers representative	11	00
Recently by CO or XO	36	00
Other	17	00

About a third (30%) of the leavers and 20% of the stayers reported that they had never been counselled. Another third of the leavers (37%) and a third of the stayers (35%) reported that they had been counselled during officer training. A third (36%) of the leavers reported counselling by their XO or CO in contrast to none of the stayers.

Officer Fact Book. Though the Officer Fact Book serves as a source document for many facts affecting an officer's career development, career opportunities, and benefits, 31% of the leavers reported that they had never heard of it or seen it as against 18% of the stayers. About equal percentages of the leavers (25%) and stayers (24%) stated that they knew of it but had never used it. Thus, 56% of the leavers and 42% of the stayers had never seen it or used it. Of those who had used it one or more times, 28% of the leavers said they had used it three or more times as compared to 43% of the stayers. When asked how accessible the book was, 50% of the leavers and 36% of the stayers said it was either not accessible or they did not know. In response to a question as to the best features of the Officer Fact Book, and with directions to indicate as many as apply, the results were as summarized in Table 12.

Line Officer Personnel Newsletter. As many as 15% of the leavers but only 3% of the stayers reported that they had never heard of the Line Officer Personnel Newsletter or had never read it. On the other hand, 84% of the leavers had read it occasionally, frequently, or every issue as compared to 97% of the stayers. Only 11% of the leavers and 20% of the stayers had any suggestions for improvement of the Newsletter.

Career Counselling and Information Services. In response to the question, "Do you think the Navy is doing enough in the way of counselling and information services to help officers make their decisions about staying in the Navy at the completion of their obligated service?", 87% of the leavers answered that the Navy is not doing enough or that they did not know; 69% of the stayers answered the question the same way.

TABLE 12

Best Features of Officer Fact Book

Features	% of Choices	
	As Many As Apply	
	Leavers	Stayers
Never used it	56	43
Chapters on:		
Career, Retention and Recall Opportunities	12	23
Active Duty Officer Programs	12	15
Promotional Opportunities	11	27
Educational Opportunities	17	27
Assignment and Retention Patterns	14	27
Navy Pay and Allowances	11	13
Benefits	10	19
Other	03	04

Knowledge of Benefits

Social Security. The answer to the question, "Can a retired Navy officer and his wife draw Social Security payments in addition to his regular Navy retirement pay after age 62?" was known by 60% of the leavers and 72% of the stayers. Of the leavers, 37% said they did not know as compared to 21% of the stayers. The question, "How much of his base pay does a Navy officer pay for Social Security?" was answered correctly by only 23% of the leavers and 29% of the stayers. Almost half of the leavers (46%) frankly stated they did not know as compared to 37% of the stayers.

Dependent Medical Care Program. The procedure of the Dependent Medical Care Program (Medicare) was reported to be understood very well by 25% of the leavers and 42% of the stayers; 45% of the leavers and 46% of the stayers said they understood the procedures only slightly. Of the remainder, 29% of the leavers said they did not understand the procedures at all or had never heard of the Medicare Program as compared to 12% of the stayers.

Retired Serviceman's Protection Plan. Of the leavers, 71% reported that they did not understand this plan at all or had never heard of it; 58% of the stayers said the same. Only 4% of the leavers and 10% of the stayers claimed that they understood the plan quite well.

Dependents and Indemnity Compensation. In response to the question, "When can an officer's dependents receive payment under Dependents and Indemnity Compensation?", 58% of the leavers and 43% of the stayers admitted they did not know. Another 6% of the leavers and 7% of the stayers chose the wrong response alternative. The correct response was given by 26% of the leavers and 51% of the stayers.

Tuition Assistance. On the subject of Navy Tuition Assistance 3% of the leavers and 26% of the stayers had never heard of it or had heard of it but knew nothing about it. Only 21% of the leavers and 26% of the stayers said they know quite a bit about it; 44% of the leavers and 47% of the stayers knew a little about it.

US Armed Forces Institute (USAFI) Correspondence Courses. Most of the leavers (67%) and most of the stayers (70%) knew about the USAFI Courses but had never enrolled in one. The remainder had enrolled in one or more.

Data Unique to the Leavers

Future Plans and Expectations. Fewer than half the leavers (43%) indicated that they had employment waiting for them upon separation from the Navy. Almost half of the leavers (49%) expected to work full time, another 32% expected to attend school full time or work and attend school part time. The remainder (19%) planned to "look around for awhile" or to do a miscellany of things. A year from the time they were leaving the Navy, the majority of them expected to earn about \$600 a month. But five years afterwards almost half of the leavers (46%) expected to earn \$900 or more per year. When asked where they thought they would be ahead financially five years hence, only 18% indicated the Navy; and only 7% thought they would be ahead financially in the Navy during their lifetime.*

Reasons for Leaving. The leavers were asked to check the three most important reasons, in a list of 20, and the one most important reason for their decisions to leave the Navy. The results are summarized in Table 13.

* Of related interest is the fact that only 13% of the married leavers indicated a quite favorable attitude on the wife's part toward a Navy career; 58% were unfavorable; and the remainder, indifferent.

TABLE 13

Most Important Reasons for Deciding
to Leave the Navy

Reasons	% Choices	
	Three Most Important	One Most Important
Demands of Navy social life	02	*
Instability of service career	11	04
Reduction of commissary/other benefits	02	*
Slow promotion rate	08	02
Limited home life of a junior officer	37	14
Lack of appreciation of work performed	14	03
Poor utilization of abilities/skills	39	17
Inadequate housing for dependents	01	00
Insufficient pay	21	04
Uninteresting duty	13	05
Limited promotion to high rank	10	02
Unsatisfactory superior officer	24	07
Limited dependent medical care	01	00
Excessive sea duty	22	06
No opportunity to do something worthwhile for Navy	12	02
Loss of officer prestige	07	01
Excessive work demands	02	01
Restriction of self-expression	28	07
No educational opportunities	04	01
Other reasons	34	25

Of the specific reasons listed, 17% of the leavers indicated "poor utilization of personal abilities and skills" * and 14% indicated "limited home life of a junior officer" as the most important one related to their decision to leave the Navy. Another 25% indicated reasons other than those listed as being the most important. In choosing three of the most important reasons for leaving, the following reasons with a frequency in the neighborhood of 30% emerge: "poor utilization of personal abilities and skills" (39%), "limited home life" (37%), "restriction of self-expression" (28%). A reason other than those listed was included among the three most important ones by 34% of the leavers.

* On a self-rating of competence as a Naval officer, considering officers of comparable ranks and designators, 78% of the leavers considered themselves as just above or well above average.

A second order of frequency applied to "unsatisfactory superior officer" (24%), "excessive amount of sea duty" (22%), and "insufficient pay" (21%).*

A question related to the "poor utilization of personal abilities and skills" item of Table 13, was the following: "If the Navy had billets in which you could extensively use your graduate or undergraduate specialty and you were assured one of them, do you think you would have requested retention in the Regular Navy?" About a third (32%) of the respondents answered "Yes" and another 2% indicated that they would be willing to accept a Regular Navy Commission under any circumstances.

In view of the above findings it is worthwhile to examine the reasons given for originally applying for a commission in the Navy. The results are shown in Table 14.

TABLE 14
Reasons for Applying for a Commission

Reasons	% Choices
To obtain the benefits of a subsidized education	01
I wanted to fly airplanes	02
I wanted a position of prestige and responsibility	29
To avoid going into another arm of the military service	16
Patriotic reasons	10
I liked ships and the sea	14
I wanted travel and adventure	10
Some other reason	17

As Table 14 shows, 29% chose "I wanted a position of prestige and responsibility" as the most important reason for applying for a Navy commission. Another 16% chose "to avoid going into another arm of the military service"; 14% chose "I liked ships and the sea"; and 17% chose "some other reason" not listed.

Data Unique to the Stayers

Comparative Opportunities in Navy and Civilian Life. A series of 25 attributes which may be associated with both Navy and civilian life were presented to the stayers. They were asked to indicate for each attribute listed whether they thought the opportunities to obtain (or do) each of the things were greater in the Navy or in civilian life.

* Despite the reasons given for leaving the Navy and despite the "worst" features cited earlier, 90% of the leavers indicated that they surely or probably would advise a younger brother to enter one of the Navy officer programs.

They were also asked to indicate how important each attribute was. The results are summarized in Table 15.

TABLE 15
Comparative Opportunities in Navy
and Civilian Life

Attribute	Greater in Navy	Greater in Civilian Life	Important	Un- important
Good pay	11	89	72	28
Steady employment	95	05	82	18
Adequate family housing	18	82	75	25
Dependent care	74	26	79	21
Interesting work	98	02	97	02
Serve country	98	02	93	07
Visits to foreign countries	97	03	49	51
Interesting personal experiences	94	06	83	17
Promotion to higher levels	55	45	88	12
Early retirement	99	01	36	64
Retirement benefits	93	07	77	23
Financial security	85	15	81	19
Full use of abilities	65	35	94	06
Social prestige	56	44	46	54
Active social life	68	32	44	56
Feelings of accomplishment	85	15	98	02
Freedom of thought and action	21	79	88	12
Challenging responsibilities	93	07	97	03
Qualified superiors	56	44	82	18
Stability of home life	08	92	78	22
Success through ability alone	30	70	83	17
Job satisfaction	84	16	97	03
Honored profession	82	18	82	18
Educational opportunities	77	23	90	10
Feeling of belonging	92	07	67	33

The stayers judged the opportunities for achieving most of the listed attributes as being greater in the Navy. The ones for which the opportunities were judged greater in civilian life are "good pay" (89%), "adequate family housing" (82%), "freedom of thought" (79%), "stability of home life" (92%), and "success through ability alone" (70%). All of these attributes were judged to be important by the vast majority of the stayers.

SUMMARY

The purpose of this part of the Junior Officer Retention Survey was to assess the reasons why USNR officers request release from active duty at the end of their obligated service and why USNR officers request transfer to the regular Navy. The sample of respondents' usable questionnaires numbered 180 stayers and 1,309 leavers. Only those whose source of commission was other than the Naval Academy or the NROTC (Regular) Program were considered. The leavers were younger, of lower average rank, less frequently married, and almost entirely 1105's. Both the leavers and stayers were chiefly college graduates but a greater percentage of the leavers than the stayers had graduate education and degrees. A greater percentage of the stayers reported Navy training since commissioning, more sea duty, a greater amount of active duty, and a greater number of extensions.

Recalled interest in a Navy career reflects a progressive decline among the leavers and a progressive increase among the stayers. The leavers tended to choose "did not use my training", "inconsiderate superiors", "too much time at sea" and "excessive administrative duties" as the one most important of the worst features of their assignments. The stayers tended to choose "too much time at sea", and "excessive administrative duties". The leavers tended to indicate that "length of time in local exercises", "unscheduled operations", "excessive administrative duties", and "non-essential stand-by duties" were the worst features of home-port time. The stayers tended to choose the same features except that "unscheduled operations" received a lower percentage of their responses and a third of them chose "not enough leave". On the other hand, "mature personally" and "assume responsibility" were chosen by the majority of the leavers as most important of the best features of duty assignments. The largest portion of the stayers chose "assume responsibility" and "develop professional skills".

With respect to what the Navy can do to make Navy careers more attractive, a third of the leavers chose "better use of each officer's abilities. Next in order of percentage of choices was "more opportunity to choose assignments". To the stayers the most important things the Navy could do included "increased prestige of officer corps", "better use of each officer's abilities", and "more educational opportunities".

The leavers' and stayers' feelings about Navy position and status were not entirely in agreement. The leavers rated relatively lower the "opportunity for participation in setting goals" and "feeling of self-fulfillment". The ratings of the stayers' feelings concerning their status and position tended to be uniformly moderate.

The stayers also differed from the leavers on the question of educational background, the leavers indicating that PG training would not have benefited them and the stayers saying that it would have. Both groups agreed that PG education improves one's promotion potential.

The respondents reported official career counselling on numerous occasions, most often during officer training. Counselling by their CO's or XO's was reported by a third of the leavers but by none of the stayers.

When the leavers were asked to choose the most important reason for leaving the Navy, the largest percentage of responses was "poor utilization of skills" (17%), "limited home life" (14%), and a miscellany of reasons other than the alternatives listed in the question (25%).

The stayers judged most of a list of 25 attributes of Navy and civilian life as being more likely to be attained in the Navy. Most of the stayers judged that civilian life offered more opportunity in respect to good pay, adequate family housing, freedom of thought and action, stability of home life, and success through ability alone.

Data are reported on the extent of knowledge and use of the Officer Fact Book, the Line Officer Newsletter, and career counselling information and services. Data are also furnished on knowledge of various benefits offered by the Navy.

APPENDIX A

TABLE 16

Evaluation of Type of Duty
in First Assignment

Type of Duty	Leavers' Evaluation				Stayers' Evaluation			
	N	Good	Accept.	Poor	N	Good	Accept.	Poor
<u>Sea Duty</u>								
Staff	35	60%	29%	11%	03	67%	00%	33%
Large combatant	205	47	34	20	09	56	33	11
Small combatant	282	70	18	12	22	82	18	00
Amphibious	285	53	35	12	15	80	07	13
Auxiliary	222	54	28	19	18	67	22	11
Submarine - nuclear	00	00	00	00	00	00	00	00
Submarine - conventional	01	100	00	00	00	00	00	00
Aviation - land plane	02	100	00	00	27	70	15	15
Aviation - carrier type	35	49	23	29	47	87	11	02
Aviation - sea plane	00	00	00	00	03	67	00	33
Other, sea	21	48	10	43	05	60	40	00
<u>Shore Duty</u>								
Bureau, OPNAV, DNI Activities	13	62	23	15	01	100	00	00
NAVDIST, SEAFRONT, MAAG Staffs	14	71	21	07	01	00	00	01
TraCom, Flt Training	44	82	14	05	11	64	27	09
Instructor	09	67	22	11	00	00	00	00
NavSta, NAS	26	65	31	04	01	100	00	00
Recruiting	00	00	00	00	00	00	00	00
NSA security group	13	62	08	31	02	00	00	100
Other, shore	82	61	22	17	14	79	14	07
TOTAL	1,290	58%	27%	16%	179	75%	16%	10%

TABLE 17

Evaluation of Type of Duty
in Second Assignment

Type of Duty	Leads' Evaluation				Stayers' Evaluation			
	N	Good	Accept.	Poor	N	Good	Accept.	Poor
<u>Sea Duty</u>								
Staff	106	52%	29%	19%	07	86%	00%	14%
Large combatant	44	36	39	25	05	80	20	00
Small combatant	68	62	19	19	24	88	12	00
Amphibious	58	45	29	26	07	86	14	00
Auxiliary	85	57	24	20	07	71	14	14
Submarine - nuclear	70	00	00	00	05	100	00	00
Submarine - conventional	11	100	00	00	00	00	00	00
Aviation - land plane	00	00	00	00	09	78	11	11
Aviation - carrier type	05	20	20	60	22	91	09	00
Aviation - sea plane	00	00	00	00	02	50	50	00
Other, sea	51	50	19	29	03	00	33	67
<u>Shore Duty</u>								
Bureau, OPNAV, DNI Activities	15	80	13	07	01	100	00	00
NAVDIST, SEAFRONT, MAAG Staffs	30	60	07	33	01	00	100	00
TraCom, Flt Training	45	65	11	24	26	73	23	04
Instructor	28	64	29	07	02	100	00	00
NavSta, NAS	46	74	17	09	01	100	00	00
Recruiting	07	71	29	00	01	00	100	00
NSA security group	13	54	23	33	00	00	00	00
Other, shore	148	58	19	23	10	90	00	10
TOTAL	764	57%	22%	21%	133	81%	14%	05%

TABLE 18

Evaluation of Type of Duty
in Most Recent Assignment

Type of Duty	Leavers' Evaluation				Stayers' Evaluation			
	N	Good	Accept.	Poor	N	Good	Accept.	Poor
<u>Sea Duty</u>								
Staff	90	49%	30%	21%	06	100%	00%	00%
Large combatant	87	38	38	24	08	75	25	00
Small combatant	135	65	19	16	22	86	09	05
Amphibious	63	41	31	28	10	70	20	10
Auxiliary	92	53	27	20	05	100	00	00
Submarine - nuclear	00	00	00	00	04	100	00	00
Submarine - conventional	11	100	00	00	00	00	00	00
Aviation - land plane	00	00	00	00	10	80	20	00
Aviation - carrier type	08	13	50	38	27	85	15	00
Aviation - sea plane	00	00	00	00	01	00	00	100
Other, sea	40	63	13	25	01	00	100	00
<u>Shore Duty</u>								
Bureau, OPNAV, DNI Activities	22	64	27	09	02	100	00	00
NAVDIST, SEAFRONT, MAAG Staffs	40	50	13	38	00	00	00	00
TraCom, Flt Training	41	66	12	22	20	60	25	15
Instructor	24	63	25	13	02	50	50	00
NavSta, NAS	49	69	20	11	03	67	33	00
Recruiting	06	67	33	00	00	00	00	00
NSA security group	15	47	40	13	00	00	00	00
Other, shore	119	55	24	21	12	92	08	00
TOTAL	850	55%	25%	20%	133	80%	16%	05%