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13 MAY 1977

# AN ANALYSIS OF VOLUNTEER SOLDIERS AND EXPECTATIONS ABOUT SATISFACTION

BY

LIEUTENANT COLONEL DONALD E. (
QUARTERMASTER CORPS




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USAWC MILITARY STUDIES PROGRAM PAPER

# AN ANALYSIS OF VOLUNTEER SOLDIERS' PERCEPTIONS AND EXPECTATIONS ABOUT SATISFACTION WITH ARMY LIFE

INDIVIDUAL STUDY PROJECT

by

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13 May 1977

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The research study provides an analysis of the congruency between volunteer soldiers' expectations and perceptions of Army life to their overall satisfaction with the Army. Three basic questions constitute the research issues of the study. Are first-term volunteer soldiers satisfied or dissatisfied? Can levels of satisfaction be explained by their degree of congruency of expectations? Are there other factors that explain soldiers' satisfaction

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The findings of the study clearly show that expectations prior to enlistment are related to the soldiers' sense of satisfaction with being the the Army, and in turn, is directly related to their intentions to reenlist. The findings suggest that a management review program be developed to evaluate uniformity of recruiting policy and practices. Additionally, an evaluation survey mechanism is necessary for continuous evaluation of first-term enlistees since entry into the Army.

ABSTRACT


**AUTHOR(S):** Donald E. Gauntner, LTC, QMC

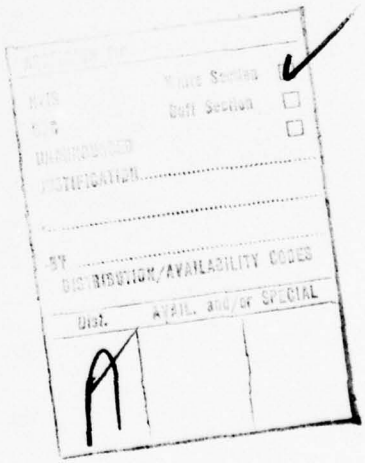
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# CHAPTER I

# INTRODUCTION

> This [getting more people willing to volunteer] does not mean throwing out the necessary discipline for an organized fighting force. It does mean making certain that the people who come in are given the job that they were led to believe they were going to get and that they will be used productively on that job and not be subjected to useless work that is not in any way connected with the mission.
> --George A. Daoust, Former Deputy Assistant Secretary of Defense, Manpower Research and Utilization[1]

## Background

In March, 1977, Senator Sam Nunn (Democrat-Georgia), chairman of the Manpower and Personnel Subcommittee of the Senate Armed Forces Committee, conducted hearings on the All-Volunteer Force (AVF). After the hearings, Senator Nunn, a longtime skeptic of the all volunteer concept, warned that the AVF may be a luxury that the United States can no longer afford.[2] He expressed concern that the AVF has not lived up to the expectations of its early proponents, despite an economic and demographic environment that has been highly conducive to its success.[3]

Despite growing pessimism, the volunteer concept has made some remarkable achievements over the past four years. During that time, the United States Army has achieved its national objective of changing from a conscription system to a system which relies entirely on the enlistment of volunteers.

In considering the success of AVF several issues are paramount. Does the all volunteer Army provide sufficient incentives and has it reduced sources of dissatisfaction among soldiers to the point necessary to sustain the volunteer concept? In short, to what degree are soldiers satisfied or dissatisfied with Army life?

The Army has been working hard at making military service attractive, especially to the high school graduate. Programs to attract and retain talented and highly qualified recruits are among the highest priorities of the volunteer Army. The more successful enlistment and reenlistment incentives are unit of choice and special unit enlistment options which guarantee an individual sixteen months in the unit of his choice in the United States. Also popular is the station of choice enlistment and reenlistment option which guarantees an individual twelve months at the post of his choice.

Soldiers are also given the opportunity to enlist for one of a number of specified skills. An Army education services plan is provided to the soldier to obtain a minimum high school equivalency if he is not a high school graduate. In addition, vocational, technical or collegiate training and a variety of educational programs are available to high school graduates.

Experience, so far, has shown that the retention of high quality personnel is crucial to the continued success of AVF. More must be done to insure the AVF remains attractive to this high quality individual. To achieve this goal, the Army must meet the soldier's expectations about his career and about the quality of life in the Army. This study examines some influences that might distort or

change soldiers' expectations and perceptions of the Army during the first term of enlistment.

The writer makes the assumption that there is a crucial time in the first-term of enlistment somewhere between the completion of advanced individual training and the time for reenlistment eligibility (the six to eighteen month period) where expectations are most affected. Based on this assumption, this study focuses on soldiers' levels of satisfaction with Army life during this critical period of their first-term enlistment.

Before zero-draft, the Army could generally assess soldier and organizational expectations on a generation of experiences of the conscription system. Without these experiences, the present Army does not have the same adequate base of knowledge about the attitudinal changes of a volunteer soldier's expectations or perceptions as he enters and passes through his initial tour of military service. The move from conscription to complete dependence on volunteers was a transition of historical proportion, and as a result it has inherent uncertainties. Military force planners are now sizing our military forces on the assumption that whatever recruiting goals are needed will be met. There have been numerous attitude surveys conducted to examine enlistment motivation and general attitudes toward military service. Some of these are briefly discussed later on in the study. These evaluations generally reflect basic needs. In other words, people join the Army for individual development, certain military benefits, personal preference, and career development. Little attention has been focused, however, on the questions of whether soldiers

actually receive the rewards for which they enlisted, or whether the realities match up to soldiers' pre-enlistment expectations. Nor has there been much study about the impact of "gaps" or incongruencies between their expectations and experiences of Army life. This study is an exploration of how soldiers feel about being in the Army compared to what they expected.

## Purpose

The purpose of this study is to evaluate the congruency between the soldiers' expectations and perceptions of Army life and its relevance to their satisfaction with Army life.

## Methodology

This study is designed as an exploratory study to probe the depth and breadth of three basic questions that constitute the research issues of the study.

1. Are first-term enlisted volunteer soldiers satisfied or dissatisfied with being in the Army?

2. Can overall levels of satisfaction be explained by the extent to which soldiers are satisfied with the degree of congruency of their expectations and perceptions of Army life?

3. Can first-term enlisted volunteer soldiers' levels of satisfaction be explained by factors other than congruency of expectations and perceptions?

In order to reduce the complexity and extensiveness of the problem definition, the research effort will focus on the concept of the psychological contract postulated by Edgar H. Schein.

## Limitations of the Study

This study does not attempt to evaluate the recruiting processes of the Army or Basic and Advanced Individual Training programs. Instead, it is limited to the volunteer soldier who has had no prior active military service experience and who has served between six and eighteen months and assigned to the station of his choice. It will not attempt to assess soldiers' perceptions or expectations beyond the first-term of enlistment, nor will it evaluate possible differences between combat and combat service support soldiers.

This study is intended to be suggestive in nature. It is intended to examine some of the factors that may affect overall satisfaction of volunteer soldiers and highlight some areas which may warrant further study or investigation by the U. S. Army.

## CHAPTER II

## CONCEPTS OF RESEARCH

Relevance to an individual soldier's needs is an important determinant of his personal view of the Army. Things that seem to be aids to satisfying his needs are seen by him quickly. A soldier's perceptions of military life are influenced heavily by those aids that satisfy his needs. Therefore, the Army and his place in it may be viewed as the context in which a soldier's perceptions of military life take place.

In the past, the Army has placed major emphasis on the "morale and welfare of the troops," and that theme still remains important. However, the Army has failed to focus enough attention on the soldier's own perceptions of his morale and welfare. There are certain contingencies to the mentioned cliche' that should be considered. Among those contingencies, and of major importance, is the existing relationship between the organization and the individual.

The soldier's relationship with his organization can be favorable or unfavorable based upon what he thinks he would like or not like about the Army. He has certain needs and expectations concerning such things as adequate pay, meaningful work, and his dignity as an individual. Likewise, the organization has certain expectations of the soldier such as job proficiency and disciplined response.

Psychological Contract

This interaction can be thought of as the working out of a psychological contract centered on the idea of reciprocity. The concept of the psychological contract addresses the relationship between the organization and the individual who is a member of that organization. Edgar H. Schein hypothesizes that whether a person is working effectively, whether he generates commitment, loyality, and enthusiasm for the organization and its goals, and whether he obtains satisfaction from his work, depends to a large measure on two conditions: (1) the degree to which his own expectations of what the organization will provide him and what he owes the organization match what the organization's expectations are of what it will give or get; and (2) assuming there is agreement or expectations, what actually is to be exchanged - money in exchange for work and loyality; opportunities for self-actualization and challenging work in exchange for high productivity; quality work and creative effort in the service of organizational goals; or various combinations of these and other things.[4]

It is very difficult to delineate the specific expectations of the Army and of the soldier. The Army as an organization of extreme size and complexity, and the attitudinal heterogeneity of hundreds of soldiers, are only two of many factors which confound any attempt to lay out with precision the expectations of the soldier and of the Army.[5] The general outlines can be easily sketched, however.

The Army expects the soldier to obey its authority; the soldier expects the Army to be fair and just in dealing with him. The Army

enforces its expectations through the use of its power and authority; for example, regulations, policy directives, and orders. The soldier, on the other hand, has no such formal means for handling his expectations. He can only enforce his expectations through attempts to influence his Army organization by withdrawing participation and involvement, as when he decides to quit and leave, thus becoming a discipline problem because he is AWOL. Others may quit but stay, thereby becoming low producers on the job or during training.

The equation looks something like this. The Army expects the soldier to become proficient in his job and to be well disciplined and loyal. On the other hand, the soldier expects the Army to give him satisfactory pay, decent living conditions, and meaningful work.[6] The accomplishment of unit missions of the present AVF is directly and positively related to how well the soldier and the Army fulfill the expected obligations.

In dealing with this expectation equation, many problems arise between the individual soldier and the Army as an organization. Studies of individual-organization relationship problems have revealed that poor communication is a basic source of the problems. In an attempt to bridge the communication gap between the soldier and the organization, the Army Leadership Study of the 1970s had as an ancillary research objective to give substance to the psychological contract concept. In the study the concept of a psychological contract was viewed as the "informal contract." The terms of the unwritten informal contract are simply the soldier's expectations and those of the unit. The study related that the implied terms of the contract

are as important to the individual-organization relationship as those terms which are stated formally. It stated, "The soldier perceives as unfair, for example, a move by the Army to eliminate commissaries or post exchanges. The Army perceives as unfair a soldier's reluctance to keep physically fit. Neither commissaries nor physical fitness are included as explicit terms of any written agreement."[7] The example represented what the parties to the contract expected from each other. In this respect, one should include the degree to which the soldier and or the Army perceive these expectations as being met by the other. It follows then that both parties to the contract are guided by assumptions concerning what is fair and equitable. One of the findings of the Leadership Study is evidence of unrecognized failures by one or both parties, the organization and the soldier, to meet expectations of the informal contract. The interview data of the study suggest strongly that soldier expectations are generally fulfilled during basic combat training (BCT). However, when interviewing advance individual trainees (AIT), their perception of fair participation in the informal contract by the Army differed markedly from that of the basic trainees. The study stated ". . . the informal contract in effect 'went to hell' shortly after the soldier made the switch from BCT to AIT." The study indicated that there are obvious implications for further research of this concept as the Army moves toward zero-draft sustainment.[8]

The major premise of this present study is to determine if gaps really exist between soldiers' expectations and their experiences. All individuals have varying perceptions of fulfillment of the

contract which serve to guide their behavior. There are many factors that lead toward individual differences in their perceptions and attitudes of the informal contract. The actual working conditions to include physical conditions, psychological processes and formal organization relationships have a considerable impact.

Job Satisfaction

Another major problem in the military organization is job satisfaction. In order for Army leaders to effectively deal with differences between the soldier and the organization, they should have an understanding of individual needs and motivation.

Although needs may be classified in several ways, for the purpose of this study, consideration for overall satisfaction is limited to the environmental factors and individual factors postulated by Frederick Herzberg. According to Herzberg's theory concerning the attitudes of people toward work, there are two separate and distinct attitudes, each with different goals and needs. Referred to as factors, each are not the same, although the two sets of factors serve as goals for the individual and both meet his needs. One relates primarily to job satisfaction and the other relates primarily to job dissatisfaction.

In establishing his theory, Herzberg draws heavily upon the hierarchy of needs developed by Abraham Maslow. Herzberg stresses that the factors which truly motivated work are "growth" factors, or those that give the worker a sense of personal accomplishment through the challenge of the job itself. In other words, motivation is in the

content of the job. The job characteristics which produce satisfaction are called "motivators" because they satisfy the individual's need for self-actualization at work. On the other hand, Herzberg maintains that the context, or environmental factors (hygiene) which surround the job causes dissatisfaction. These dissatisfiers may be classed as deficit needs in that their importance is felt only in their absence. According to this dichotomy, motivators include achievement, recognition, advancement, possibility of growth, responsibility, and work itself. Hygienes, on the other hand, include salary; interpersonal relations with supervisors, subordinates, and peers; technical supervision; company policy and administration; personal life; working conditions; status; and job security.[9] The two factors can be distinguished in terms of what a person does and the situation in which he does it. This study leans heavily upon Herzberg's theorizing. The basic measurement of satisfaction to be used in the analysis is related directly to Herzberg's theory.

## CHAPTER III

## RELEVANT INFORMATION FROM PREVIOUS STUDIES

In order to understand more clearly the problems associated with the volunteer soldier's pre-enlistment expectations and how satisfying Army life is during enlistment, this review draws from empirical results of selected studies. The relevant research and study evaluations pertaining to the volunteer soldier's enlistment and reenlistment attitudes are presented in the following three parts.

### A Historical Perspective

A capsule insight about soldier attitudes toward Army life is provided by a 1972 Department of Army contracted report by Cinecom Corporation of Cambridge, Massachusetts.[10] The report quotes a review prepared by the Office of the Chief of Military History of various enlistment appeals which have been made by the U. S. Army over the past century. During the Nineteenth Century, the Army appealed to a large number of men seeking to escape from social or economic problems. Up until some point before World War I, many of these enlistees were recent immigrants.

In the Twentieth Century, while there was certainly still enlistment for "escape reasons," there seems to have been a growing number of men choosing Army service because it provided opportunity to achieve personally selected goals, training, experience, travel, security, and retirement benefits available after 20 years service.

Army recruiting programs have sought to play up these appeals to individual tastes and desires even "to the extent that they have often been accused of inducing men to enter the Army for the wrong reasons, thus producing later disillusionment. Failure by the Army to live up to promises may have had adverse effects."[11]

Since World War II, so many Americans have had military experience that individuals considering the Army have relied on information about Army life from their family and friends. The Army has sought to develop public good will in an effort to influence these evaluations, but still this has "had less effect than actual impressions of Army life that veterans carried away with them." Patriotism as a significant enlistment appeal has "hardly existed in the past, except in recruiting citizen soldiers for wartime service."[12]

Some past surveys have shown that patriotism had some influence on individuals seeking an Army career. However, patriotism was not generally a primary reason, but a supplementary one for a choice made mainly because of other factors.

Finally, the Army's appeal has been modified by employment opportunities in civilian life. Regarding recruiting in America, it was reported to be easier in the depressed 1930s than during the prosperous 1920s.

## Volunteer Soldier of the Future

Probably the most realistic approach to assessing the American Army's enlisted culture is by Dr. Charles C. Moskos, an eminent military sociologist at Northwestern University. Dr. Moskos

published a book in 1970 on the "American Enlisted Man."[13] Moskos describes the pre-World War II American Armed Forces organized entirely of volunteers, most of them making it a career. The Armed Forces were quite self contained and separated from the civilian society. Most enlisted men came from the working class or rural areas. Because of the mass mobilization of World War II, enlisted men became more representative of society as a whole. The typical soldier was a "civilian in uniform." These years shaped many of the images of military life which still persist. During the Cold War Era the military manpower trend was toward more technical specialization than toward combat or manual labor roles, even though troop build-ups occurred from Korea and Vietnam. The typical enlisted soldier was perceived to be of the working class or lower-middle class. But as the war escalated in South East Asia, Vietnam War procurement policies again made Army enlisted ranks more representative of society as a whole.

Moskos felt, however, that this may prove to be only temporary. He wrote, "The high probability of a curtailed draft and major increases in military pay will serve to reduce significantly the degree of middle class participation in the enlisted ranks."[14] Adding to this he said, ". . . what should not be forgotten is that the United States has normally looked upon its military with some disdain, and in this sense, our society appears to be moving toward its more conventional definition of the military as opposed to the unquestioned acceptance of its role which started in World War II and continued throughout the 1960s."[15] He thinks that this separation of military

from civilian life will mean the service will follow a more authoritarian social organization, in sharp contrast to the participative control of domestic institutions. Dr. Moskos concludes his book by saying, ". . . steps taken in the direction of individual rights and less rigidity in social control would in all likelihood seriously disaffect career personnel while making military service only marginally more palatable to its resistent members."[16]

Current Study of Volunteer Soldier Attitudes

The most recent study to determine the attitudes of soldiers leaving the Army was conducted by the Directorate of Human Resources Development, Office Deputy Chief of Staff for Personnel (ODCSPER), Department of the Army.[17] The survey entitled "Perceptions of Soldiers Leaving the Army," involved soldiers stationed at Fort Benning, Fort Bliss, Fort Bragg, Fort Dix, Fort Lewis, and Fort Riley. An attitude questionnaire was used to obtain attitude perceptions of soldiers in the pay grades of E-5 and below who were leaving the service with an honorable discharge after one voluntary enlistment. Two of the posts, Fort Dix and Fort Lewis, served as separation points for overseas returnees. To assure a cross-section of military occupational specialities (MOSs) in the population, Fort Benning and Fort Bliss were used because they are garrison posts, and Fort Bragg and Fort Riley were used because they contain division-size units.

Overall, the results were positive, however, the researcher does not interpret his study as showing that the Army is on completely solid ground. In a preliminary report, for example, the findings

indicated that the volunteer Army enlistee felt he had been "bought." Although somewhat harsh, it appears that this one word appraisal most accurately describes the situation. The soldier has "sold" three years of his life to the Army in return for the GI Bill and other training; for some travel, adventure and new experiences; and for his pay, allowances, and other benefits. Although he is personally satisfied with the bargain in a general way, he would not want to repeat it, nor would he extrapolate his satisfaction to others. Unfortunately, the general impression is that the present-day volunteer is actually just a draftee in disguise, "doing his time" until he can get out and reap the "benefits of his service."[18]

Other studies have been conducted since the start of the AVF concept. Although most of these contribute to a better understanding of the all volunteer concept, they are not sufficiently relevant to discuss in this review. However, several studies by N. W. Ayer & Son, Inc. under Army contract should be mentioned.

In 1971, N. W. Ayer undertook a study to assess attitudes of men toward military service in general. The purpose was to identify the various options which might increase voluntary enlistment and to identify Army benefits most likely to influence the effect of various sources of information about the Army.[19] Ayer concluded that the Army offered two basic enlistment appeals - self-development and training. Others were salient appeals to patriotism, for travel, adventure and excitement, benefits (medical and dental), and job security. Regarding deterrents to Army enlistment, the study concluded that the basic criticisms were the loss of identity, restricted freedom, make-work

jobs and the low status of enlisted men.[20]

In 1973, N. W. Ayers did another study of reenlistment attitudes which explored many of the critical factors in a young man's decision to reenlist.[21] At that time, the reenlistment rate among first-term soldiers was under 20 percent. Since that time, reenlistments have improved substantially, primarily because of specific Army programs, in part because of improved communications, and a general improvement of conditions. The results of the study indicated that the climate for reenlistment was more favorable than it had been ten months before. However, the Army was still perceived as falling short of the soldier's job expectations. Additionally, it was reported that the opportunities offered by the Army for training and self development were very important in increasing reenlistment interest.

The Army recognized in 1976 that there remains a need for better retention of higher quality men, and especially men in combat arms and some critical specialities. In response to this most recent need, N. W. Ayer & Son, Inc. conducted a research effort in January 1976.[22] That study's objective stated, ". . . the importance of retaining better men increases with the reduction in force if this smaller professional Army is to continue to fulfill its mission." The research effort established that a critical point in retention is at the end of the first-term of enlistment when the majority of enlistees leave the Army. It was shown that reenlistment rates are not a problem among soldiers who have served two or more terms of enlistment.[23]

The general findings of the 1976 study showed that first-term soldiers joined the Army to learn a skill and receive training. The

promise of technical training with possible civilian applications (electronics, mechanics, automotive, etc.) are strong attractions. The less-educated, those less-inclined toward college, the poorer and more often the black volunteers are most attracted by these opportunities.[24]

The overall results of the three Ayer's studies described above are similar to and supportive of the August 1976, ODCSPER study already discussed. The studies generally found that there are both positive and negative attitudes and motivations concerning enlistment and reenlistment.

The last study to be reviewed is an older study conducted in September 1962, by Systems Development Corporation.[25] Although dated somewhat, it contained significant data. Approximately 160 in-depth interviews were conducted with soldiers who had decided to stay in or leave the Army. The purpose of these interviews was to determine attitudes and motivations which lead those individuals either to reenlist or to separate from the service.

The findings indicated that soldiers desired opportunities for continuing their education and saw the Army as an opportunity to learn a skill or trade. Each of the interviewees was asked to comment on what his expectations of Army life were when he knew he would be entering the Army. Most of those who responded anticipated a hard, vigorous life with tight discipline. Many felt that the Army would be very organized and structured with a great deal of regimentation. These perceptions of the Army were usually the result of information received from relatives and friends. In a majority of cases, these men

found the Army to be different from what they expected. Most felt that the Army was not all that tough, particularly after basic training. On the whole, twice as many interviewees said they found the Army not as they expected rather than being what they had expected it to be.

The implications of these and other similar studies are obvious as it relates to the volunteer soldier's attitudes. Soldiers have a positive attitude toward the Army as they enter the Army Reception Center and they also have high expectations that they are undertaking a meaningful experience. Although the volunteer soldier has some anxieties about the rigorous basic training facing him, he is willing and eager to meet the test. As the soldier moves from his pre-enlistment status through basic training and his unit of assignment which follows, he modifies his needs, expectations, behavior and his satisfaction level in response to his experiences. Most attitudinal studies concerning enlistment or reenlistment of the volunteer soldier have examined the soldier's expectations of military service before enlisting or during basic training, while other studies have queried soldiers during periods of reenlistment eligibility as to their expectations of the service, job or everyday Army life. Included in the many studies conducted on the volunteer soldier are those which involve evaluation of a soldier's perceptions of military life upon completion of his first-term of enlistment. Although these efforts have proven to be significant, none could be found which analyze the volunteer soldier's level of satisfaction as related to his perceptions of the military service compared to what his expectations were

prior to enlistment. This study seeks to determine if there is a relationship between his expectations and perceptions about Army life to his satisfaction with Army life.

## CHAPTER IV

## STUDY METHODS

To gather data for this study, a random sampling of soldiers in their first-term of enlistment between six and eighteen months service was selected. This method provides an adequate data base for exploring volunteer soldiers' attitudes and beliefs.

### Questionnaire

To gather data on the volunteer soldier's expectations and perceptions of military service, a questionnaire was developed. The main purpose of the questionnaire was to provide a quantitative assessment of soldiers' level of satisfaction and of the congruency between expectations and perceptions of Army life.

The questionnaire constructed is attached at Appendix A. It consists of four parts. The first part covers demographic data, the second includes the expectations and perceptions questions, the third deals with the level of satisfaction and Part IV consists of questions added by ODCSPER, DA, when the questionnaire was sent there for approval.

Part I contains eleven items relating to general background or demographic information. Part II contains 32 items relating to perceptions and expectations. These questions are designed to determine how soldiers serving in their first-term of enlistment feel about the Army compared to what they expected it was going to be like before

joining. Part III contains 41 items that relate to the soldier's satisfaction and dissatisfaction with Army life. The questions correspond to the motivation and hygiene factors of Herzberg's Two Factor Theory. Within the two factors, questions pertain to the various elements of motivators such as achievement, recognition, responsibility, advancement, growth, work itself; and hygiene elements as interpersonal relations, personal life, administration, salary, status and working conditions. Part IV contains two items pertaining to reenlistment.

Sample Population

As mentioned in the Introduction, the focus of the study is on junior enlisted personnel who were between six and eighteen months in service during their first-term of enlistment. The sample was projected at a total of 609 enlisted persons. Three Army installations were selected with the objective of getting 100 percent participation or 200 persons at each post to complete the questionnaire. The Army installations selected were three station of choice posts. In selecting these posts, it was presumed that there might not be any "special volunteer reasons" for enlistment in contrast to more elite units or station of choice posts, e. g., airborne, special forces or ranger. The posts were in the central and western parts of the United States. All the personnel were surveyed during March 1977.

In preparation for the visit, a letter was written requesting that a sample of soldiers be randomly selected from a brigade-size unit at each post. I feel confident that the soldiers who were

administered the questionnaire were representative of the volunteer soldier of varying MOSs in the surveyed units. However, the sample was not designed to be, nor does it purport to be a statistical representation of the entire population of first-term volunteer soldiers. The sample was designed to obtain collective judgment rather than to provide comprehensive representation of the volunteer soldier as a whole.

Prior to administration, a draft questionnaire was pretested with ten soldiers assigned at Carlisle Barracks, Pennsylvania. This test disclosed some weaknesses in design and ambiguity in wording and was subsequently corrected. Additionally, the questionnaire was staffed through the MILPERCEN Survey Branch, ODCSPER, DA and received a MILPERCEN Survey Control Number (see Appendix A, Questionnaire). Following this thorough evaluation and recommended design change, the final version of the questionnaire was completed.

Administration of the Survey Questionnaire

The entire 609 questionnaires were personally administered by the researcher to groups of approximately 30 to 60 persons during separate sessions at each post. Usually, the process consisted of two administrations in the morning and two or three in the afternoon. The mechanics of the administration of the questionnaire were that each item was read aloud. If required, clarification was given as to the intended meaning of the item. Of the 609 questionnaires administered, 608 were useable.

Data Analysis Plan

Parts I, II, III and IV of the questionnaire were designed for computer-assisted analysis which would produce the descriptive statistics needed for quantitative assessment of the satisfaction level and congruency comparisons. Accordingly, a basic analytical task was the computation of the frequency, mean, standard deviation, and response choice percentages for each item in Parts I-IV. (See Appendix B, Tabulated Results of Questionnaire.)

The battery of Satisfaction questions in Part III are cumbersome and difficult to use in their present form. It was decided to test the items to see if they could be used as a summary scale, that is, as an overall measure of satisfaction. To investigate the feasibility of this summary satisfaction measure, a reliability analysis of the scale's internal properties was performed. The analysis showed that the Herzberg items had a reliability coefficient of 0.96 (Crombach's Alpha) as a single scale. This extremely high coefficient shows that the study can treat the items as a single, overall measure of soldier satisfaction with a high degree of confidence.

To test the summary scale further, a brief validity analysis was also performed. An analysis of variance was done to determine if the scores on the summary satisfaction scale were related to the soldier's expressed reenlistment intentions. Results are shown in Table 1. The extreme high F statistics of 43.10 show that there are marked differences in mean levels of satisfaction, as measured by the macro satisfaction scores, particularly between the group of soldiers stating they had no intentions to reenlist compared to those

TABLE 1

RELATIONSHIP BETWEEN REENLISTMENT INCENTIVES
AND LEVELS OF SATISFACTION WITH ARMY LIFE

| REENLISTMENT INTENTION | N | MEAN | S.D | F | DF | P |
|---|---|---|---|---|---|---|
| Yes | 30 | 136.9 | 29.8 | 43.10 | 2, 487 | less than .001 |
| No | 297 | 108.8 | 31.9 | | | |
| Not Sure | 163 | 134.9 | 29.1 | | | |
| TOTAL | 490 | 119.1 | | | | |

who expressed an intention to reenlist. While this finding is extremely significant in its own right, here its meaning is taken in only a very limited perspective. The findings indicate immediately that the macro satisfaction score is a valid measure of soldier satisfaction of Army life.

Group Interview Discussions

Group interview discussions were planned in data collection effort for qualitative expression. The data obtained while qualitative, subjective, and judgmental will comprise an important part of the analysis and conclusions.

Group discussions were designed and structured to support the concepts of research. The discussion methods used paralleled those of the "focused interview"[27] in that a standardized agenda was used in all groups. The agenda items consisted of questions based upon the three basic research issues of this study. This procedure provided sufficient standardization of discussion group effort, and additionally, served to maintain a common basis for comparison of information obtained by questionnaire and group discussions.

In interacting with the soldiers during the interview, the researcher made maximum use of "non-directive" discussion techniques.[28] It was felt that using this procedure which emphasized probes and careful listening would elicit unstructured and original opinions or ideas.

After completion of each questionnaire session, approximately 12 to 18 persons volunteered to remain and take part in a give and take taped group interview session with the researcher. The information

obtained from these taped sessions is not provided in narrative form in the content of this report, however, it was used by the researcher during the analysis phase of the study to lend depth to interpretations of the other data gathered.

Other qualitative expressions are presented in an ancedotal format found at Appendix C. Every written comment found on the questionnaire in response to Item 86 is quoted to show other reasons for separation from the Army after completion of the first-term of enlistment.

## CHAPTER V

## PROFILE OF VOLUNTEER SOLDIERS

### General Background

For the purpose of this research study, the following group profile was developed from a descriptive analysis of the data gathered with the questionnaire. The relative frequencies of responses to all questions are displayed at Appendix B. Other information was obtained from the taped interviews and written comments found on the questionnaires. (See Appendix C.)

The average age of the survey sample was between 19 and 20 years. The greater percentage (92%) were male; the racial distribution was 64% white, 20% black, and 16% other minorities. Average length of service was at least 12 months but less than 18 months; the average rank was between PVT (E1/E2) and PFC (E3). There were 53% who graduated from high school or completed GED credits for high school graduate equivalency; 21% attended at least one year to 4 years or more of college. Within the total sample, twice as many respondents were married rather than single.

Slightly over half (54%) of the soldiers surveyed had lived most of their lives in urban communities ranging from suburbia to large cities, while the remainder came from rural settings, ranging from farms to small cities. This is considered to be representative of the distribution of society in general.[29] The approximated income

of their parents was equally spread from at least $3,000 to $20,000 or more with 22% not knowing.

Nearly 70% of the sample personnel were working part or full time, or working and going to school, before joining the Army.

## Enlistment Decision and Future Plans

In completing this section of the questionnaire, soldiers were asked to mark the "most important" reason only once, other choices could be marked more than once. Among the most important reasons for deciding to enlist in the Army was for VA benefits (GI Bill) (38%), followed by an opportunity for civilian education (30%). The "very important" reason for enlisting reflected the same two responses just mentioned (both were 40% each), followed by the reason "to get job training in the Army" (30%).[30] The least important reasons were "because of a problem(s) at home," "for an Army career," and "jobs at home were unavailable" (Table 2).

Concerning their future plans to serve beyond the first-term of enlistment, about 62% do not intend to reenlist when becoming eligible and 32% are not sure. Only 6% indicated that they do intend to reenlist. When asked if they would "do it all over again, knowing what they know now," 62% would not and 20% would.[31]

## Job Perceptions

The survey revealed that slightly over half of the soldiers do not have the job which they expected to get when they joined the Army and that only slightly over one-third do have the job expected. There was fairly equal distribution of responses to the degree of agreement

TABLE 2

ENLISTMENT DECISION AND FUTURE PLANS

| | Most Important | Very Important | Somewhat Important | Not Important | (N=) |
|---|---|---|---|---|---|
| Like to travel | 11.6% | 25.1% | 42.2% | 21.1% | (593) |
| Opportunity for civilian education | 27.9 | 39.9 | 22.5 | 9.8 | (592) |
| To get job training in the Army | 18.3 | 30.1 | 33.7 | 17.9 | (585) |
| Jobs at home were unavailable | 13.2 | 17.2 | 23.0 | 46.6 | (575) |
| For an Army career | 6.6 | 8.5 | 24.3 | 60.7 | (577) |
| To be a soldier and serve the country | 9.2 | 19.0 | 39.9 | 32.0 | (579) |
| VA Benefits (GI Bill) | 38.1 | 39.9 | 16.6 | 5.4 | (596) |
| Because of a problem(s) at home | 10.8 | 7.7 | 18.3 | 63.2 | (584) |

NOTE: Although the question instructions were to mark "Most Important" only once, some soldiers elected to mark more than one item "Most Important" as they did in indicating other degrees of importance. This accounts for the imbalance of percentage figures.

concerning how military training prepared the soldiers to perform their present job; likewise, there was similar distribution frequencies found in the amount of satisfaction in doing their present job (Table 3). Half of the soldiers felt that time seems to drag about half of the day or more in their present job. There was a fairly equal distribution of responses on how soldiers feel about doing their present job the way they think it should be done. When asked if the job makes good use of their abilities, 54% indicated yes, while the remaining soldiers responded no (Table 3). Two-thirds of the soldiers feel that their job has worse working conditions than a comparable civilian job.

Slightly over half felt that their supervisor does not care about questions or ideas they have while a little over one-third feel the opposite. There was a fairly equal distribution of responses regarding whether or not they feel their superiors notice how well they do their present job. Nearly two-thirds (60%) feel that officers in their unit respect enlisted personnel while the remaining 40% feel officers do not respect enlisted personnel most of the time or not at all.

One-third of the soldiers feel that discipline is how it should be in the Army, one-third feel it should be stronger while the remaining third think it should be less.

Training in the Army Compared to Expectations

The survey asked four basic questions related to what individuals thought of training compared to their expectations (Table 4). For the first item, concerning basic training, one-third indicated it

TABLE 3

PERCEPTIONS OF VOLUNTEER SOLDIERS TOWARD THEIR PRESENT JOB

| | Agree Strongly | Agree Somewhat | Neither Agree/Disagree | Disagree Somewhat | Disagree Strongly | (N=) |
|---|---|---|---|---|---|---|
| "military training prepared me to perform present job" | 15.4% | 28.6% | 16.1% | 17.7% | 22.2% | (604) |

| | Yes, Almost Always | Yes Often | Yes Sometimes | No Rarely | No Never | (N=) |
|---|---|---|---|---|---|---|
| "present job makes good use of abilities" | 6.9 | 13.5 | 33.3 | 28.3 | 18.0 | (607) |

| | Great Deal of Sat. | Fair Amt. of Sat. | Some Satisfaction | Only Little Sat. | No Sat. | (N=) |
|---|---|---|---|---|---|---|
| "satisfaction of doing present job" | 9.0 | 22.0 | 20.4 | 21.5 | 27.0 | (608) |

| | To Large Degree | To Some Degree | To a Little Degree | None At All | (N=) |
|---|---|---|---|---|---|
| "allowed to do present job the way you think it should be done" | 12.2 | 31.5 | 28.5 | 27.7 | (606) |

TABLE 3 (Cont'd)

PERCEPTIONS OF VOLUNTEER SOLDIERS TOWARD THEIR PRESENT JOB

NOTE: A total of 63% believe their job has worse working conditions than a comparable civilian job. 29% felt it was about the same or better and 8% did not know - (N=607).

When asked if their "supervisor(s) care about questions or ideas they may have," 55% responded no and 38% responded yes, with 11% not sure - (N=605). Concerning how they perceive their supervisor noticing whether or not they do their present job well, 31% responded most of the time and 37% some of the time, 23% once in a while and 8.6% said never - (N=606).

TABLE 4

TRAINING IN THE ARMY COMPARED TO EXPECTATIONS

| | Much More Difficult | Somewhat More Difficult | About What Expected | Somewhat Less Difficult | Less Difficult | (N=) |
|---|---|---|---|---|---|---|
| "basic training compared to what expected" | 12.0% | 12.0% | 34.8% | 22.6% | 18.5% | (606) |
| "training in present unit compared to what expected" | 14.1 | 16.6 | 25.3 | 18.1 | 25.8 | (596) |
| "field training as it related to job" | 11.8 | 20.1 | 36.2 | 18.3 | 13.6 | (602) |

NOTE: When asked "to describe training classes in your unit," 36% responded: sometimes dull or usually dull and not interesting.

was about what they expected, 41% thought it was less difficult, while 24% felt it was more difficult. When asked how they would describe training in their present unit in comparison to what they expected, one-fourth replied that it was about what they expected; 44% replied that it was less difficult. In describing field training as it related to their job, 35% indicated it was about what they expected and the same amount replied that it was more difficult, 32% thought it was less difficult. The last question relating to training was designed to obtain their attitude toward training classes in the unit. A total of 63% responded that classes were usually dull and not interesting. Only half that amount felt classes were very interesting.

Satisfaction with Army Life

Regarding the satisfaction of their station of choice compared with what they expected, less than one-fourth responded to "about what expected." There were only 20% who felt the station of choice was more satisfying and 58% indicated less satisfying (Table 5).

When asked what reason they have found the Army to be satisfying or rewarding, 33% indicated they have not found the Army that way. Other satisfying reasons were generally equally distributed among nine other choices.

When asked how satisfying is the job compared to what they expected, a total of 69% felt it was less satisfying and only 14% indicated it was about what they expected, the remaining 17% felt it was more satisfying. Two-thirds of the soldiers are less satisfied

TABLE 5

SATISFACTION WITH ARMY LIFE COMPARED TO EXPECTATIONS

| | Much More Satisfying | Little More Satisfying | About What Expected | Bit Less Satisfying | Much Less Satisfying | (N=) |
|---|---|---|---|---|---|---|
| How Satisfying is Station of Choice? | 10.9% | 9.4% | 21.8% | 16.8% | 41.0% | (595) |
| How Satisfying is Present Job? | 6.7 | 10.5 | 13.7 | 24.0 | 45.1 | (608) |
| How Satisfying are Everyday Activities of Army Life? | 2.3 | 7.9 | 23.8 | 37.5 | 28.4 | (605) |
| How Satisfying is Family Housing or Military Quarters?* | 6.7 | 19.3 | 25.3 | 20.1 | 28.5 | (595) |

NOTE: *Two-thirds live in troop barracks, the remainder live off post.

with the everyday activities of Army life compared to what they thought before joining the Army; 24% feel it is about what they expected and 10% find it satisfying (Table 5).

When asked how satisfied or dissatisfied they are with military quarters compared to what they thought it would be, 49% indicated dissatisfaction, 25% were considered neutral and 26% were satisfied (Table 5). Of the total surveyed, 64% are living in troop billets or barracks and 28% are in off-post rentals, the remaining are living off post in government leased mobile homes or personal homes.

Overall, nearly three-fourths of the soldiers' opinion about the Army has dropped since basic training ended. Two-thirds feel that the image of the Army as presented by the popular news media is usually unfair or almost always unfair. Although there have been various changes instituted by the Army over the past several years, in terms of higher pay scales, relaxation of restrictions, greater tolerance of individual differences and the like, the Army is still perceived by the soldier as falling short of his expectations. If the Army is falling short of soldiers' expectations, what is it about the experiences in the Army that cause soldiers' opinions to drop off becoming less favorable toward the Army? Before that can be identified, the gaps that exist between their expectations and actual experiences must be delineated more. That is the major thrust of this research paper.

CHAPTER VI

DETAILED ANALYSIS

Satisfaction With the Army

1. ARE FIRST-TERM ENLISTED VOLUNTEER SOLDIERS SATISFIED OR DISSATISFIED WITH BEING IN THE ARMY?

Initially, soldier satisfaction scores were measured on a macro scale. The data presented here will not be in terms of overall satisfaction, but are treated in thirteen sub-scales categorized as Herzberg's intrinsic and extrinsic factors.

The data presented at Table 6 show the mean scores of the soldiers' satisfaction level with the intrinsic or satisfying factors in the Herzberg theory. Table 7 shows levels of satisfaction with the extrinsic or dissatisfying factors. Scores that have a mean above 3 are considered moderately satisfied and those scores below 3 are moderately dissatisfied. The overall score of soldier satisfaction revealed a slight tendency toward dissatisfaction. Of the thirteen Herzberg factors presented, only three show moderate satisfaction.

As a satisfier, achievement connotes that a soldier feels he has personal satisfaction of completing a job and can see the results of his efforts. The data show a mean score of 3.1. Another satisfier is recognition of a job well done. A soldier feels that he receives credit for his job and has a feeling of personal accomplishment. The data show the mean score of 3.0; soldiers sampled were neither satisfied nor dissatisfied. Good performance should always be recognized

TABLE 6

MEAN SCORES FOR INTRINSIC SATISFACTION SUB-SCALES

| | Levels of Satisfaction | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | |
| | *Very* Dissatisfied | *Somewhat* Dissatisfied | Neither Satisfied or Dissatisfied | Somewhat Satisfied | Very Satisfied | (N=) |
| Achievement | | | $\bar{x}=3.1$ $\sigma=1.0$ | | | (594) |
| Recognition | | | $\bar{x}=3.0$ $\sigma=1.1$ | | | (588) |
| Responsibility | | | $\bar{x}=3.0$ $\sigma=1.1$ | | | (585) |
| Advancement | | | $\bar{x}=3.0$ $\sigma=1.1$ | | | (596) |
| Growth | | | $\bar{x}=2.9$ $\sigma=1.2$ | | | (593) |
| Work Itself | | | $\bar{x}=2.9$ $\sigma=1.2$ | | | (592) |

NOTE: Overall Satisfaction Mean Score is 2.9 ($\sigma=0.8$) for combined intrinsic and extrinsic sub-scales.

TABLE 7

MEAN SCORES FOR EXTRINSIC SATISFACTION SUB-SCALES

Levels of Satisfaction

| | 1<br>Very Dissatisfied | 2<br>Somewhat Dissatisfied | 3<br>Neither Satisfied or Dissatisfied | 4<br>Somewhat Satisfied | 5<br>Very Satisfied | (N=) |
|---|---|---|---|---|---|---|
| Interpersonal Relations | | | $\bar{x}$ =3.3<br>$\sigma$ -1.0 | | | (596) |
| Personal Life | | | $\bar{x}$ =2.5<br>$\sigma$ =0.9 | | | (584) |
| Administrative Policy | | | $\bar{x}$ =2.6<br>$\sigma$ =1.0 | | | (589) |
| Salary | | | | $\bar{x}$ =3.5<br>$\sigma$ =0.9 | | (593) |
| Status | | | $\bar{x}$ =2.9<br>$\sigma$ =1.1 | | | (591) |
| Supervision | | | $\bar{x}$ =2.9<br>$\sigma$ =1.1 | | | (583) |
| Working Conditions | | | $\bar{x}$ =2.5<br>$\sigma$ =1.0 | | | (587) |

NOTE: Overall Satisfaction Mean Score is 2.9 ($\sigma$ =0.8) for combined intrinsic and extrinsic sub-scales.

in some manner. Many times soldiers give up or fail to complete the task assigned because of lack of recognition and praise. Other satisfiers that the data revealed a mean score of 3.0 are responsibility and advancement. A soldier desires satisfaction from being given responsibility for his own work or for work of others. If a soldier is not given this responsibility or given new responsibilities, he could be dissatisfied in his job. Soldiers also need a change in their status or position. In this regard, advancement connotes that a soldier feels he has opportunities for promotion and that he can complete a school or training program.

Soldiers need to feel they are developing their acquired skills while working in the job, but they also expect to learn new skills. They want advancement within their current MOS as well as possible growth. The data show a mean score of 2.9; soldiers sampled are moderately dissatisfied if they do not have the opportunity to develop their potential or if they are not afforded the opportunity for advanced training.

In regard to work itself, the actual content of the job and its positive or negative effect upon the soldier is considerably important to his satisfaction level. The data show a mean score of 2.9; soldiers are moderately dissatisfied when their job has an unnecessary amount of extra non-related work tasks and non-demanding kinds of work. Soldiers want to feel that they are doing jobs which are along the lines of tasks for which they have been trained or are qualified to do.

In contrast to the satisfaction levels in the intrinsic factors

sub-scale (Table 6), there is a greater tendency toward dissatisfaction in the extrinsic factors sub-scales (Table 7) toward personal life, administrative policy, and work conditions; status and supervision show only a slight tendency toward dissatisfaction. Interpersonal relations and salary show moderate satisfaction.

The extrinsic factors from a soldier's personal life may influence how he feels about the job. The data show a mean score of 2.5. Community pressure as well as his immediate family situation can affect a soldier's attitudes toward his work. For example, feelings of discontent when family separations occur might contribute toward a feeling of dissatisfaction with Army life.

A soldier's general feelings of satisfaction with life in the Army also are reflected in his feelings about the adequacy of Army administrative policies. For example, promotion, assignment, training and work management policies are important to the soldier. An important aspect of work policy is the amount of freedom and flexibility a soldier has in relation to the methods he has to accomplish his job. The data show a mean score of 2.6 in this sub-scale factor.

The soldier's work environment is considerably important to his satisfaction level. Work conditions include the facilities available to perform the job. Those elements of light, temperature, ventilation, work space, general appearance of the work area and the tools or equipment to do the job are important conditions that influence his satisfaction level. Of the soldiers surveyed, a mean score of 2.5 is shown on the sub-scale.

Another area of importance to soldiers is the manner in which they are supervised and who is doing the supervision. For example, many times supervisors are not knowledgeable in their areas of responsibility or they are incompetent in handling problems and on occasion will misuse their authority. The data show a mean score of 2.9 in the supervision factor on the sub-scale. These inadequacies are often portrayed as an unwillingness on the part of the supervisor to delegate responsibility, or show proper fairness to his men. This merely leaves the soldier feeling degraded, harassed and not respected.

The category of interpersonal relations involves the soldier's relations with his superiors, subordinates and peers. Although the data show a mean score of 3.3 for the interpersonal relations factor, it does not depict a breakdown of the responses made in terms of the nature of the interpersonal interactions. In situations of interaction between the soldier and other subordinates in his work group or peer relationships, soldiers express feelings of satisfaction. But when the interaction is between the soldier and his superiors, feelings of dissatisfaction are expressed.

One of the most repeated personal feelings that surfaced during the interview sessions concerned the importance of being treated as a human being and not an entity. Most soldiers expected a life of respect and dignity once associated with the Army. In general, the view of the soldiers surveyed in this sample is that his expectations of respect and dignity are not being fulfilled.

The responses under salary include the soldier's pay and allowances, medical and dental benefits and compensation for education

(GI Bill). The data for this extrinsic factor on the sub-scale show a mean score of 3.5; generally, soldiers expressed greater satisfaction about the benefits such as medical, dental and education than they do about pay and allowances. Although soldier's pay and allowances are considerably higher than they were at the end of the conscription era, salary increases and a continuation of benefits contribute to soldiers being satisfied in this extrinsic factor area.

Relationships Between Congruency of Expectations with Satisfaction

2. CAN LEVELS OF SATISFACTION BE EXPLAINED BY THE EXTENT TO WHICH SOLDIERS ARE SATISFIED WITH THE DEGREE OF CONGRUENCY OF THEIR EXPECTATIONS AND PERCEPTIONS OF ARMY LIFE?

This is the main question of the entire study. To answer this research issue a regression analysis will be performed. The responses on four items in the questionnaire, Items 24, 25, 40 and 42, will be regressed on general satisfaction scores. These items tap congruency on the following domains: Satisfaction With Job Compared to Expectations, Satisfaction With Station of Choice Compared to Expectations, Satisfaction With Army Life Compared to Expectations, and Satisfaction With Housing Compared to Expectations. Table 8 shows the responses in percentages of these questions. The regression analysis will show in general how well all these congruency of expectation items relate to satisfaction and, in addition, will show which of the items have the stronger and weaker independent relationship with satisfaction.

Preliminary correlation analysis, shown in Table 9, indicates there are relationships between the four congruency of expectation

TABLE 8

TABULATIONS OF CONGRUENCY OF EXPECTATION ITEMS

| Item | Much More Satisfying | Little More Satisfying | About What Expected | Bit Less Satisfying | Much Less Satisfying | (N=) |
|---|---|---|---|---|---|---|
| Satisfaction With Job Compared to Expectations | 6.7% | 10.5% | 13.7% | 24.0% | 45.1% | (608) |
| Satisfaction With Station of Choice Compared to Expectations | 10.9 | 9.4 | 21.8 | 16.8 | 41.0 | (595) |
| Satisfaction With Army Life Compared to Expectations | 2.3 | 7.9 | 23.8 | 37.5 | 28.4 | (605) |
| Satisfaction With Housing Compared to Expectations | 6.7 | 19.3 | 25.3 | 20.1 | 28.5 | (595) |

TABLE 9

INTERCORRELATION OF CONGRUENCY OF EXPECTATION VARIABLES
WITH GENERAL SATISFACTION LEVELS

| VARIABLE | SATISFACTION | | | | |
|---|---|---|---|---|---|
| | Job | Station | Housing | Army Life | General Sat. |
| Satisfaction with Job Compared to Expectations | 1.00 | 0.22 | 0.26 | 0.42 | 0.50 |
| Satisfaction with Station of Choice Compared to Expectations | .22 | 1.00 | .20 | .29 | .31 |
| Satisfaction with Housing Compared to Expectations | .26 | .20 | 1.00 | .26 | .33 |
| Satisfaction with Army Life Compared to Expectations | .42 | .29 | .26 | 1.00 | .49 |
| General Satisfaction Level | .50 | .31 | .33 | .49 | 1.00 |

items and satisfaction. For example, Satisfaction With Job Compared to Expectations correlates with General Satisfaction at 0.50; and Satisfaction With Army Life Compared to Expectations correlates with General Satisfaction at 0.49. The correlations also show, however, that these are not really simple relationships. For example, the correlations of 0.42 between congruency of expectations of the job and congruency of Army life suggests that the simple correlations between each of these items and satisfaction are not independent of one another. The regression analysis to be done will show what the independent correlations are between each of the congruency items and satisfaction when controlling for the other three congruency items.

Table 10 shows the findings of the regression analysis of the congruency of expectation items on General Satisfaction. Summarizing the table, the four items have a combined correlation (Multiple R) of 0.62 with satisfaction. In total, the four congruency of expectation items account for 38 percent of the variance in satisfaction scores. By general behavioral science standards, this is a substantial amount of explained variability in satisfaction scores that is accounted for by the congruency items. The findings show there is a strong relationship between soldiers' feelings of congruencies about pre-enlistment expectations and actual experiences in the Army and their general satisfaction with being in the Army. Of the four congruency items, Satisfaction With Job Compared to Expectations has the strongest relationship with Satisfaction. By itself it accounts for 25 percent of the variability in the soldiers' satisfaction scores. The next strongest is Satisfaction With Army Life Compared to Expectations; it

TABLE 10

REGRESSION OF CONGRUENCY OF EXPECTATION VARIABLES ON SATISFACTION

| VARIABLE | MULTIPLE R | $R^2$ | SIMPLE R | REGRESSION COEFFICIENT | STANDARDIZED REGRESSION COEFFICIENT |
|---|---|---|---|---|---|
| Satisfaction with Job Compared to Expectations | 0.56 | 0.25 | 0.50 | 8.22 | 0.32 |
| Satisfaction with Army Life Compared to Expectations | .59 | .35 | .49 | 9.46 | .28 |
| Satisfaction with Housing Compared to Expectations | .61 | .37 | .33 | 4.06 | .15 |
| Satisfaction with Station of Choice Compared to Expectations | .62 | .38 | .31 | 3.03 | .12 |
| REGRESSION CONSTANT | | | | 63.66 | |

accounts for another 10 percent of the variance in satisfaction scores. Of the remaining two congruency items, Satisfaction With Housing Compared to Expectations accounts for another 2 percent and Satisfaction With Station of Choice Compared to Expectations accounts for 1 percent.

Thus, the data suggest that there are definite relationships between these congruency items and job satisfaction. When soldiers find the Army to be what they expected, they tend to be satisfied; and conversely, they are dissatisfied when they find Army life or their jobs not as they expected. For example, when a person enters the Army, he expects to learn skills and to be gainfully employed. Of course, the requirements of the job must match the needs, skills, abilities, and expectations of the soldier performing them. However, it is not an easy task to match all of the soldiers with jobs they desire. The analysis here shows that when there is a good match, the soldier generally finds himself in a satisfying and rewarding job experience, and when there isn't, he doesn't. To be sure, there are other areas of likes and dislikes which also contribute to levels of satisfaction with Army life. What this analysis shows is that the matter of congruencies between soldiers' expectations and their actual experiences, particularly about their jobs and Army life in general, are critical components contributing to their satisfaction with being in the Army.

Data gathered in the taped interviews illustrate the relationship between expectations and satisfaction vividly. The soldiers stated that they were not expecting to have to spend so much time doing routine housekeeping chores and other trivial things. According to the soldiers interviewed, the Army places more emphasis on high standards

of personal appearance and barracks and garrison appearance than it does on job performance. In addition, many soldiers complained about petty harassment, make-work activity or no activity at all. The general sentiment among soldiers interviewed was that they were not expecting to be wasting so much of their time. Such incongruencies clearly have an impact on these soldiers' satisfaction with being in the Army.

Relationship Between Other Factors With Satisfaction

3. CAN FIRST-TERM ENLISTED VOLUNTEER SOLDIERS' LEVELS OF SATISFACTION BE EXPLAINED BY FACTORS OTHER THAN CONGRUENCY OF EXPECTATIONS AND PERCEPTIONS?

To answer this third research issue, a regression analysis will be performed using the responses on five items in the questionnaire. Items 26, 28, 29, 30 and 43 will be regressed on general satisfaction scores. These items that are considered Other Factors include the following domains: Perceptions of Time Dragging, Actual Job Compared to Expectations About Job, Perception of Training to Do Present Job, Perception of Autonomy to Do Present Job, and How Army Discipline Should Be.

The preliminary correlation analysis shown in Table 11 indicates there are relationships between these five items and Satisfaction at 0.52; Perceptions of Time Dragging correlates with Satisfaction at 0.40; Perceptions of Training For Present Job correlates with Satisfaction at 0.31. As before, the correlations also show that these are not really simple relationships. For example, the correlation of 0.32 between Perceptions of Time Dragging and Perceptions of Job Autonomy suggests that the simple correlations between each of these items and Satisfaction are not independent of one another.

Table 12 shows what the independent correlations between each of the Other Factor items and Satisfaction are when controlling for the other four items. In summarizing the findings, the five items have a combined correlation (Multiple R) of 0.63 with Satisfaction. In total, the five Other Factor items account for 40 percent of the

TABLE 11

INTERCORRELATION OF OTHER FACTOR VARIABLES
WITH GENERAL SATISFACTION LEVELS

| VARIABLES | SATISFACTION | | | | | |
|---|---|---|---|---|---|---|
| | Time Dragging | Actual Job | Job Trained | Job Autonomy | Discipline | General Sat. |
| Perceptions of Time Dragging | 1.00 | 0.09 | -0.15 | -0.32 | -0.09 | 0.40 |
| Actual Job Compared to Expectation About Job | .09 | 1.00 | -.22 | -.06 | -.06 | .20 |
| Perception of Training for Present Job | -.15 | -.22 | 1.00 | .15 | .06 | -.31 |
| Perception of Autonomy to do Present Job | -.32 | -.06 | .15 | 1.00 | .15 | -.52 |
| How Army Discipline Should Be | -.09 | -.06 | .06 | .15 | 1.00 | -.20 |
| General Satisfaction Level | .40 | .20 | -.31 | -.52 | -.20 | 1.00 |

Note: Correlations are negative because of directionality of item response stems.

TABLE 12

REGRESSION OF OTHER FACTOR VARIABLES ON SATISFACTION

| VARIABLE | MULTIPLE R | $R^2$ | SIMPLE R | REGRESSION COEFFICIENT | STANDARDIZED REGRESSION COEFFICIENT |
|---|---|---|---|---|---|
| Perceptions of Autonomy to do Present Job | 0.52 | 0.27 | -0.52 | -13.27 | -0.40 |
| Perceptions of Time Dragging | .57 | .33 | .40 | 5.12 | .22 |
| Perception of Training for Present Job | .61 | .37 | -.31 | -4.38 | -.19 |
| Actual Job Compared to Expectation About Job | .62 | .39 | .20 | 5.43 | .11 |
| How Army Discipline Should Be | .63 | .40 | -.20 | -3.03 | -.11 |
| REGRESSION CONSTANT | | | | 157.65 | |

NOTE: Correlations are negative because of directionality of item response stems.

variance in satisfaction scores. Here again, as in the previous regression of congruency items, by general behavioral science standards this is a substantial amount of explained variability in satisfaction scores that is accounted for by the Other Factor items. The findings show strong relationships between other factors of actual experiences to soldiers' satisfaction with being in the Army. Of the five Other Factor items, Perceptions of Autonomy to Do Present Job has the biggest relationship with Satisfaction; it accounts for 27 percent of the variability in the soldiers' satisfaction scores. The next strongest is Perception of Time Dragging: it accounts for 6 percent of the variance in satisfaction scores. The third strongest is Perception of Training For Present Job: it accounts for 3 percent of the variance. The remaining two items, Actual Job Compared to Expectation About Job accounts for another 2 percent and How Army Discipline Should Be accounts for 1 percent.

Interpretation of these data on Other Factors is difficult in light of the findings about congruencies of expectations. Both sets of items account for some of the variance in soldiers' satisfaction scores. It was decided, therefore, to perform a combined regression analysis of the strongest of the congruency of expectation items and Other Factor items. In the combined analysis, these six independent variables were regressed on satisfaction scores. The analysis shows how well the congruency of expectation items and Other Factor items combined can explain satisfaction scores.

The correlation at Table 13 indicates this analysis is necessary because there are some moderate correlations between the

TABLE 13

INTERCORRELATION OF CONGRUENCY OF EXPECTATION VARIABLES AND OTHER FACTOR VARIABLES WITH GENERAL SATISFACTION LEVELS

| VARIABLES | SATISFACTION | | | | | | |
|---|---|---|---|---|---|---|---|
| | Job | Time Dragging | Job Trained | Job Autonomy | Housing | Army Life | General Sat. |
| Satisfaction with Job Compared to Expectations | 1.00 | 0.36 | -0.23 | -0.36 | 0.26 | 0.43 | 0.51 |
| Perceptions of Time Dragging | .36 | 1.00 | -.14 | -.31 | .17 | .30 | .40 |
| Perception of Training For Present Job | -.23 | -.14 | 1.00 | .16 | -.17 | -.22 | -.32 |
| Perception of Autonomy to do Present Job | -.36 | -.31 | .16 | 1.00 | -.21 | -.30 | .53 |
| Satisfaction with Housing Compared to Expectations | .26 | .17 | .17 | .21 | 1.00 | .27 | .34 |
| Satisfaction with Army Life Compared to Expectations | .43 | .30 | .22 | .30 | .27 | 1.00 | .50 |
| General Satisfaction Level | .51 | .40 | .32 | .53 | .34 | .50 | 1.00 |

NOTE: Correlations are negative because of directionality of item response stems.

independent variables. For example, Perceptions of Autonomy to Do Present Job correlates with Satisfaction With Job Compared to Expectations at 0.36 and Satisfaction With Army Life Compared to Expectations correlates at 0.43 with Satisfaction With Job Compared to Expectations.

Table 14 shows the six variables in combination can account for 50 percent of the variability in satisfaction scores. The three congruency of expectation items combined can explain 38 percent of the total variance. In addition to this, Perceptions of Autonomy to Do Present Job accounts for an additional 9 percent of variability in the satisfaction scores. The remaining two Other Factor items, Perception of Training to Do Present Job and Perceptions of Time Dragging account for the last 3 percent.

This analysis clearly shows that Other Factors such as autonomy of the job can be considered important in explaining soldier satisfaction by factors other than congruency of expectations and perceptions of Army life. Generally, there are many things that could relate to this finding in the final assessment of soldier satisfaction.

In viewing job autonomy, one could consider it from the standpoint of organizational structure. One aspect of this is the amount of freedom and flexibility the soldier has in relation to the methods he must use and the tasks he must accomplish. There have been numerous research findings indicating that there is a positive relation between the level of work satisfaction and the amount of freedom, flexibility and control over the methods of work that workers are allowed.[32] If soldiers are not permitted to have some measure of control over the

TABLE 14

REGRESSION OF CONGRUENCY OF EXPECTATION VARIABLES AND OTHER VARIABLES ON SATISFACTION

| VARIABLE | MULTIPLE R | $R^2$ | SIMPLE R | REGRESSION COEFFICIENT | STANDARDIZED REGRESSION COEFFICIENT |
|---|---|---|---|---|---|
| Satisfaction with Job Compared to Expectations | 0.51 | 0.26 | 0.51 | 5.20 | 0.20 |
| Satisfaction with Army Life Compared to Expectations | .59 | .35 | .50 | 7.42 | .22 |
| Satisfaction with Housing Compared to Expectations | .62 | .38 | .34 | 2.99 | .11 |
| Perception of Autonomy to do Present Job | .69 | .47 | -.53 | -10.11 | -.30 |
| Perception of Training to do Present Job | .70 | .49 | -.32 | -3.41 | -.14 |
| Perception of Time Dragging | .71 | .50 | .40 | 2.88 | .12 |
| REGRESSION CONSTANT | | | | 115.67 | |

NOTE: Correlations are negative because of directionality of item response stems.

way in which the job is done, they will not have an opportunity to develop a sense of achievement or personal growth.

The argument for autonomy to do the job does not mean that discipline is not important. But it is essential that a high state of self-discipline be promoted in the design to professionalize the soldier in uniform. An attitude of professionalism can be developed in anyone, regardless of his rank or time in the Army. It must, however, include willing self-discipline and a determination to do the job with competence and commitment.

Giving soldiers a voice in how to do their jobs, for example, need not necessarily lead to a breakdown of discipline. There is an inner virtue of discipline instilled in soldiers partly because of the requirement to adhere to policies and regulations of the Army.

A danger could arise, however, that a liberal, permissive environment may cause some Army leaders to allow a degradation of soldier discipline. There should be a reasonable standard of disciline established, not one that is repressive but one that is consistent, predictable and fair. It is incumbent upon all Army leaders and supervisors to ensure that balanced discipline is maintained in a professional manner.

A technique that is widely used by all levels of industry in job enrichment programs is giving subordinates a voice in how to do their job and a voice in decisions which affect what they as individuals are doing within the organization. There can be a substantial amount of value in the effectiveness of suggestions offered by soldiers when given a voice as individuals on possible ways to make

improvements within their particular organization. As a general comment, who else has more opportunity to know about ways to perform the job more effectively and ways to possibly improve it than the person who performs it? However, too often work tasks become meaningless to soldiers performing them, generally because superiors have failed to explain to the soldiers the purpose behind the tasks.

Another important aspect of job autonomy in relation to soldier satisfaction in the organization structure is interpersonal communications between the soldier and supervisor. Without question, this and other sources of dissatisfaction are related to soldiers' needs for autonomy; for example, incompetent and poorly trained leadership, no opportunity to identify with organization goals, meaningless busy work, lack of individuality, no guarantee of advancement and numerous other unfulfilled expectations of the volunteer soldier.

# CHAPTER VII

# CONCLUSIONS

This study provides substantial statistics relating to the problem of incongruency of expectations of volunteer soldiers. The results show quantitatively that conditions of incongruency between soldiers' expectations and perceptions do affect their level of satisfaction and that perceptions of the job, training and utilization of time show strong relationships to their satisfaction level.

The first research issue -

The overall satisfaction level of volunteer soldiers surveyed tends to be toward dissatisfaction of everyday activities of Army life, with job expectations and current assigned job, and to a lesser degree with their housing situation and station of choice.

The second research issue -

Results indicated that the extent to which soldiers are satisfied with the degree of congruency between their expectations and perceptions have a positive effect on their level of satisfaction. Conditions of incongruency lower soldiers' satisfaction levels.

The third research issue -

There are factors other than congruency of expectations and perceptions that do influence soldiers' satisfaction levels. Such conditions as job autonomy, job perception, being trained to do the job, time utilization and discipline all have a positive effect.

Although this study has answered the three basic research issues, the findings point out the need for additional research to definitively identify cause and effect in the relationship of soldiers' satisfaction and congruency between their expectations and perceptions of military service. The findings about soldier dissatisfaction and incongruencies are open for further argument. While these findings are not ends in themselves, they should be used as guide posts in the conduct of further research by the Army. For instance, do soldiers have expectations related to autonomous job behavior and how important is this to the volunteer soldier? What would be the positive effects on the total performance of the job as well as on the attitudes, perceptions and satisfaction of soldiers? What are the implications for the Army to view job autonomy as a personal requirement in restructuring job activity? Secondly, the reenlistment intentions of the soldier in the context of this study served only as a minor point, but perhaps in another perspective it may be worthy of examination. Since the findings show a strong relationship between soldiers' intent to reenlist and their satisfaction level, what specific dissatisfiers are the cause in discouraging soldiers to reenlist? Have certain sources of dissatisfaction, believed to have been removed by Army leaders, actually been eliminated? Lastly, it is hoped that the research contained herein will be used to stimulate further efforts to discern methodologies which will alleviate or ameliorate sources of dissatisfaction experienced by volunteer soldiers.

# CHAPTER VIII

## IMPLICATIONS FOR THE ARMY

Based on the data presented in the preceding chapters, there are some clear implications for maintaining the Army as an all-volunteer force. There remains an ever-pressing problem of the retention of high quality first-term soldiers for another enlistment.

The major thesis of this study is the importance of satisfaction in the continuing process from the recruiting phase on through the soldiers' enlistment in the Army. The findings of the study clearly show that expectations prior to enlistment are related to the soldiers sense of satisfaction with being in the Army. This sense of satisfaction, in turn, is directly related to their intentions to reenlist.

Before young men and women consider enlisting in the Army, they have already formed some expectations about being in the Army. When they talk to recruiting personnel these expectations form an important part of their considerations in enlisting in the Army. The question arises *whether or not* recruiting personnel are exploiting these expectations for the inducement of young people to join the Army. Are these prospects being given an accurate appraisal of Army life, the training and job assignments that they will receive in the Army?

This question is raised because the findings of the study show overwhelmingly that soldiers, early in their first-term of enlistment,

are experiencing great gaps between their expectations and actual experiences in the Army. The study also shows that these gaps have a profound impact on soldiers' satisfaction with the Army.

The expectations of the volunteer soldier concern many aspects of his military life and work relating to his sense of satisfaction with being in the Army. One of the most important sources of incongruency of expectations to satisfaction for the volunteer soldier is the disillusionment of being malassigned. This failure by the Army to follow up on commitments made to the soldier generates distrust and could have an affect on his motivation in the job he is assigned to perform. When a soldier cannot be assigned to a job of his choice, careful consideration should be given to matching expectations, previous experiences, and personal interests with an alternate assignment which he can find challenging and rewarding. Failure to do so has serious consequences for the Army, as the relationships found in this study show.

During the selection and recruiting procedures, prospects need to be apprised of the possible negative aspects of Army life as well as the positive features. Particularly important in this regard is what enlistees can expect to experience during the early part of their first-term of enlistment after completing basic training. They should be apprised not only of what they can expect of Army life and their job, but also about what should be expected of them as professional soldiers in the Army. Using Schein's theory as a basis, there must be developed an interactive relationship between the soldier and the Army

through mutual influence and agreement to establish a workable psychological contract.

The issue here is not primarily the one of recruiting, but of retention as well. Although in many aspects Army policy and practices are excellent in the treatment of volunteer enlisted soldiers, at times practices are inadequate to meet the objectives of the retention program to retain sufficient numbers of quality soldiers after the first-term of enlistment. It is already a known fact that the attrition rate among first-term soldiers is higher now than it was in the last year of the mixed conscript and volunteer Army.

The findings of this study reveal that the primary enlistment motivations of volunteer soldiers are to become eligible for VA benefits, to receive other educational benefits or to learn a skill. These young people tend to view the volunteer Army an an avenue to their personal and educational development. Confronted with actual Army life, and finding expectations about training and educational programs not being fulfilled are causing soldiers to become dissatisfied. The soldiers perceive the contract unfair and respond unfavorably to the Army. Consequently, they begin to regard their first enlistment as a delay in returning to their civilian world to learn and develop skills for beginning a career.

There are problems that lie ahead in manpower and resource management programs for the Army. With enormous expenses in manpower and resources, the Army is continucusly training hundreds of thousands of men and women to serve only the first-term of enlistment. From a quantity point of view, the all-volunteer Army experiences significant

problems in manpower requirements when its recruiting goals are not met. The quality issue is one that will not go away either. The major recruiting and retention problems of the Army are related to channeling recruits into shortage skills and keeping trained specialists in critical skills. The findings of this study lead to indicate that soldiers are not experiencing the Army as they expected.

The data in this study suggest a management review program for recruiting accessions could be established to evaluate the uniformity of current Army recruiting procedures and actual practices of inducing young men and women into the Army. In this regard, a survey mechanism is necessary for continuous evaluation of first-term enlisted soldiers at entry into the Army and periodically throughout the early part of their first-term of enlistment.

This periodic evaluation could be administered to a representative sample of first-term soldiers to evaluate possible changing expectations with their actual experiences in the Army since time of entry. A survey evaluation program of this magnitude would assist the Army in planning and developing various programs directed toward improvement of the professional competence and improvement of Army life among men and women of the all-volunteer Army.

The management review program suggested would provide the necessary follow-up of examining the expectations-reality gap that is needed to supplement the existing Army accession system of attracting and enlisting needed volunteers. More importantly, an evaluation program such as this would provide an assessment as to the effectiveness of the on-going recruiting programs in achieving objectives.

In order to maintain the quantity and quality of the volunteer force levels needed in the Army, it is extremely important that the Army create a favorable and honest image to American society and one of opportunities for professional career development of young men and women who want professional careers in the Army.

FOOTNOTES

1. Harriet Hughes, "Job Satisfaction in Industry and the Military," U. S. Department of Defense, Assistant Secretary, Manpower and Reserve Affairs, September 1973, p. 149, quoting George A Daoust, Deputy Assistant Secretary of Defense, Manpower Research and Utilization at Analysts' Workshop on Sustaining the All Volunteer Force held on April 13, 1973.

2. Eric C. Ludwigsen, "Our Shrinking Manpower Resources; Cracks Worry Volunteer Force Helmsmen," Army, 27:4, April 1977.

3. Washington Post, 28 March 1977, Sec. A, p. A19. The environment that Senator Nunn is referring to, includes high unemployment, especially among teenagers; mushrooming military pay; declining military force levels and peak numbers of young people in military age groups.

4. Edgar H. Schein, Organizational Psychology, ed. Richard S. Lazarus (Englewood Cliffs, 1970), p. 77.

5. U. S. Army War College, Leadership for the 1970's, U.S. Army War College Leadership for the Professional Soldier (Carlisle Barracks, Pennsylvania: U. S. Army War College, 20 October 1971), p. 2.

6. D. M. Malone, LTC and R. M. Elton, LTC, "The Informal Contract," Army, September 1972, pp. (Unk).

7. U. S. Army War College, p. 2.

8. Ibid., p. 19.

9. Frederick Herzberg, Work And The Nature Of Man, (Cleveland, 1966), p. 72-74.

10. Cinecom Corporation, The Volunteer Soldier, His Needs, Attitudes, and Expectations, (Cambridge, Mass., 21 October 1972), p. II-6.

11. Ibid., p. II-7.

12. Ibid.

13. Charles C. Moskos, Jr., The American Enlisted Man, (New York, 1970).

14. Ibid., pp. 170-171.

15. Ibid., p. 179.

16. Ibid., p. 182.

17. Gene R. Williams, Major, Perceptions of Soldiers Leaving The Army: A Preliminary Report (Washington, D.C.: Directorate of Human Resources Development, ODCSPER, Department of the Army, August 1971), pp. (Unk).

18. Ibid., p. 14.

19. Opinion Research Corporation, Attitudes And Motivations Of Young Men Toward Enlisting In the U. S. Army (Princeton, New Jersey, May 1971), p. i. The study was a nationwide study for N. W. Ayer & Son, Inc. and the U. S. Army.

20. Ibid., p. viii.

21. Response Analysis Corporation, Attitudes And Motivations Of Young Men Toward Enlisting In The U. S. Army (Princeton, New Jersey, January 1973), p. vii. The study was a nationwide study for N. W. Ayer & Son, Inc. and the U. S. Army.

22. N. W. Ayer & Son, Inc., ABH International Market Research Department, Attitudes And Motivations of First Termers Toward Reenlistment (Philadelphia, Pa., January 1976, unpublished paper).

23. Ibid., pp. 13-15.

24. Ibid., p. 17.

25. Systems Development Corporation, Analysis of MVA/VOLAR Actions Impact On Soldiers' Attitudes Toward The Army And On Retention (Santa Monica, Calif., 15 September 1972), p. D-2.

26. Ibid., p. D-4.

27. Robert K. Merton, et al, The Focused Interview (Glencoe, 1956).

28. Robert L. Kahn, et al, The Dynamics of Interviewing: Theory, Techniques, and Cases (New York, 1960).

29. U. S. Office of Management and Budget, Social Indicators, 1973, Selected Statistics On Social Conditions And Trends In The United States (Washington, D. C. 1973), p. 242.

30. Williams, p. 12. The most important reasons for enlisting resulted in the same two most important reasons of "GI Bill or to receive other educational or skill training benefits" (49%).

31. Ibid. There was a like response in this survey question when asked if they "would do it again knowing what they know now," 44% responded on the ODCSPER survey.

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# APPENDIX A

# QUESTIONNAIRE

QUESTIONNAIRE

A COMPARATIVE ANALYSIS OF EXPECTATIONS
AND PERCEPTIONS OF SOME VOLUNTEER SOLDIERS

This questionnaire is designed to study how soldiers feel about being in the Army. Your responses will help us identify problem areas that we may be able to do something about.

The identity of all persons answering this questionnaire will be kept absolutely confidential. Please express your true feelings as frankly as possible.

SO, DO NOT PLACE YOUR NAME OR ANY OTHER IDENTIFYING MARKS ON THIS QUESTIONNAIRE.

It is most important that you answer each question as thoughtfully as possible. Take as much time as you need. This is not a test. There are no right or wrong answers. You are not required to answer any question which you find objectionable.

If you have any questions, or need clarification of a particular item, please ask the person administering the questionnaire.

Thank you for your cooperation.

DONALD E. GAUNTNER
U.S. Army War College

MILPERCEN Survey Control Number
DAPC-MSF-S 77-13.

QUESTIONNAIRE

PART I. Background Information

1. Mark your age as of your last birthday (MARK ONE) 1:4

| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) |
|---|---|---|---|---|---|---|---|---|---|
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | Over 25 |

2. What is your sex? (MARK ONE) 1:5

(1) ☐ Male
(2) ☐ Female

3. Are you (MARK ONE) 1:6

(1) ☐ Single
(2) ☐ Married
(3) ☐ Separated
(4) ☐ Divorced
(5) ☐ Widow(ed)

4. What is your present rank? (MARK ONE) 1:7

(1) ☐ Pvt (E1/E2)
(2) ☐ PFC (E3)
(3) ☐ CPL/SPL (E4)
(4) ☐ SGT/SP5 (E5)
(5) ☐ SSG/SP6 (E6)

5. How many months have you been in the Army? (MARK ONE) 1:8

(1) ☐ at least 6 months but less than 9 months
(2) ☐ at least 9 months but less than 12 months
(3) ☐ at least 12 months but less than 15 months
(4) ☐ at least 15 months but less than 18 months
(5) ☐ 18 months or over

6. What was the highest grade level you completed before entering the Army? (MARK ONE) 1:9

(1) ☐ 9th grade or less
(2) ☐ 10th grade
(3) ☐ 11th grade
(4) ☐ 12 grade, but did not graduate
(5) ☐ graduated from high school
(6) ☐ completed GED credits for high school graduate equivalency
(7) ☐ 1st year college
(8) ☐ 2nd year college
(9) ☐ 3rd year college
(10) ☐ 4th year college or more

7. What is the present status of your parents? (MARK ONE) 1:10

(1) ☐ Married living together
(2) ☐ Married (separated)
(3) ☐ Divorced
(4) ☐ One parent not living
(5) ☐ Neither parent living

8. Which of the following do you consider yourself to be? (MARK ONE) 1:11

(1) ☐ American Indian
(2) ☐ Black
(3) ☐ Oriental (Asian)
(4) ☐ Polynesian
(5) ☐ Spanish/American (Hispanic)
(6) ☐ White
(7) ☐ Other

9. What is the approximate income of your parents? (MARK ONE) 1:12

(1) ☐ less than $3,000
(2) ☐ at least $3,000 but less than $8,000
(3) ☐ at least $8,000 but less than $11,000
(4) ☐ at least $11,000 but less than $14,000
(5) ☐ at least $14,000 but less than $20,000
(6) ☐ $20,000 or more
(7) ☐ don't know

10. Where did you live most of your life before entering the Army? 1:13
(MARK ONE)

(1) ☐ Rural, small town, or village (under 500 population)
(2) ☐ Town (500 to 25,000 population)
(3) ☐ Suburb or small city (25,000 to 100,000 population)
(4) ☐ Large city (over 100,000 population)

11. What were you doing when you decided to enlist in the Army? 1:14
(MARK ONE)

(1) ☐ I was not working or going to school
(2) ☐ I was working and going to school
(3) ☐ I was working full time only
(4) ☐ I was working part time only
(5) ☐ I was going to school full time only
(6) ☐ I was going to school part time only

PART II. Perceptions and Expectations

MARK the description opposite each item which best describes how important that item was to you in making your decision to enlist (MARK "MOST IMPORTANT" ONLY ONCE).

| | | Most Important (1) | Very Important (2) | Somewhat Important (3) | Not Important (4) | |
|---|---|---|---|---|---|---|
| 12. | Like to travel | ☐ | ☐ | ☐ | ☐ | 1:15 |
| 13. | Opportunity for civilian education | ☐ | ☐ | ☐ | ☐ | 1:16 |
| 14. | To get job training in the Army | ☐ | ☐ | ☐ | ☐ | 1:17 |
| 15. | Jobs at home were unavailable | ☐ | ☐ | ☐ | ☐ | 1:18 |
| 16. | For an Army career | ☐ | ☐ | ☐ | ☐ | 1:19 |
| 17. | To be a soldier and serve the country | ☐ | ☐ | ☐ | ☐ | 1:20 |
| 18. | VA Benefits (GI Bill) | ☐ | ☐ | ☐ | ☐ | 1:21 |
| 19. | Because of a problem(s) at home | ☐ | ☐ | ☐ | ☐ | 1:22 |

20. How would you describe basic training compared to what you expected it to be? (MARK ONE) 1:23

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

21. How would you describe training in your present unit compared to what you expected training to be in an Army unit? (MARK ONE) 1:24

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

22. How would you describe training classes in your unit? (MARK ONE) 1:25

(1) ☐ Usually very interesting
(2) ☐ Sometimes interesting
(3) ☐ Sometimes dull
(4) ☐ Usually dull and not interesting
(5) ☐ I am not sure

23. How would you describe field training as it relates to your job? (MARK ONE) 1:26

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

24. How satisfying is your job compared with what you expected it would be when you joined the Army? (MARK ONE) 1:27

(1) ☐ Much more satisfying
(2) ☐ A little more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

25. How satisfied are you with your station of choice compared with what you expected it would be when you joined the Army? (MARK ONE) 1:28

(1) ☐ Much more satisfying
(2) ☐ A little more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

26. How much does time seem to drag for you on most days in your present job? (MARK ONE) 1:29

(1) ☐ About half the day or more
(2) ☐ About one-third of the day
(3) ☐ About one-quarter of the day
(4) ☐ About one-eighth of the day
(5) ☐ Time never seems to drag

27. How much satisfaction do you get out of doing your present job? (MARK ONE) 1:30

(1) ☐ A great deal of satisfaction
(2) ☐ A fair amount of satisfaction
(3) ☐ Some satisfaction
(4) ☐ Only a little satisfaction
(5) ☐ No satisfaction

28. Do you have the job which you expected to get when you joined the Army? (MARK ONE) 1:31

(1) ☐ No, I do not have the job I expected when I joined the Army
(2) ☐ Yes, I do have the job I expected when I joined the Army
(3) ☐ I did not expect any particular job when I joined the Army

29. Please indicate your agreement with the following statement, my military training prepared me to perform my present job. (MARK ONE) 1:32

(1) ☐ Agree strongly
(2) ☐ Agree somewhat
(3) ☐ Neither agree or disagree
(4) ☐ Disagree somewhat
(5) ☐ Disagree strongly

30. To what degree are you allowed to do your present job the way you think it should be done? (MARK ONE) 1:33

(1) ☐ To a large degree
(2) ☐ To some degree
(3) ☐ To a little degree
(4) ☐ None at all

31. Which of the following describes the reason you have found the Army satisfying or rewarding? (MARK ONE ITEM THAT BEST DESCRIBES YOUR REASON) 1:34

(1) ☐ The work I have done
(2) ☐ The rank I have achieved
(3) ☐ The skills I have learned
(4) ☐ The responsibilities I have been given
(5) ☐ The pay I have received
(6) ☐ Travel
(7) ☐ Continuing my civilian education
(8) ☐ New friendships
(9) ☐ Army benefits
(10) ☐ Have not found Army satisfying or rewarding

32. Do you find that your present job makes good use of your abilities? (MARK ONE) 1:35

(1) ☐ Yes, almost always
(2) ☐ Yes, often
(3) ☐ Yes, sometimes
(4) ☐ No, rarely
(5) ☐ No, never

33. Do you feel your supervisor(s) care about questions or ideas you have? (MARK ONE) 1:36

(1) ☐ No, not at all
(2) ☐ No, not usually
(3) ☐ Yes, usually
(4) ☐ Yes, all the time
(5) ☐ Not sure

34. Do your superiors notice whether or not you do your present job well? (MARK ONE) 1:37

(1) ☐ Most of the time
(2) ☐ A fair amount of the time
(3) ☐ Some of the time
(4) ☐ Once in a while
(5) ☐ Never

35. In your opinion, how do the officers in your unit feel about enlisted personnel? (MARK ONE) 1:38

(1) ☐ They respect us a lot
(2) ☐ They have some respect for us
(3) ☐ They don't respect us most of the time
(4) ☐ They don't respect us at all

36. Do you think the image of the Army presented by the popular news media . . . .newspapers, magazines, television, etc. . . . . is a fair or reasonable one? (MARK ONE) 1:39

(1) ☐ Almost always fair
(2) ☐ Usually fair but not always
(3) ☐ Usually unfair but not always
(4) ☐ Almost always unfair

37. Overall would you say your opinion of the Army has gone up or down since you got out of basic training? (MARK ONE) 1:40

(1) ☐ Gone down a lot
(2) ☐ Gone down somewhat
(3) ☐ Gone down just a little
(4) ☐ Has not changed
(5) ☐ Gone up just a little
(6) ☐ Gone up somewhat
(7) ☐ Gone up a lot

38. Do you believe that your job has better or worse working conditions than a comparable civilian job? (MARK ONE) 1:41

(1) ☐ Better
(2) ☐ About the same
(3) ☐ Worse
(4) ☐ Don't know

39. If you had the opportunity to "do it all over again," knowing what what you know now, would you join the Army? (MARK ONE) 1:42

(1) ☐ Yes
(2) ☐ No
(3) ☐ Not sure

40. How satisfied or dissatisfied are you with your military quarters/ family housing compared to what you thought it would be before you joined the Army? (MARK ONE) 1:43

(1) ☐ Very satisfied
(2) ☐ Satisfied
(3) ☐ Neither satisfied nor dissatisfied
(4) ☐ Dissatisfied
(5) ☐ Very dissatisfied

41. Where do you live? (MARK ONE) 1:44

(1) ☐ Troop billets, barracks
(2) ☐ On-post government family housing
(3) ☐ Off-post government family housing (includes lease and rental guaranteed housing
(4) ☐ Off-post private rental
(5) ☐ Personally owned home
(6) ☐ Off-post mobile home

42. How satisfied are you with the everyday activities of Army life compared to what you thought it would be before you joined the Army? (MARK ONE) 1:45

(1) ☐ Much more satisfying
(2) ☐ A bit more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

43. Concerning discipline in the Army, how do you feel it should be? (MARK ONE) 1:46

(1) ☐ Much stronger
(2) ☐ A bit stronger
(3) ☐ About like it is now
(4) ☐ A bit less strong
(5) ☐ Much less strong

PART III. Job Satisfaction/Dissatisfaction

Now, for a moment, compare your present job in the Army with what you thought it would be like before you decided to go Army.

How would you describe the degree of satisfaction or dissatisfaction in your job?

MARK ONE response opposite EACH ITEM which best describes your present situation.

| | | Very Satisfying (1) | Somewhat Satisfying (2) | Neither Satisfying or Dissatisfying (3) | Somewhat Dissatisfying (4) | Very Dissatisfying (5) | |
|---|---|---|---|---|---|---|---|
| 44. | Feeling of success | ☐ | ☐ | ☐ | ☐ | ☐ | 1:47 |
| 45. | Job contributes to effectiveness of unit. | ☐ | ☐ | ☐ | ☐ | ☐ | 1:48 |
| 46. | Seeing positive results of one's efforts | ☐ | ☐ | ☐ | ☐ | ☐ | 1:49 |
| 47. | Praise from immediate supervisor | ☐ | ☐ | ☐ | ☐ | ☐ | 1:50 |
| 48. | Good performance is rewarded | ☐ | ☐ | ☐ | ☐ | ☐ | 1:51 |
| 49. | Approval of demonstrated ability | ☐ | ☐ | ☐ | ☐ | ☐ | 1:52 |
| 50. | Opportunity to use initiative | ☐ | ☐ | ☐ | ☐ | ☐ | 1:53 |
| 51. | Chance to take responsibility | ☐ | ☐ | ☐ | ☐ | ☐ | 1:54 |
| 52. | Sole responsibility for a job/ task | ☐ | ☐ | ☐ | ☐ | ☐ | 1:55 |
| 53. | Promotion | ☐ | ☐ | ☐ | ☐ | ☐ | 1:56 |
| 54. | Completion of school or training | ☐ | ☐ | ☐ | ☐ | ☐ | 1:57 |
| 55. | Change in status or position | ☐ | ☐ | ☐ | ☐ | ☐ | 1:58 |
| 56. | Opportunity to develop one's potential to fullest | ☐ | ☐ | ☐ | ☐ | ☐ | 1:59 |
| 57. | Opportunity for advanced training | ☐ | ☐ | ☐ | ☐ | ☐ | 1:60 |

PART III. Job Satisfaction/Dissatisfaction (Cont'd)

| | | Very Satisfying (1) | Somewhat Satisfying (2) | Neither Satisfying or Dissatisfying (3) | Somewhat Dissatisfying (4) | Very Dissatisfying (5) | |
|---|---|---|---|---|---|---|---|
| 58. | Learn new and useful skills | ☐ | ☐ | ☐ | ☐ | ☐ | 1:61 |
| 59. | Challenging, meaningful work | ☐ | ☐ | ☐ | ☐ | ☐ | 1:62 |
| 60. | Job assignment according to ability | ☐ | ☐ | ☐ | ☐ | ☐ | 1:63 |
| 61. | Standards of performance well defined | ☐ | ☐ | ☐ | ☐ | ☐ | 1:64 |
| 62. | Treated like a real person by my immediate supervisor (boss) | ☐ | ☐ | ☐ | ☐ | ☐ | 1:65 |
| 63. | A compatible work group | ☐ | ☐ | ☐ | ☐ | ☐ | 1:66 |
| 64. | Opportunity to meet and make new friends | ☐ | ☐ | ☐ | ☐ | ☐ | 1:67 |
| 65. | Standard of living | ☐ | ☐ | ☐ | ☐ | ☐ | 1.68 |
| 66. | Effect of job on family life | ☐ | ☐ | ☐ | ☐ | ☐ | 1:69 |
| 67. | Acceptance by community | ☐ | ☐ | ☐ | ☐ | ☐ | 1:70 |
| 68. | Proper utilization of abilities | ☐ | ☐ | ☐ | ☐ | ☐ | 1:71 |
| 69. | Personnel policies and procedures | ☐ | ☐ | ☐ | ☐ | ☐ | 1:72 |
| 70. | Placement in job related to interest | ☐ | ☐ | ☐ | ☐ | ☐ | 1:73 |
| 71. | Pay and allowances | ☐ | ☐ | ☐ | ☐ | ☐ | 1:74 |
| 72. | Medical and dental benefits | ☐ | ☐ | ☐ | ☐ | ☐ | 1:75 |
| 73. | Compensation for education (GI Bill) | ☐ | ☐ | ☐ | ☐ | ☐ | 1:76 |
| 74. | Prestige, looked up to by others | ☐ | ☐ | ☐ | ☐ | ☐ | 1:77 |
| 75. | Rank | ☐ | ☐ | ☐ | ☐ | ☐ | 1:78 |

PART III. Job Satisfaction/Dissatisfaction (Cont'd)

| | | Very Satisfying (1) | Somewhat Satisfying (2) | Neither Satisfying or Dissatisfying (3) | Somewhat Dissatisfying (4) | Very Dissatisfying (5) | |
|---|---|---|---|---|---|---|---|
| 76. | Job position | ☐ | ☐ | ☐ | ☐ | ☐ | 1:79 |
| 77. | Relationship with those who have control over the job | ☐ | ☐ | ☐ | ☐ | ☐ | 2:4 |
| 78. | Proper degree of supervision | ☐ | ☐ | ☐ | ☐ | ☐ | 2:5 |
| 79. | Competence of supervisor | ☐ | ☐ | ☐ | ☐ | ☐ | 2:6 |
| 80. | A sense of independence | ☐ | ☐ | ☐ | ☐ | ☐ | 2:7 |
| 81. | A minimum of disrupting influences | ☐ | ☐ | ☐ | ☐ | ☐ | 2:8 |
| 82. | Adequacy of facilities for work | ☐ | ☐ | ☐ | ☐ | ☐ | 2:9 |
| 83. | Pleasant working environment | ☐ | ☐ | ☐ | ☐ | ☐ | 2:10 |
| 84. | Reasonable duty hours | ☐ | ☐ | ☐ | ☐ | ☐ | 2:11 |

PLEASE GO TO NEXT PAGE

PART IV. Reenlist Information

85. Do you intend to re-enlist? 2:12

(1) ☐ Yes
(2) ☐ No
(3) ☐ Not sure

86. Select the one reason which is the most important to you in your present plan to separate at the end of your current enlistment: (MARK ONE) 2:13

(1) ☐ Does not apply, I do not presently plan to separate at the end of my current enlistment.
(2) ☐ I am not eligible to reenlist
(3) ☐ I joined to learn a skill/trade to use in civilian life, and I have done that
(4) ☐ I think there is very little "real work" to do in the Army
(5) ☐ I spend too much time working outside of my Primary MOS.
(6) ☐ I think there is too much concern for such things as haircuts, appearance, and discipline
(7) ☐ The pay and allowances are too low
(8) ☐ I don't like the people I work for
(9) ☐ The Army does not challenge or demand enough of me
(10) ☐ The medical/dental care is inadequate
(11) ☐ The duty hours are too long and/or irregular
(12) ☐ I don't like the people I have to associate with
(13) ☐ My living conditions (barracks/housing) are poor
(14) ☐ My wife/husband wants me to get out
(15) ☐ I joined the Army to have a chance to find myself/grow up/mature and I've done that
(16) ☐ I joined the Army for adventure/travel/new experiences and I've accomplished these things
(17) ☐ I joined to become eligible for GI educational benefits
(18) ☐ I did not intend to serve more than one enlistment
(19) ☐ The things I can gain from a second or subsequent enlistment (job training, travel) are not important enough to me
(20) ☐ I don't think my promotion chances are too good
(21) ☐ I couldn't get the reenlistment option I wanted
(22) ☐ The amount of busy work, harassment, and extra duties
(23) ☐ I don't like my MOS and can't arrange to get one I do like
(24) ☐ I was reclassified into an MOS that I have no interest in and don't enjoy working in
(25) ☐ Other reason - please list below

# APPENDIX B

## TABULATED RESULTS OF QUESTIONNAIRE

AD-A042 455 ARMY WAR COLL CARLISLE BARRACKS PA F/G 5/10
AN ANALYSIS OF VOLUNTEER SOLIDERS' PERCEPTIONS AND EXPECTATIONS--ETC(U)
MAY 77 D E GAUNTNER

UNCLASSIFIED NL

2 OF 2
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QUESTION NUMBER 1

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 0** | 34 | 5.6 |
| 1* | 12 | 2.0 |
| 2**** | 113 | 18.6 |
| 3***** | 148 | 24.3 |
| 4**** | 120 | 19.7 |
| 5*** | 78 | 12.8 |
| 6** | 41 | 6.7 |
| 7** | 34 | 5.6 |
| 8* | 18 | 3.0 |
| 9* | 11 | 1.8 |

TOTAL = 609
AVERAGE = 3.74
STANDARD DEVIATION = 1.95
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 4.58 AND 4.90

PART I. Background Information

1. Mark your age as of your last birthday (MARK ONE)

(1) 17 (2) 18 (3) 19 (4) 20 (5) 21 (6) 22 (7) 23 (8) 24 (9) 25 (10) Over 25

QUESTION NUMBER 2

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1****************** | 557 | 91.8 |
| 2** | 50 | 8.2 |

TOTAL = 607
AVERAGE = 1.08
STANDARD DEVIATION = 0.28
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 1.06 AND 1.10

2. What is your sex? (MARK ONE)

(1) ☐ Male
(2) ☐ Female

QUESTION NUMBER 3

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********** | 390 | 64.0 |
| 2******* | 194 | 31.9 |
| 3* | 12 | 2.0 |
| 4* | 12 | 2.0 |
| 5* | 1 | 0.2 |

TOTAL = 609
AVERAGE = 1.42
STANDARD DEVIATION = 0.65
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS

3. Are you (MARK ONE)

(1) ☐ Single
(2) ☐ Married
(3) ☐ Separated
(4) ☐ Divorced
(5) ☐ Widow(ed)

| | |
|---|---|
| * BETWEEN 1.37 AND 1.49 * | |

QUESTION NUMBER 4

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1******* | 190 | 31.2 |
| 2********** | 311 | 51.1 |
| 3**** | 104 | 17.1 |
| 4** | 4 | 0.7 |
| 5* | 0 | 0. |

* TOTAL = 609 *
* AVERAGE = 1.87 *
* STANDARD DEVIATION = 0.70 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 1.81 AND 1.93 *

4. What is your present rank? (MARK ONE)

(1) ☐ Pvt (E1/E2)
(2) ☐ PFC (E3)
(3) ☐ CPL/SPL (E4)
(4) ☐ SGT/SP5 (E5)
(5) ☐ SSG/SP6 (E6)

QUESTION NUMBER 5

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 119 | 19.6 |
| 2**** | 120 | 19.7 |
| 3****** | 154 | 25.3 |
| 4****** | 174 | 28.6 |
| 5** | 41 | 6.7 |

* TOTAL = 608 *
* AVERAGE = 2.83 *
* STANDARD DEVIATION = 1.23 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 2.73 AND 2.93 *

5. How many months have you been in the Army? (MARK ONE)

(1) ☐ at least 6 months but less than 9 months
(2) ☐ at least 9 months but less than 12 months
(3) ☐ at least 12 months but less than 15 months
(4) ☐ at least 15 months but less than 18 months
(5) ☐ 18 months or over

QUESTION NUMBER 6

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 0* | 11 | 1.8 |
| 1** | 38 | 6.2 |
| 2*** | 62 | 10.2 |
| 3** | 51 | 8.4 |
| 4** | 37 | 6.1 |
| 5********** | 296 | 48.6 |
| 6* | 29 | 4.8 |
| 7** | 45 | 7.4 |
| 8** | 35 | 5.7 |
| 9* | 5 | 0.8 |

* TOTAL = 609 *
* AVERAGE = 4.53 *
* STANDARD DEVIATION = 1.88 *

6. What was the highest grade level you completed before entering the Army? (MARK ONE)

(1) ☐ 9th grade or less
(2) ☐ 10th grade
(3) ☐ 11th grade
(4) ☐ 12 grade, but did not graduate
(5) ☐ graduated from high school
(6) ☐ completed GED credits for high school graduate equivalency
(7) ☐ 1st year college
(8) ☐ 2nd year college
(9) ☐ 3rd year college
(10) ☐ 4th year college or more

```
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM    *
* WHICH THIS SAMPLE WAS DRAWN IS      *
* BETWEEN   5.37 AND   5.68           *
**************************************
```

QUESTION NUMBER 7

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1 | 365 | 60.3 |
| 2 | 43 | 7.1 |
| 3 | 110 | 18.2 |
| 4 | 83 | 13.7 |
| 5 | 4 | 0.7 |

```
**************************************
* TOTAL =   605                       *
* AVERAGE =   1.87                    *
* STANDARD DEVIATION =   1.17         *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM    *
* WHICH THIS SAMPLE WAS DRAWN IS      *
* BETWEEN   1.78 AND   1.97           *
**************************************
```

7. What is the present status of your parents? (MARK ONE)

(1) ☐ Married living together
(2) ☐ Married (separated)
(3) ☐ Divorced
(4) ☐ One parent not living
(5) ☐ Neither parent living

QUESTION NUMBER 8

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1 | 23 | 3.8 |
| 2 | 120 | 19.8 |
| 3 | 8 | 1.3 |
| 4 | 6 | 1.0 |
| 5 | 34 | 5.6 |
| 6 | 387 | 63.8 |
| 7 | 29 | 4.8 |

```
**************************************
* TOTAL =   607                       *
* AVERAGE =   4.95                    *
* STANDARD DEVIATION =   1.81         *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM    *
* WHICH THIS SAMPLE WAS DRAWN IS      *
* BETWEEN   4.81 AND   5.10           *
**************************************
```

8. Which of the following do you consider yourself to be? (MARK ONE)

(1) ☐ American Indian
(2) ☐ Black
(3) ☐ Oriental (Asian)
(4) ☐ Polynesian
(5) ☐ Spanish/American (Hispanic)
(6) ☐ White
(7) ☐ Other

QUESTION NUMBER 9

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1 | 36 | 6.0 |
| 2 | 91 | 15.2 |
| 3 | 81 | 13.5 |
| 4 | 75 | 12.5 |
| 5 | 93 | 15.5 |
| 6 | 89 | 14.9 |
| 7 | 134 | 22.4 |

```
**************************************
* TOTAL =   599                       *
```

9. What is the approximate income of your parents? (MARK ONE)

(1) ☐ less than $3,000
(2) ☐ at least $3,000 but less than $8,000
(3) ☐ at least $8,000 but less than $11,000
(4) ☐ at least $11,000 but less than $14,000
(5) ☐ at least $14,000 but less than $20,000
(6) ☐ $20,000 or more
(7) ☐ don't know

```
* AVERAGE =    4.50                    *
* STANDARD DEVIATION =    1.95         *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN    4.34 AND    4.66          *
****************************************
```

QUESTION NUMBER 10

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 88 | 14.6 |
| 2******* | 189 | 31.4 |
| 3****** | 157 | 26.1 |
| 4****** | 168 | 27.9 |

```
* TOTAL =   602                        *
* AVERAGE =    2.67                    *
* STANDARD DEVIATION =    1.04         *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN    2.59 AND    2.76          *
****************************************
```

10. **Where did you live most of your life before entering the Army? (MARK ONE)**

(1) ☐ Rural, small town, or village (under 500 population)
(2) ☐ Town (500 to 25,000 population)
(3) ☐ Suburb or small city (25,000 to 100,000 population)
(4) ☐ Large city (over 100,000 population)

QUESTION NUMBER 11

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 104 | 17.1 |
| 2***** | 144 | 23.7 |
| 3******* | 207 | 34.1 |
| 4*** | 71 | 11.7 |
| 5*** | 71 | 11.7 |
| 6* | 10 | 1.6 |

```
* TOTAL =   607                        *
* AVERAGE =    2.82                    *
* STANDARD DEVIATION =    1.28         *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN    2.72 AND    2.92          *
****************************************
```

11. ***What were you doing when you decided to enlist in the Army?*** **(MARK ONE)**

(1) ☐ I was not working or going to school
(2) ☐ I was working and going to school
(3) ☐ I was working full time only
(4) ☐ I was working part time only
(5) ☐ I was going to school full time only
(6) ☐ I was going to school part time only

QUESTION NUMBER 12

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 69 | 11.6 |
| 2****** | 149 | 25.1 |
| 3********* | 250 | 42.2 |
| 4***** | 125 | 21.1 |

```
* TOTAL =   593                        *
* AVERAGE =    2.73                    *
* STANDARD DEVIATION =    0.92         *
* THERE IS A .95 PROBABILITY THAT THE  *
```

PART II. Perceptions and Expectations

MARK the description opposite each item which best describes how important that item was to you in making your decision to enlist (MARK "MOST IMPORTANT" ONLY ONCE).

| | Most Important (1) | Very Important (2) | Somewhat Important (3) | Not Important (4) | |
|---|---|---|---|---|---|
| 12. Like to travel | ☐ | ☐ | ☐ | ☐ | 1:15 |

```
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN   2.65 AND   2.80            *
****************************************
```

```
QUESTION NUMBER   13
****************************************
*  RESPONSE          FREQUENCY    %    *
*     1******           165       27.9  *
*     2********         236       39.9  *
*     3******           133       22.5  *
*     4**                58        9.8  *
****************************************
****************************************
* TOTAL =   592                        *
* AVERAGE =   2.14                     *
* STANDARD DEVIATION =   0.94          *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN   2.06 AND   2.22            *
****************************************
```

13. Opportunity for civilian education ☐ ☐ ☐ ☐ 1:16

```
QUESTION NUMBER   14
****************************************
*  RESPONSE          FREQUENCY    %    *
*     1****             107       18.3  *
*     2*******          176       30.1  *
*     3*******          197       33.7  *
*     4****             105       17.9  *
****************************************
****************************************
* TOTAL =   585                        *
* AVERAGE =   2.51                     *
* STANDARD DEVIATION =   0.99          *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN   2.43 AND   2.59            *
****************************************
```

14. To get job training in the Army ☐ ☐ ☐ ☐ 1:17

```
QUESTION NUMBER   15
****************************************
*  RESPONSE          FREQUENCY    %    *
*     1***               76       13.2  *
*     2****              99       17.2  *
*     3*****            132       23.0  *
*     4**********       268       46.6  *
****************************************
****************************************
* TOTAL =   575                        *
* AVERAGE =   3.03                     *
* STANDARD DEVIATION =   1.08          *
* THERE IS A .95 PROBABILITY THAT THE  *
* TRUE MEAN OF THE POPULATION FROM     *
* WHICH THIS SAMPLE WAS DRAWN IS       *
* BETWEEN   2.94 AND   3.12            *
****************************************
```

15. Jobs at home were unavailable ☐ ☐ ☐ ☐ 1:18

QUESTION NUMBER 16

16. For an Army career ☐ ☐ ☐ ☐ 1:19

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 38 | 6.6 |
| 2** | 49 | 8.5 |
| 3***** | 140 | 24.3 |
| 4********** | 350 | 60.7 |

TOTAL = 577
AVERAGE = 3.39
STANDARD DEVIATION = 0.90
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.32 AND 3.46

QUESTION NUMBER 17

17. To be a soldier and serve the country ☐ ☐ ☐ ☐ 1:20

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 53 | 9.2 |
| 2**** | 110 | 19.0 |
| 3******** | 231 | 39.9 |
| 4******* | 185 | 32.0 |

TOTAL = 579
AVERAGE = 2.95
STANDARD DEVIATION = 0.94
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.87 AND 3.02

QUESTION NUMBER 18

18. VA Benefits (GI Bill) ☐ ☐ ☐ ☐ 1:21

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1******** | 227 | 38.1 |
| 2******** | 238 | 39.9 |
| 3**** | 99 | 16.6 |
| 4** | 32 | 5.4 |

TOTAL = 596
AVERAGE = 1.89
STANDARD DEVIATION = 0.87
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 1.82 AND 1.96

QUESTION NUMBER 19

19. Because of a problem(s) at home ☐ ☐ ☐ ☐ 1:22

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 63 | 10.8 |
| 2** | 45 | 7.7 |

| | | | |
|---|---|---|---|
| * | 3**** | 107 | 18.3 * |
| * | 4********** | 369 | 63.2 * |

* TOTAL = 584 *
* AVERAGE = 3.34 *
* STANDARD DEVIATION = 1.01 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.26 AND 3.42 *

QUESTION NUMBER 20

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1*** | 73 | 12.0 | * |
| * 2*** | 73 | 12.0 | * |
| * 3******* | 211 | 34.8 | * |
| * 4***** | 137 | 22.6 | * |
| * 5**** | 112 | 18.5 | * |

* TOTAL = 606 *
* AVERAGE = 3.23 *
* STANDARD DEVIATION = 1.23 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.13 AND 3.33 *

20. How would you describe basic training compared to what you expected it to be? (MARK ONE)

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

QUESTION NUMBER 21

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1*** | 84 | 14.1 | * |
| * 2**** | 99 | 16.6 | * |
| * 3****** | 151 | 25.3 | * |
| * 4**** | 108 | 18.1 | * |
| * 5****** | 154 | 25.8 | * |

* TOTAL = 596 *
* AVERAGE = 3.25 *
* STANDARD DEVIATION = 1.37 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.14 AND 3.36 *

21. How would you describe training in your present unit compared to what you expected training to be in an Army unit? (MARK ONE)

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

QUESTION NUMBER 22

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1* | 30 | 4.9 | * |
| * 2****** | 164 | 27.0 | * |
| * 3***** | 127 | 20.9 | * |
| * 4********* | 256 | 42.1 | * |
| * 5** | 31 | 5.1 | * |

22. How would you describe training classes in your unit? (MARK ONE) 1:25

(1) ☐ Usually very interesting
(2) ☐ Sometimes interesting
(3) ☐ Sometimes dull
(4) ☐ Usually dull and not interesting
(5) ☐ I am not sure

| | |
|---|---|
| TOTAL = | 608 |
| AVERAGE = | 3.15 |
| STANDARD DEVIATION = | 1.03 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 3.07 AND 3.24 |

QUESTION NUMBER 23

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 71 | 11.8 |
| 2***** | 121 | 20.1 |
| 3******** | 218 | 36.2 |
| 4***** | 110 | 18.3 |
| 5*** | 82 | 13.6 |

| | |
|---|---|
| TOTAL = | 602 |
| AVERAGE = | 3.02 |
| STANDARD DEVIATION = | 1.18 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 2.92 AND 3.11 |

23. How would you describe field training as it relates to your job? (MARK ONE)

(1) ☐ Much more difficult
(2) ☐ Somewhat more difficult
(3) ☐ About what I expected
(4) ☐ Somewhat less difficult
(5) ☐ Less difficult

QUESTION NUMBER 24

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 41 | 6.7 |
| 2*** | 64 | 10.5 |
| 3*** | 83 | 13.7 |
| 4***** | 146 | 24.0 |
| 5********** | 274 | 45.1 |

| | |
|---|---|
| TOTAL = | 608 |
| AVERAGE = | 3.90 |
| STANDARD DEVIATION = | 1.27 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 3.80 AND 4.00 |

24. How satisfying is your job compared with what you expected it would be when you joined the Army? (MARK ONE)

(1) ☐ Much more satisfying
(2) ☐ A little more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

QUESTION NUMBER 25

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 65 | 10.9 |
| 2** | 56 | 9.4 |
| 3***** | 130 | 21.9 |
| 4***** | 100 | 16.8 |
| 5********** | 244 | 41.0 |

25. How satisfied are you with your station of choice compared with what you expected it would be when you joined the Army? (MARK ONE)

(1) ☐ Much more satisfying
(2) ☐ A little more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

| | |
|---|---|
| TOTAL = | 595 |
| AVERAGE = | 3.68 |
| STANDARD DEVIATION = | 1.37 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 3.56 AND 3.79 |

QUESTION NUMBER 26

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********** | 307 | 50.8 |
| 2*** | 85 | 14.1 |
| 3*** | 79 | 13.1 |
| 4*** | 68 | 11.3 |
| 5*** | 65 | 10.8 |

| | |
|---|---|
| TOTAL = | 604 |
| AVERAGE = | 2.17 |
| STANDARD DEVIATION = | 1.43 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 2.05 AND 2.29 |

26. How much does time seem to drag for you on most days in your present job? (MARK ONE)

(1) ☐ About half the day or more
(2) ☐ About one-third of the day
(3) ☐ About one-quarter of the day
(4) ☐ About one-eighth of the day
(5) ☐ Time never seems to drag

QUESTION NUMBER 27

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 55 | 9.0 |
| 2***** | 134 | 22.0 |
| 3***** | 124 | 20.4 |
| 4***** | 131 | 21.5 |
| 5****** | 164 | 27.0 |

| | |
|---|---|
| TOTAL = | 608 |
| AVERAGE = | 3.35 |
| STANDARD DEVIATION = | 1.32 |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN | 3.25 AND 3.46 |

27. How much satisfaction do you get out of doing your present job? (MARK ONE)

(1) ☐ A great deal of satisfaction
(2) ☐ A fair amount of satisfaction
(3) ☐ Some satisfaction
(4) ☐ Only a little satisfaction
(5) ☐ No satisfaction



QUESTION NUMBER 28

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********** | 333 | 55.0 |
| 2******* | 212 | 35.0 |
| 3*** | 61 | 10.1 |

| | |
|---|---|
| TOTAL = | 606 |
| AVERAGE = | 1.55 |
| STANDARD DEVIATION = | 0.67 |
| THERE IS A .95 PROBABILITY THAT THE | |

28. Do you have the job which you expected to get when you joined the Army? (MARK ONE)

(1) ☐ No, I do not have the job I expected when I joined the Army
(2) ☐ Yes, I do have the job I expected when I joined the Army
(3) ☐ I did not expect any particular job when I joined the Army

| |
|---|
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 1.50 AND 1.61 * |

QUESTION NUMBER 29

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1**** | 93 | 15.4 | * |
| * 2****** | 173 | 28.6 | * |
| * 3**** | 97 | 16.1 | * |
| * 4**** | 107 | 17.7 | * |
| * 5***** | 134 | 22.2 | * |

| |
|---|
| * TOTAL = 604 * |
| * AVERAGE = 3.03 * |
| * STANDARD DEVIATION = 1.40 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.91 AND 3.14 * |

29. Please indicate your agreement with the following statement, my military training prepared me to perform my present job. (MARK ONE)

(1) ☐ Agree strongly
(2) ☐ Agree somewhat
(3) ☐ Neither agree or disagree
(4) ☐ Disagree somewhat
(5) ☐ Disagree strongly

QUESTION NUMBER 30

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1*** | 74 | 12.2 | * |
| * 2******* | 191 | 31.5 | * |
| * 3****** | 173 | 28.5 | * |
| * 4****** | 168 | 27.7 | * |

| |
|---|
| * TOTAL = 606 * |
| * AVERAGE = 2.72 * |
| * STANDARD DEVIATION = 1.00 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.64 AND 2.80 * |

30. To what degree are you allowed to do your present job the way you think it should be done? (MARK ONE)

(1) ☐ To a large degree
(2) ☐ To some degree
(3) ☐ To a little degree
(4) ☐ None at all

QUESTION NUMBER 31

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 0******* | 195 | 32.0 | * |
| * 1* | 28 | 4.6 | * |
| * 2* | 26 | 4.3 | * |
| * 3*** | 68 | 11.2 | * |
| * 4** | 59 | 9.7 | * |
| * 5* | 24 | 3.9 | * |
| * 6* | 13 | 2.1 | * |
| * 7** | 31 | 5.1 | * |
| * 8*** | 75 | 12.3 | * |
| * 9*** | 90 | 14.8 | * |

| |
|---|
| * TOTAL = 609 * |
| * AVERAGE = 3.85 * |

31. Which of the following describes the reason you have found the Army satisfying or rewarding? (MARK ONE ITEM THAT BEST DESCRIBES YOUR REASON)

(1) ☐ The work I have done
(2) ☐ The rank I have achieved
(3) ☐ The skills I have learned
(4) ☐ The responsibilities I have been given
(5) ☐ The pay I have received
(6) ☐ Travel
(7) ☐ Continuing my civilian education
(8) ☐ New friendships
(9) ☐ Army benefits
(10) ☐ Have not found Army satisfying or rewarding

| | |
|---|---|
| * STANDARD DEVIATION = 3.47 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 4.57 AND 5.13 * | |

QUESTION NUMBER 32

32. Do you find that your present job makes good use of your abilities? (MARK ONE)

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1** | 42 | 6.9 | * |
| * 2*** | 82 | 13.5 | * |
| * 3******* | 202 | 33.3 | * |
| * 4******* | 172 | 28.3 | * |
| * 5***** | 109 | 18.0 | * |

(1) ☐ Yes, almost always
(2) ☐ Yes, often
(3) ☐ Yes, sometimes
(4) ☐ No, rarely
(5) ☐ No, never

| | |
|---|---|
| * TOTAL = 607 * | |
| * AVERAGE = 2.37 * | |
| * STANDARD DEVIATION = 1.13 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 3.28 AND 3.46 * | |

QUESTION NUMBER 33

33. Do you feel your supervisor(s) care about questions or ideas you have? (MARK ONE)

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1***** | 145 | 23.9 | * |
| * 2******* | 168 | 27.7 | * |
| * 3******* | 183 | 30.2 | * |
| * 4** | 45 | 7.4 | * |
| * 5*** | 65 | 10.7 | * |

(1) ☐ No, not at all
(2) ☐ No, not usually
(3) ☐ Yes, usually
(4) ☐ Yes, all the time
(5) ☐ Not sure

| | |
|---|---|
| * TOTAL = 606 * | |
| * AVERAGE = 2.53 * | |
| * STANDARD DEVIATION = 1.23 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 2.43 AND 2.63 * | |

QUESTION NUMBER 34

34. Do your superiors notice whether or not you do your present job well? (MARK ONE)

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1******* | 190 | 31.4 | * |
| * 2***** | 103 | 17.0 | * |
| * 3****** | 122 | 20.2 | * |
| * 4****** | 138 | 22.8 | * |
| * 5** | 52 | 8.6 | * |

(1) ☐ Most of the time
(2) ☐ A fair amount of the time
(3) ☐ Some of the time
(4) ☐ Once in a while
(5) ☐ Never

| | |
|---|---|
| * TOTAL = 605 * | |
| * AVERAGE = 2.60 * | |
| * STANDARD DEVIATION = 1.36 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |

| |
|---|
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.49 AND 2.71 * |

QUESTION NUMBER 35

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 64 | 10.7 |
| 2********** | 294 | 49.0 |
| 3***** | 146 | 24.3 |
| 4**** | 96 | 16.0 |

| |
|---|
| * TOTAL = 600 * |
| * AVERAGE = 2.46 * |
| * STANDARD DEVIATION = 0.88 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.38 AND 2.53 * |

35. In your opinion, how do the officers in your unit feel about enlisted personnel? (MARK ONE)

(1) ☐ They respect us a lot
(2) ☐ They have some respect for us
(3) ☐ They don't respect us most of the time
(4) ☐ They don't respect us at all

QUESTION NUMBER 36

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 43 | 7.2 |
| 2******** | 228 | 37.9 |
| 3******* | 181 | 30.1 |
| 4***** | 149 | 24.8 |

| |
|---|
| * TOTAL = 601 * |
| * AVERAGE = 2.73 * |
| * STANDARD DEVIATION = 0.92 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.65 AND 2.80 * |

36. Do you think the image of the Army presented by the popular news media . . . .newspapers, magazines, television, etc. . . . . is a fair or reasonable one? (MARK ONE)

(1) ☐ Almost always fair
(2) ☐ Usually fair but not always
(3) ☐ Usually unfair but not always
(4) ☐ Almost always unfair

QUESTION NUMBER 37

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********** | 274 | 45.1 |
| 2**** | 115 | 18.9 |
| 3** | 57 | 9.4 |
| 4** | 60 | 9.9 |
| 5** | 39 | 6.4 |
| 6** | 42 | 6.9 |
| 7* | 20 | 3.3 |

| |
|---|
| * TOTAL = 607 * |
| * AVERAGE = 2.47 * |
| * STANDARD DEVIATION = 1.80 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |

37. Overall would you say your opinion of the Army has gone up or down since you got out of basic training? (MARK ONE)

(1) ☐ Gone down a lot
(2) ☐ Gone down somewhat
(3) ☐ Gone down just a little
(4) ☐ Has not changed
(5) ☐ Gone up just a little
(6) ☐ Gone up somewhat
(7) ☐ Gone up a lot

* BETWEEN 2.33 AND 2.62 *

QUESTION NUMBER 38

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 54 | 8.9 |
| 2***** | 124 | 20.4 |
| 3********** | 381 | 62.8 |
| 4** | 48 | 7.9 |

* TOTAL = 607 *
* AVERAGE = 2.70 *
* STANDARD DEVIATION = 0.74 *
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.64 AND 2.76 *

38. Do you believe that your job has better or worse working conditions than a comparable civilian job? (MARK ONE)

(1) ☐ Better
(2) ☐ About the same
(3) ☐ Worse
(4) ☐ Don't know

QUESTION NUMBER 39

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 118 | 19.5 |
| 2********** | 377 | 62.2 |
| 3**** | 111 | 18.3 |

* TOTAL = 606 *
* AVERAGE = 1.99 *
* STANDARD DEVIATION = 0.62 *
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 1.94 AND 2.04 *

39. If you had the opportunity to "do it all over again," knowing what what you know now, would you join the Army? (MARK ONE)

(1) ☐ Yes
(2) ☐ No
(3) ☐ Not sure

QUESTION NUMBER 40

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 40 | 6.7 |
| 2**** | 115 | 19.3 |
| 3****** | 151 | 25.3 |
| 4****** | 120 | 20.1 |
| 5****** | 170 | 28.5 |

* TOTAL = 596 *
* AVERAGE = 3.44 *
* STANDARD DEVIATION = 1.27 *
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.34 AND 3.55 *

40. How satisfied or dissatisfied are you with your military quarters/ family housing compared to what you thought it would be before you joined the Army? (MARK ONE)

(1) ☐ Very satisfied
(2) ☐ Satisfied
(3) ☐ Neither satisfied nor dissatisfied
(4) ☐ Dissatisfied
(5) ☐ Very dissatisfied



QUESTION NUMBER 41

41. Where do you live? (MARK ONE)

(1) ☐ Troop billets, barracks
(2) ☐ On-post government family housing
(3) ☐ Off-post government family housing (includes lease and rental guaranteed housing
(4) ☐ Off-post private rental

guaranteed housing
(4) ☐ Off-post private rental
(5) ☐ Personally owned home
(6) ☐ Off-post mobile home

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********** | 386 | 63.8 |
| 2* | 5 | 0.8 |
| 3* | 11 | 1.8 |
| 4****** | 170 | 28.1 |
| 5* | 9 | 1.5 |
| 6* | 24 | 4.0 |

TOTAL = 605
AVERAGE = 2.15
STANDARD DEVIATION = 1.59
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.02 AND 2.27

42. How satisfied are you with the everyday activities of Army life compared to what you thought it would be before you joined the Army? (MARK ONE)

(1) ☐ Much more satisfying
(2) ☐ A bit more satisfying
(3) ☐ About what I expected
(4) ☐ A bit less satisfying
(5) ☐ Much less satisfying

QUESTION NUMBER 42

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1* | 14 | 2.3 |
| 2** | 48 | 7.9 |
| 3***** | 144 | 23.8 |
| 4******** | 227 | 37.5 |
| 5****** | 172 | 28.4 |

TOTAL = 605
AVERAGE = 3.82
STANDARD DEVIATION = 1.01
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.74 AND 3.90

43. Concerning discipline in the Army, how do you feel it should be? (MARK ONE)

(1) ☐ Much stronger
(2) ☐ A bit stronger
(3) ☐ About like it is now
(4) ☐ A bit less strong
(5) ☐ Much less strong

QUESTION NUMBER 43

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 97 | 16.0 |
| 2**** | 111 | 18.3 |
| 3******* | 205 | 33.8 |
| 4****** | 144 | 23.8 |
| 5** | 49 | 8.1 |

TOTAL = 606
AVERAGE = 2.90
STANDARD DEVIATION = 1.17
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.80 AND 2.99



QUESTION NUMBER 44

| RESPONSE | FREQUENCY | % |
|---|---|---|

| | | | |
|---|---|---|---|
| 1*** | 64 | 10.6 | |
| 2****** | 176 | 29.2 | |
| 3***** | 138 | 22.9 | |
| 4**** | 107 | 17.7 | |
| 5**** | 118 | 19.6 | |

TOTAL = 603
AVERAGE = 3.06
STANDARD DEVIATION = 1.29
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.96 AND 3.17

QUESTION NUMBER 45

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 76 | 12.8 |
| 2******* | 205 | 34.4 |
| 3***** | 145 | 24.3 |
| 4**** | 90 | 15.1 |
| 5*** | 80 | 13.4 |

TOTAL = 596
AVERAGE = 2.82
STANDARD DEVIATION = 1.23
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.72 AND 2.92

QUESTION NUMBER 46

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 86 | 14.3 |
| 2******** | 221 | 36.8 |
| 3***** | 124 | 20.6 |
| 4**** | 96 | 16.0 |
| 5*** | 74 | 12.3 |

TOTAL = 601
AVERAGE = 2.75
STANDARD DEVIATION = 1.24
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.65 AND 2.85

QUESTION NUMBER 47

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 82 | 13.7 |
| 2****** | 153 | 25.5 |

PART III. Job Satisfaction/Dissatisfaction

Now, for a moment, compare your present job in the Army with what you thought it would be like before you decided to go Army.

How would you describe the degree of satisfaction or dissatisfaction in your job?

MARK ONE response opposite EACH ITEM which best describes your present situation.

| | Very Satisfying (1) | Somewhat Satisfying (2) | Neither Satisfying or Dissatisfying (3) | Somewhat Dissatisfying (4) | Very Dissatisfying (5) | |
|---|---|---|---|---|---|---|
| 44. Feeling of success | ☐ | ☐ | ☐ | ☐ | ☐ | 1:47 |
| 45. Job contributes to effectiveness of unit. | ☐ | ☐ | ☐ | ☐ | ☐ | 1:48 |
| 46. Seeing positive results of one's efforts | ☐ | ☐ | ☐ | ☐ | ☐ | 1:49 |
| 47. Praise from immediate supervisor | ☐ | ☐ | ☐ | ☐ | ☐ | 1:50 |

| | | | |
|---|---|---|---|
| * | 3****** | 159 | 26.5 * |
| * | 4**** | 82 | 13.7 * |
| * | 5****** | 123 | 20.5 * |

* TOTAL = 599 *
* AVERAGE = 3.02 *
* STANDARD DEVIATION = 1.33 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 2.91 AND 3.13 *

QUESTION NUMBER 48

48. Good performance is rewarded ☐ ☐ ☐ ☐ ☐ 1:51

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1*** | 89 | 14.8 | * |
| * 2***** | 140 | 23.3 | * |
| * 3**** | 106 | 17.7 | * |
| * 4**** | 112 | 18.7 | * |
| * 5****** | 153 | 25.5 | * |

* TOTAL = 600 *
* AVERAGE = 3.17 *
* STANDARD DEVIATION = 1.42 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.05 AND 3.28 *

QUESTION NUMBER 49

49. Approval of demonstrated ability ☐ ☐ ☐ ☐ ☐ 1:52

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1*** | 61 | 10.3 | * |
| * 2****** | 164 | 27.6 | * |
| * 3******* | 179 | 30.1 | * |
| * 4**** | 111 | 18.7 | * |
| * 5*** | 79 | 13.3 | * |

* TOTAL = 594 *
* AVERAGE = 2.97 *
* STANDARD DEVIATION = 1.19 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 2.87 AND 3.07 *

QUESTION NUMBER 50

50. Opportunity to use initiative ☐ ☐ ☐ ☐ ☐ 1:53

| * RESPONSE | FREQUENCY | % | * |
|---|---|---|---|
| * 1**** | 73 | 12.3 | * |
| * 2****** | 142 | 23.9 | * |
| * 3***** | 143 | 24.0 | * |
| * 4****** | 123 | 20.7 | * |

| | | | |
|---|---|---|---|
| 5**** | 114 | 19.2 | |

* TOTAL = 595
* AVERAGE = 3.11
* STANDARD DEVIATION = 1.30
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.00 AND 3.21

QUESTION NUMBER 51

51. Chance to take responsibility ☐ ☐ ☐ ☐ ☐ 1:54

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 87 | 14.5 |
| 2******* | 189 | 31.6 |
| 3**** | 113 | 18.9 |
| 4**** | 96 | 16.1 |
| 5**** | 113 | 18.9 |

* TOTAL = 598
* AVERAGE = 2.93
* STANDARD DEVIATION = 1.35
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.82 AND 3.04

QUESTION NUMBER 52

52. Sole responsibility for a job/ task ☐ ☐ ☐ ☐ ☐ 1:55

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 98 | 16.5 |
| 2****** | 178 | 30.0 |
| 3****** | 151 | 25.4 |
| 4*** | 77 | 13.0 |
| 5**** | 90 | 15.2 |

* TOTAL = 594
* AVERAGE = 2.80
* STANDARD DEVIATION = 1.29
* THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.70 AND 2.91

QUESTION NUMBER 53

53. Promotion ☐ ☐ ☐ ☐ ☐ 1:56

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1***** | 130 | 21.5 |
| 2***** | 132 | 21.9 |
| 3**** | 94 | 15.6 |
| 4**** | 92 | 15.2 |
| 5****** | 156 | 25.8 |

| | |
|---|---|
| TOTAL = 604 | |
| AVERAGE = 3.02 | |
| STANDARD DEVIATION = 1.51 | |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.90 AND 3.14 | |

54. Completion of school or training ☐ ☐ ☐ ☐ ☐ 1:57

QUESTION NUMBER 54

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1***** | 123 | 20.5 |
| 2****** | 157 | 26.2 |
| 3***** | 131 | 21.8 |
| 4*** | 68 | 11.3 |
| 5***** | 121 | 20.2 |

| | |
|---|---|
| TOTAL = 600 | |
| AVERAGE = 2.85 | |
| STANDARD DEVIATION = 1.41 | |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.73 AND 2.96 | |

55. Change in status or position ☐ ☐ ☐ ☐ ☐ 1:58

QUESTION NUMBER 55

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 52 | 8.7 |
| 2***** | 150 | 25.0 |
| 3****** | 178 | 29.7 |
| 4*** | 90 | 15.0 |
| 5***** | 130 | 21.7 |

| | |
|---|---|
| TOTAL = 600 | |
| AVERAGE = 3.16 | |
| STANDARD DEVIATION = 1.26 | |
| THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.06 AND 3.26 | |

56. Opportunity to develop one's potential to fullest ☐ ☐ ☐ ☐ ☐ 1:59

QUESTION NUMBER 56

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 65 | 10.9 |
| 2***** | 133 | 22.3 |
| 3***** | 125 | 20.9 |
| 4***** | 112 | 18.8 |
| 5****** | 162 | 27.1 |

| |
|---|
| TOTAL = 597 |

```
* AVERAGE =   3.29                          *
* STANDARD DEVIATION =   1.36               *
* THERE IS A .95 PROBABILITY THAT THE       *
* TRUE MEAN OF THE POPULATION FROM          *
* WHICH THIS SAMPLE WAS DRAWN IS            *
* BETWEEN   3.18 AND   3.40                 *
*********************************************
```

QUESTION NUMBER 57

57. Opportunity for advanced training ☐ ☐ ☐ ☐ ☐ 1:60

```
*********************************************
*  RESPONSE          FREQUENCY    %          *
*     1***              81        13.5       *
*     2****            115        19.2       *
*     3*****           150        25.0       *
*     4****             93        15.5       *
*     5******          161        26.8       *
*********************************************
*********************************************
* TOTAL =   600                             *
* AVERAGE =   3.23                          *
* STANDARD DEVIATION =   1.38               *
* THERE IS A .95 PROBABILITY THAT THE       *
* TRUE MEAN OF THE POPULATION FROM          *
* WHICH THIS SAMPLE WAS DRAWN IS            *
* BETWEEN   3.12 AND   3.34                 *
*********************************************
```

QUESTION NUMBER 58

58. Learn new and useful skills ☐ ☐ ☐ ☐ ☐ 1:61

```
*********************************************
*  RESPONSE          FREQUENCY    %          *
*     1***              88        14.6       *
*     2*******         186        30.9       *
*     3*****           127        21.1       *
*     4****            102        16.9       *
*     5****             99        16.4       *
*********************************************
*********************************************
* TOTAL =   602                             *
* AVERAGE =   2.90                          *
* STANDARD DEVIATION =   1.31               *
* THERE IS A .95 PROBABILITY THAT THE       *
* TRUE MEAN OF THE POPULATION FROM          *
* WHICH THIS SAMPLE WAS DRAWN IS            *
* BETWEEN   2.79 AND   3.00                 *
*********************************************
```

QUESTION NUMBER 59

59. Challenging, meaningful work ☐ ☐ ☐ ☐ ☐ 1:62

```
*********************************************
*  RESPONSE          FREQUENCY    %          *
*     1***              69        11.5       *
*     2*****           146        24.3       *
*     3******          160        26.6       *
*     4****            114        18.9       *
*     5****            113        18.8       *
*********************************************
*********************************************
* TOTAL =   602                             *
* AVERAGE =   3.09                          *
* STANDARD DEVIATION =   1.28               *
```

| |
|---|
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 2.99 AND 3.20 * |

QUESTION NUMBER 60

60. Job assignment according to ability ☐ ☐ ☐ ☐ ☐ 1:63

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 53 | 8.8 |
| 2****** | 151 | 25.2 |
| 3***** | 138 | 23.0 |
| 4**** | 112 | 18.7 |
| 5***** | 145 | 24.2 |

| |
|---|
| * TOTAL = 599 * |
| * AVERAGE = 3.24 * |
| * STANDARD DEVIATION = 1.31 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 3.14 AND 3.35 * |

QUESTION NUMBER 61

61. Standards of performance well defined ☐ ☐ ☐ ☐ ☐ 1:64

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 52 | 8.7 |
| 2***** | 134 | 22.4 |
| 3******** | 210 | 35.1 |
| 4**** | 112 | 18.7 |
| 5**** | 90 | 15.1 |

| |
|---|
| * TOTAL = 598 * |
| * AVERAGE = 3.09 * |
| * STANDARD DEVIATION = 1.16 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |
| * WHICH THIS SAMPLE WAS DRAWN IS * |
| * BETWEEN 3.00 AND 3.19 * |

QUESTION NUMBER 62

62. Treated like a real person by my immediate supervisor (boss) ☐ ☐ ☐ ☐ ☐ 1:65

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 100 | 16.6 |
| 2**** | 119 | 19.8 |
| 3**** | 101 | 16.8 |
| 4**** | 104 | 17.3 |
| 5****** | 177 | 29.5 |

| |
|---|
| * TOTAL = 601 * |
| * AVERAGE = 3.23 * |
| * STANDARD DEVIATION = 1.47 * |
| * THERE IS A .95 PROBABILITY THAT THE * |
| * TRUE MEAN OF THE POPULATION FROM * |

* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.11 AND 3.35 *

QUESTION NUMBER 63

63. A compatible work group ☐ ☐ ☐ ☐ ☐ 1:66

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1**** | 102 | 17.1 |
| 2******* | 196 | 32.8 |
| 3***** | 134 | 22.4 |
| 4**** | 100 | 16.7 |
| 5*** | 66 | 11.0 |

* TOTAL = 598 *
* AVERAGE = 2.72 *
* STANDARD DEVIATION = 1.24 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 2.62 AND 2.82 *

QUESTION NUMBER 64

64. Opportunity to meet and make new friends ☐ ☐ ☐ ☐ ☐ 1:67

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1******** | 222 | 36.9 |
| 2******** | 223 | 37.0 |
| 3**** | 102 | 16.9 |
| 4** | 30 | 5.0 |
| 5* | 25 | 4.2 |

* TOTAL = 602 *
* AVERAGE = 2.02 *
* STANDARD DEVIATION = 1.05 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 1.94 AND 2.11 *

QUESTION NUMBER 65

65. Standard of living ☐ ☐ ☐ ☐ ☐ 1:68

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 47 | 7.8 |
| 2***** | 133 | 22.1 |
| 3****** | 158 | 26.3 |
| 4****** | 124 | 20.6 |
| 5***** | 139 | 23.1 |

* TOTAL = 601 *
* AVERAGE = 3.29 *
* STANDARD DEVIATION = 1.26 *
* THERE IS A .95 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM *
* WHICH THIS SAMPLE WAS DRAWN IS *
* BETWEEN 3.19 AND 3.39 *

QUESTION NUMBER 66

66. Effect of job on family life ☐ ☐ ☐ ☐ ☐ 1:69

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 31 | 5.3 |
| 2*** | 60 | 10.2 |
| 3****** | 173 | 29.4 |
| 4***** | 119 | 20.2 |
| 5******* | 206 | 35.0 |

TOTAL = 589
AVERAGE = 3.69
STANDARD DEVIATION = 1.20
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.60 AND 3.79

QUESTION NUMBER 67

67. Acceptance by community ☐ ☐ ☐ ☐ ☐ 1:70

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 37 | 6.2 |
| 2**** | 91 | 15.3 |
| 3****** | 161 | 27.0 |
| 4***** | 122 | 20.5 |
| 5******* | 185 | 31.0 |

TOTAL = 596
AVERAGE = 3.55
STANDARD DEVIATION = 1.24
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.45 AND 3.65

QUESTION NUMBER 68

68. Proper utilization of abilities ☐ ☐ ☐ ☐ ☐ 1:71

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 38 | 6.4 |
| 2**** | 110 | 18.4 |
| 3****** | 174 | 29.1 |
| 4***** | 137 | 22.9 |
| 5***** | 138 | 23.1 |

TOTAL = 597
AVERAGE = 3.38
STANDARD DEVIATION = 1.20
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.28 AND 3.48

QUESTION NUMBER 69

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1* | 25 | 4.2 |
| 2**** | 108 | 18.2 |
| 3******* | 205 | 34.5 |
| 4****** | 153 | 25.8 |
| 5**** | 103 | 17.3 |

TOTAL = 594
AVERAGE = 3.34
STANDARD DEVIATION = 1.09
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.25 AND 3.43

69. Personnel policies and procedures ☐ ☐ ☐ ☐ ☐ 1:72

QUESTION NUMBER 70

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 56 | 9.4 |
| 2***** | 125 | 21.0 |
| 3***** | 127 | 21.3 |
| 4**** | 105 | 17.6 |
| 5******* | 183 | 30.7 |

TOTAL = 596
AVERAGE = 3.39
STANDARD DEVIATION = 1.36
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.28 AND 3.50

70. Placement in job related to interest ☐ ☐ ☐ ☐ ☐ 1:73

QUESTION NUMBER 71

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 66 | 11.0 |
| 2***** | 150 | 25.0 |
| 3***** | 128 | 21.3 |
| 4***** | 128 | 21.3 |
| 5***** | 129 | 21.5 |

TOTAL = 601
AVERAGE = 3.17
STANDARD DEVIATION = 1.32
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.07 AND 3.28

71. Pay and allowances ☐ ☐ ☐ ☐ ☐ 1:74

QUESTION NUMBER 72

72. Medical and dental benefits ☐ ☐ ☐ ☐ ☐ 1:75

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1******** | 215 | 35.8 |
| 2******* | 206 | 34.3 |
| 3*** | 70 | 11.7 |
| 4** | 54 | 9.0 |
| 5** | 55 | 9.2 |

TOTAL = 600
AVERAGE = 2.21
STANDARD DEVIATION = 1.27
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.11 AND 2.32

QUESTION NUMBER 73

73. Compensation for education (GI Bill) ☐ ☐ ☐ ☐ ☐ 1:76 ___

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1********* | 249 | 41.6 |
| 2******* | 186 | 31.1 |
| 3**** | 93 | 15.5 |
| 4** | 35 | 5.8 |
| 5** | 36 | 6.0 |

TOTAL = 599
AVERAGE = 2.04
STANDARD DEVIATION = 1.16
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 1.94 AND 2.13

QUESTION NUMBER 74

74. Prestige, looked up to by others ☐ ☐ ☐ ☐ ☐ 1:77 ___

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 59 | 9.8 |
| 2***** | 109 | 18.1 |
| 3******* | 199 | 33.1 |
| 4***** | 108 | 17.9 |
| 5****** | 127 | 21.1 |

TOTAL = 602
AVERAGE = 3.22
STANDARD DEVIATION = 1.24
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.12 AND 3.33

QUESTION NUMBER 75

75. Rank ☐ ☐ ☐ ☐ ☐ 1:78 ___

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 77 | 12.8 |

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 2***** | 148 | 24.5 |
| 3***** | 133 | 22.1 |
| 4**** | 86 | 14.3 |
| 5****** | 159 | 26.4 |

TOTAL = 603
AVERAGE = 3.17
STANDARD DEVIATION = 1.39
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.06 AND 3.28

QUESTION NUMBER 76

76. Job position ☐ ☐ ☐ ☐ ☐ 1:79

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 73 | 12.2 |
| 2***** | 165 | 27.6 |
| 3****** | 154 | 25.8 |
| 4**** | 91 | 15.2 |
| 5**** | 115 | 19.2 |

TOTAL = 598
AVERAGE = 3.02
STANDARD DEVIATION = 1.30
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.91 AND 3.12

QUESTION NUMBER 77

77. Relationship with those who have control over the job ☐ ☐ ☐ ☐ ☐ 2:4

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 64 | 10.8 |
| 2****** | 173 | 29.1 |
| 3****** | 166 | 27.9 |
| 4**** | 97 | 16.3 |
| 5**** | 95 | 16.0 |

TOTAL = 595
AVERAGE = 2.98
STANDARD DEVIATION = 1.23
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.88 AND 3.08

QUESTION NUMBER 78

78. Proper degree of supervision ☐ ☐ ☐ ☐ ☐ 2:5

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 48 | 8.1 |
| 2****** | 154 | 25.9 |
| 3****** | 165 | 27.8 |

| | | | |
|---|---|---|---|
| 4**** | 118 | 19.9 | |
| 5**** | 109 | 18.4 | |

TOTAL = 594
AVERAGE = 3.14
STANDARD DEVIATION = 1.22
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.04 AND 3.25

QUESTION NUMBER 79

79. Competence of supervisor ☐ ☐ ☐ ☐ ☐ 2:6

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 63 | 10.6 |
| 2****** | 155 | 26.1 |
| 3***** | 144 | 24.2 |
| 4****** | 119 | 20.0 |
| 5**** | 113 | 19.0 |

TOTAL = 594
AVERAGE = 3.11
STANDARD DEVIATION = 1.28
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.00 AND 3.21

QUESTION NUMBER 80

80. A sense of independence ☐ ☐ ☐ ☐ ☐ 2:7

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1*** | 71 | 11.9 |
| 2***** | 138 | 23.2 |
| 3***** | 132 | 22.1 |
| 4**** | 97 | 16.3 |
| 5****** | 158 | 26.5 |

TOTAL = 596
AVERAGE = 3.22
STANDARD DEVIATION = 1.37
THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.11 AND 3.34

QUESTION NUMBER 81

81. A minimum of disrupting influences ☐ ☐ ☐ ☐ ☐ 2:8

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 33 | 5.6 |
| 2*** | 74 | 12.5 |
| 3******* | 190 | 32.2 |
| 4****** | 149 | 25.3 |
| 5***** | 144 | 24.4 |

| | |
|---|---|
| * TOTAL = 590 * | |
| * AVERAGE = 3.50 * | |
| * STANDARD DEVIATION = 1.15 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 3.41 AND 3.60 * | |

QUESTION NUMBER 82

82. Adequacy of facilities for work ☐ ☐ ☐ ☐ ☐ 2:9

| * RESPONSE | FREQUENCY | % * |
|---|---|---|
| * 1** | 34 | 5.7 * |
| * 2**** | 92 | 15.4 * |
| * 3***** | 133 | 22.3 * |
| * 4****** | 152 | 25.5 * |
| * 5******* | 185 | 31.0 * |

| | |
|---|---|
| * TOTAL = 596 * | |
| * AVERAGE = 3.61 * | |
| * STANDARD DEVIATION = 1.23 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 3.51 AND 3.71 * | |

QUESTION NUMBER 83

83. Pleasant working environment ☐ ☐ ☐ ☐ ☐ 2:10

| * RESPONSE | FREQUENCY | % * |
|---|---|---|
| * 1** | 41 | 6.9 * |
| * 2**** | 102 | 17.1 * |
| * 3***** | 125 | 20.9 * |
| * 4****** | 128 | 21.4 * |
| * 5******* | 201 | 33.7 * |

| | |
|---|---|
| * TOTAL = 597 * | |
| * AVERAGE = 3.58 * | |
| * STANDARD DEVIATION = 1.29 * | |
| * THERE IS A .95 PROBABILITY THAT THE * | |
| * TRUE MEAN OF THE POPULATION FROM * | |
| * WHICH THIS SAMPLE WAS DRAWN IS * | |
| * BETWEEN 3.47 AND 3.69 * | |

QUESTION NUMBER 84

84. Reasonable duty hours ☐ ☐ ☐ ☐ ☐ 2:11

| * RESPONSE | FREQUENCY | % * |
|---|---|---|
| * 1*** | 66 | 11.0 * |
| * 2**** | 113 | 18.8 * |
| * 3***** | 106 | 17.7 * |
| * 4***** | 102 | 17.0 * |
| * 5*********** | 213 | 35.5 * |

| | |
|---|---|
| TOTAL = | 600 |
| AVERAGE = | 3.47 |
| STANDARD DEVIATION = | 1.41 |

THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 3.36 AND 3.59

QUESTION NUMBER 85

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 38 | 6.3 |
| 2********** | 368 | 61.4 |
| 3******* | 193 | 32.2 |

| | |
|---|---|
| TOTAL = | 599 |
| AVERAGE = | 2.26 |
| STANDARD DEVIATION = | 0.56 |

THERE IS A .95 PROBABILITY THAT THE TRUE MEAN OF THE POPULATION FROM WHICH THIS SAMPLE WAS DRAWN IS BETWEEN 2.21 AND 2.30

QUESTION NUMBER 86

| RESPONSE | FREQUENCY | % |
|---|---|---|
| 1** | 44 | 8.1 |
| 2* | 5 | 0.9 |
| 3** | 33 | 6.1 |
| 4* | 16 | 3.0 |
| 5* | 22 | 4.1 |
| 6** | 39 | 7.2 |
| 7** | 40 | 7.4 |
| 8* | 8 | 1.5 |
| 9* | 10 | 1.8 |
| 10* | 11 | 2.0 |
| 11* | 19 | 3.5 |
| 12* | 2 | 0.4 |
| 13* | 8 | 1.5 |
| 14* | 8 | 1.5 |
| 15** | 30 | 5.5 |
| 16* | 13 | 2.4 |
| 17** | 50 | 9.2 |
| 18* | 25 | 4.6 |
| 19* | 5 | 0.9 |
| 20* | 4 | 0.7 |
| 21* | 1 | 0.2 |
| 22** | 31 | 5.7 |
| 23** | 41 | 7.6 |
| 24* | 10 | 1.8 |
| 25*** | 66 | 12.2 |

| | |
|---|---|
| TOTAL = | 541 |
| AVERAGE = | 13.35 |
| STANDARD DEVIATION = | 9.19 |

PART IV. Reenlist Information

85. Do you intend to re-enlist? 2:12

(1) ☐ Yes
(2) ☐ No
(3) ☐ Not sure

86. Select the one reason which is the most important to you in your present plan to separate at the end of your current enlistment: (MARK ONE) 2:13

(1) ☐ Does not apply, I do not presently plan to separate at the end of my current enlistment.
(2) ☐ I am not eligible to reenlist
(3) ☐ I joined to learn a skill/trade to use in civilian life, and I have done that
(4) ☐ I think there is very little "real work" to do in the Army
(5) ☐ I spend too much time working outside of my Primary MOS.
(6) ☐ I think there is too much concern for such things as haircuts, appearance, and discipline
(7) ☐ The pay and allowances are too low
(8) ☐ I don't like the people I work for
(9) ☐ The Army does not challenge or demand enough of me
(10) ☐ The medical/dental care is inadequate
(11) ☐ The duty hours are too long and/or irregular
(12) ☐ I don't like the people I have to associate with
(13) ☐ My living conditions (barracks/housing) are poor
(14) ☐ My wife/husband wants me to get out
(15) ☐ I joined the Army to have a chance to find myself/grow up/mature and I've done that
(16) ☐ I joined the Army for adventure/travel/new experiences and I've accomplished these things
(17) ☐ I joined to become eligible for GI educational benefits
(18) ☐ I did not intend to serve more than one enlistment
(19) ☐ The things I can gain from a second or subsequent enlistment (job training, travel) are not important enough to me
(20) ☐ I don't think my promotion chances are too good
(21) ☐ I couldn't get the reenlistment option I wanted
(22) ☐ The amount of busy work, harassment, and extra duties
(23) ☐ I don't like my MOS and can't arrange to get one I do like
(24) ☐ I was reclassified into an MOS that I have no interest in and don't enjoy working in
(25) ☐ Other reason - please list below

```
* THERE IS A .90 PROBABILITY THAT THE *
* TRUE MEAN OF THE POPULATION FROM    *
* WHICH THIS SAMPLE WAS DRAWN IS      *
* BETWEEN  12.65 AND  14.06           *
**************************************
```

# APPENDIX C

## ANECDOTAL INPUT

## ANECDOTAL INPUT

On questionnaire Item 86, the surveyed soldiers were asked to select the one reason most important to them in their present plan to separate at the end of their current enlistment. The following written comments were taken from those questionnaires where soldiers marked the response item "other reasons."

"Haircuts play a very important part."

"Overseas unaccompanied tours"

"Since I have had my Medical MOS, I have only worked in it for about 2 months; I mostly do mechanic work."

"I thought I could join the Army and get better prepared for the outside."

"If I plan to continue in the Army, it would be in a different status - such as Warrant Officer status not enlisted."

"Not working in MOS."

"I want to settle down sometime and the Army makes that impossible. If a person re-ups he might as well go the whole way to retirement, that's too long for me."

"I am working in company area doing odd jobs and sitting, drinking coffee about 8 hours per day. Army life is not organized. It's poor barracks, and lack of real work or good pay, and treatment from community."

"Jobs are becoming more available."

"Did not get the schooling I came in for, with a high IQ I should be doing much more."

"Too much B.S. and harrassment."

"Helicopter Repairman - working as Body & Fender Repairman, also recovery specialist on an M88. Was not trained for it."

"Not in my MOS, as I was trained to be."

"I feel that if a soldier wants to be closer to home they should automatically put him there if he wants to travel, more power to him."

"Today Army is not a man's Army - too many kids."

"The Army doesn't care about the EMs. They only want you to get a job done."

"The Army itself messes too much with the GIs for no reason, such as hair."

"I got the GI Bill - Goodbye!"

"Overall attitude toward military life bad. Army has no concern for you as an individual. Does not live up to contract promises."

"I think my unit is not worth a damn."

"I was told by the recruiter that I wouldn't have to be separated from my wife. He said that there was no unaccompanied tours."

"What I do now is coffee guard."

"I want to be a civilian mechanic and go Reserve."

"I have been in the Army 18 months and haven't worked in my MOS more than a total of a week! Everything else is pretty nice."

"Not on your life! Don't do much work at all."

"I feel the Army has made a better person of me. Although I am presently an E2 and filling an E6 slot. People around me feel I have the capability to perform at that level. If my family situation was more secure the Army could very well be a career for me."

"They're taking away our GI benefits and people outside your family treat you like s---."

"The promotion scales used are very poor."

"If I would of known the crummy hours and harrassement, I would of never come in, or rather, take a non-combat MOS."

"Not interesting enough."

"I came in to the Army thinking that a person was a person and not something to B.S. around."

"I think I won't reenlist because we have old timers from another generation still running things and some of them have lost contact with reality and don't understand our generation. Also, they worry too much about haircuts and such. They do not provide enough educational programs even if they did -

They don't give us time. Also it ruins your mind."

"There is too much of a good thing like to many NCOs that never work and its like they don't care about their people they think of them as less than human."

"Lack of qualified people. I don't like the mickey mouse I put up with. Some of the officers don't understand people or how to deal with people on a 1 to 1 basis. If the Army could try to understand people it wouldn't be so bad. I know there are all types in the service but they should try."

"The Army life is just not what I want."

"Girl friend or possible war."

"It is very hard for an EM to complete a task without a ranking officer or NCO there to back him."

"Working as a mechanic. Medics don't have anything to do so they're put on KP. My recruiter lied and told me I would be working in a hospital. Nobody knows what they're doing. They are always breathing down your back."

"I like my freedom too much and to look how I want when I want, etc. I hate the Army."

"I joined the Army to get a school. But I can't do that, I feel the Army must go back to the draft or this country is fighting a losing battle."

"I am a loader on a tank but I don't want to be."

"I am working in the warehouse and the motor pool putting up tents for latrines. I am supposed to be a medical specialist. I am a mechanic and warehouseman which has noting to do with my MOS."

"How does the Army expect a lower rank soldier to take care of his family with no dental benefits for dependents and wages just barely enough to keep eating."

"Because I didn't get the kind of work that I was told I would get."

"The reason I came in was to learn and associate with people and work and learn about the hospital. I work in the motor pool."

"Wife wants me to get out. Qualified for GI benefits. Have job waiting when I get out. Army life not suitable to raise family, too much moving."

"I am a Medic working as a mechanic - which I dislike very much."

"Not being used to my ability, no promotion for being qualified. Too much busy work - no respect."

"Life is a total waste being in."

"I feel that rank is too much. You are treated like a slave. Nobody asks you, they just say do it."

"Of all the reasons above there is opportunity in progressing upward to a better position. It takes time because of failures and misrepresentation in the chair of command and could use some research and modification for better communicating and understanding of particular positions."

"Don't like it."

"Because the Army has got to be the most messed up place I have ever seen. They never have their stuff together."

"The Army is very demanding and at times it seems as though I am expected to push my family aside for the Army. I have learned to give adequate time to both, but sometimes even the best made plans fall apart."

"I am a Medic and I work under an ambulance. Not even in my MOS. People who work in a hospital are supposed to be clean. I'm the dirtiest SOB in the Med Bn. Never, I would tell everyone don't enlist in any service."

"As a Medical Specialist, I drive 2 1/2 ton trucks, maintain them and also have to put up tents, clean stoves and sweep motor pool."

"I'm working as a mechanic and washer in the motor pool, I'm their damn nigger!"

"The Army does not wish to treat me as a responsible adult. I do not like to have my life so rigidly controlled."

"I'm a slave and nigger - general purpose man. Cleaning floors, changing oil in jeeps, all the jobs no one else will do."

"I am not working any particular job."

"I have 9 years X-ray experience, my ARRT Radiation Therapy License, 2 years EKG, and the Army makes me work as a truck mechanic or a wet nurse. Army job is not what I signed up for and did before I came, dissatisfying."

"The Army as a whole stifles the individual. If a person has a bit of ambition, there just isn't enough here. It's alright, but somehow I feel that there's a hell of a lot more to life than this."

"Superiors are overrated, underachievers. My MOS is 91B10 Medical and my main job is to work on a damn truck. The job is very degrading, my college training in the medical field was far superior than the Army has shown me. If possible, I would have no greater pleasure than to get out of the Army right now. I would be of more use working in a hospital environment using my skills and experience (2 years in hospital work) helping people in need than suffering in a degrading job."

"The Army's polciy on enlisted women has changed drastically. I do not approve of equality for both."

"The way I'm treated by people of the civilian community (very badly). After all, I only swore to give my life in their defense. Also would like to live in one place."

"The most disorganized organization that I have ever seen"

"Too long field duty - nine months in the field."

"It isn't a good place for married person but for a non-married man it would be better."

"I think the Army expects too much from its EM. It's too much to cope with."

"Because the Army has been a contributing factor in the destruction of my marriage."

"Too much field duty."

"Not the MOS I wanted, the people I have to associate with, don't like the living conditions, or the way people react to me when I tell then I'm in the Army."

"No sense for haircut policy, living conditions terrible, food no good."

"I'm getting out because I just want the military out of the way."

"I think I could better myself going to four years of college."

"Just tired of all the hassle."

"Don't like living conditions and the weather."

"Because of all the things the Army wants from you but won't give back. Combined with bad hours, pay, etc."

"I don't like the Army way of life."

"The Army as it exists today is a disgrace to American civilization. My job in the Army is degrading, highly unnecessary and far too much time is just spent on worthless activities."

"Too many people in wrong positions. Officers in Privates' ranks - Privates in Officer ranks.

"I don't like my MOS, I'm not supposed to be in the Infantry."

"The Army is screwed up."

"A lot of reasons, harassment, stupid people holding positions above you."

"Because I didn't want in here in the first place."

"Reenlists under the conditions the Army has now would the idiocy. The Army offers first of all advancement not by what you know but how many years you have been in. The biggest reason, the Army makes it difficult, if not impossible, for a person to get any advanced training that would benefit both a person and the Army."

"The constant waiting around. It's the most unorganized organization I have ever seen. I dislike getting out of bed everyday at 5 A.M. to do absolutely nothing."

"It's not the Army, it is the leaders that don't know what's happening."

"Top NCOs and officers are too busy with paper work and don't have time for men. During off time, officers and NCOs telling you how you should live, what you can have and not have. After duty hours, we like to sit back and take it easy. We don't need all the extra harassment. Let us live."

"Not enough social or married life when I go to the field, my kids always forget me."

"The Army is just not worth the time. If it was a regular job like they say it was, why can't you get out because you want out. If you get out on an Expeditious Discharge Program, it can ruin your life. In a civilian job, you can quit because you don't like it or adapt to it. Once you are here, you like it or live with it. My father is military and I don't see how he made it. I won't."

"I have received all what I am going to get out the Army. Also, I am tired of the B.S. and to me there are too many unimportant things that are involved in the Army. I never feel that I have done enough, because you can never do a good enough job. Work is never appreciated enough."

"My husband is also in the service, and the possibility of us being separated is too real. Also, there is over emphasis on undue training rather than constructive training in one's job. Too much emphasis is placed on the rank of a person and not what that person is able to do. For instance, a person is a (PFC E3) very intelligent and eager for new and broader responsibilities, but because of that person's rank, the service member is not given more responsibility. A lot of undue hassle, etc."

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