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Navy Personnel Survey 1990: Analysis of Educational and Training Issues

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Gerry L. Wilcove

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Navy Personnel Research and Development Center
San Diego, California 92152-6800

NPRDC-TN-92-9

NAVY PERSONNEL SURVEY 1990: ANALYSIS OF EDUCATIONAL AND TRAINING ISSUES

Gerry L. Wilcove

Reviewed by
Emanuel P. Somer

Approved, and released by
Delbert M. Nebeker
Director, Organizational Systems Department

REPORT DOCUMENTATION PAGE

1. AGENCY USE ONLY *(Leave blank)*	2. REPORT DATE March 1992	3. REPORT TYPE AND DATE COVERED Final--Oct 90-Jul 91

4. TITLE AND SUBTITLE Navy Personnel Survey 1990: Analysis of Educational and Training Issues	5. FUNDING NUMBERS Program Element: Reimbursable Work Unit: 981WRB1007
6. AUTHOR(S) Gerry L. Wilcove	

7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Navy Personnel Research and Development Center San Diego, California 92152-6800	8. PERFORMING ORGANIZATION REPORT NUMBER NPRDC-TN-92-9

9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) Chief of Naval Personnel (PERS-00) Navy Department Washington, DC 20370-5000	10. SPONSORING/MONITORING AGENCY REPORT NUMBER

11. SUPPLEMENTARY NOTES

12a. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.	12b. DISTRIBUTION CODE

13. ABSTRACT *(Maximum 200 words)*

The Navy Personnel Survey 1990 was commissioned by the Chief of Naval Personnel to collect data on the opinions and perceptions of Navy enlisted and officer personnel. The survey, which will be administered annually, was designed to provide policy makers with personnel feedback on a variety of key issues. This report summarizes results on voluntary off-duty education, leadership training, and "A" Schools.

14. SUBJECT TERMS Education, training, voluntary education, "A" Schools, leadership, leadership training		15. NUMBER OF PAGES 31
		16. PRICE CODE

17. SECURITY CLASSIFICATION OF REPORT UNCLASSIFIED	18. SECURITY CLASSIFICATION OF THIS PAGE UNCLASSIFIED	19. SECURITY CLASSIFICATION OF ABSTRACT UNCLASSIFIED	20. LIMITATION OF ABSTRACT UNLIMITED

FOREWORD

This effort was part of the 1990 Navy Personnel Survey (NPS) performed under reimbursable work unit 981WRB1007. The NPS was sponsored by the Chief of Naval Personnel and supported with Operations and Maintenance Navy Funding. The NPS was completed by close to 12,000 enlisted and officer personnel and addressed a variety of issues important to policy makers. This report presents the results obtained from analyzing the educational and training survey items. All NPS 1990 publications are listed later in the report (p. 13). Dr. Fran Kelly, Bureau of Naval Personnel (PERS-602), offered invaluable assistance by reviewing multiple drafts of the voluntary off-duty education survey results. Inquiries about the report should be made to Emanuel P. Somer, Division Head, Survey Research, AUTOVON 553-9248 or (619)553-9248.

DELBERT M. NEBEKER
Director, Organizational Systems Department

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SUMMARY

Background

The Navy Personnel Survey (NPS) 1990 was commissioned by Vice Admiral J. M. Boorda, the Chief of Naval Personnel. The survey, which will be administered annually, was designed to provide policy makers with personnel feedback on a variety of key issues. NPS 1990 addressed rotation/permanent change-of-station moves; recruiting duty; Navy pay and benefits; quality of life programs concerned with voluntary off-duty education, family support services, child care, and recreational services/housing; training; organizational climate, including equal opportunity and sexual harassment; and, education about Acquired Immune Deficiency Syndrome (AIDS).

A total of 22,710 surveys were mailed during the first 2 weeks of October 1990 to enlisted and officer personnel around the world. A total of 11,809 questionnaires were completed and returned for analysis, a return rate of 52 percent. When respondents were examined by paygrade, they were found to be representative of their respective populations, with the exception of warrant officers. Survey results were briefed to Vice Admiral Boorda and his program managers on 23 April 1991. The present report summarizes survey results pertaining to voluntary off-duty education, leadership training, and "A" School.

Results

Voluntary Off-duty Education

1. Close to 30 percent of the enlisted respondents and 22 percent of the officers reported that they had participated in Navy Campus.

2. Enlisted personnel were highly motivated to take catch-up courses--close to 80 percent were interested in taking courses in mathematics, reading, or writing.

3. The opportunity for formal Navy classroom education was not seen as a major factor in the retention decisions of either enlisted personnel or officers.

4. Senior enlisted and officer personnel were more satisfied than junior personnel with the educational opportunities at their commands.

5. Results suggested that personnel were not being hurt by the tuition assistance cap.

6. Survey results indicated that there was room for improvement in the quality of the instructors teaching the Program for Afloat College Education I (PACE I).

7. Enlisted personnel were split in their opinions on whether counselors were available to help them with their educational plans.

8. A substantial proportion of enlisted and officer personnel reported that they did not understand their GI Bill benefits.

9. Enlisted personnel, and officers with prior enlisted experience, planned to use their GI Bill benefits in the future. However, officers without prior enlisted service were less interested in this course of action.

10. Results suggested that the GI Bill is a worthwhile incentive for individuals contemplating enlisted service.

Leadership Training

1. Seven out of 10 enlisted respondents viewed the quality of their most recent leadership course as good or very good.

2. The greatest number of enlisted respondents (53%) believed that they had been able to apply some of their most recent leadership training in the field.

3. While half of the enlisted respondents believed that leadership training courses in the Navy had helped them to perform their jobs better, one-third disagreed, and the rest reported mixed feelings.

4. Officers did not rate their last leadership course as favorably as enlisted personnel, with slightly more than half judging it to be good or very good.

5. On the other hand, more officers than enlisted personnel (60% versus 53%) believed that they had been able to apply some of their recent leadership training in the field.

6. Officers were split in their opinions on whether leadership training in the Navy had helped them to perform their jobs better, with 41 percent agreeing, 45 percent disagreeing, and the rest reporting mixed feelings.

"A" School

1. Of those individuals who had attended "A" School, close to 9 in 10 enlisted respondents in grades E-2 through E-4 reported that they had completed their course of instruction. This result was the same as that typically obtained from personnel records, such as those stored in the Navy Personnel Research and Development Center's database, Enlisted Training Tracking File (TRAINTRACK).

2. A majority of enlisted and officer personnel disagreed that the main reason for a sailor to complete "A" School is to get promoted.

3. A majority of enlisted personnel agreed, while a majority of officers disagreed, that "A" School is needed for "C" School success.

4. Enlisted personnel were inclined to view "A" School as very useful in their first assignments.

5. E-2s who viewed "A" School as useful in their first assignments were more likely to want to reenlist than E-2s who felt "A" School was not useful. No such relationship, however, was found for E-3s and E-4s.

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INTRODUCTION

Background of Survey

The Navy Personnel Survey (NPS) 1990 was commissioned by Vice Admiral J. M. Boorda, the Chief of Naval Personnel. It is designed to be an annual comprehensive survey composed of permanent items as well as year-specific ones that address topical issues. The 1990 NPS addressed a variety of issues, including rotation/permanent change of station moves; recruiting duty; Navy pay and benefits; quality of life programs concerned with voluntary off-duty education, family support services, child care, recreational services/ housing; training; organizational climate, including equal opportunity and sexual harassment; and, education about Acquired Immune Deficiency Syndrome (AIDS). A total of 23,906 surveys were mailed during the first 2 weeks of October 1990 to enlisted and officer personnel around the world. A total of 1,196 surveys were returned because of faulty addresses, leaving a mailout sample of 22,710 (23,906 minus 1,196).

Sample

A total of 11,809 questionnaires were completed and returned to the Navy Personnel Research and Development Center (NAVPERSRANDCEN) for analysis, a return rate of 52 percent. The study focused on enlisted paygrades from E-2 through E-9, and officer grades from ensign through captain. The graphics show the grade breakdown of the total sample separately for enlisted and officer personnel (see Figures 1 and 2).

Three groups of officers were present in the study: (1) warrant officers, (2) officers from ensign (ENS) through lieutenant (LT) (O-1E through O-3E) who had previously served as enlisted personnel, and (3) officers from ENS through captain (CAPT) without previous enlisted experience. In determining sample representativeness for ENS through LT, prior-enlisted officers were combined with officers without enlisted experience. Samples are representative of their respective populations for all enlisted and officer paygrades, with the exception of warrant officers.

The typical respondent was male, Caucasian, married, and in the Regular Navy. Females composed 12 percent of the sample; Blacks/African Americans, 10 percent; single individuals, 33 percent; and those in the Naval Reserve, 12 percent. Most of the married individuals had one or no children; and single parents, one child. The average age of respondents was 30 and they had served in the Navy for 8 years. A majority of the sample (53%) was ashore in the United States, and those at sea were split fairly evenly between the Atlantic and Pacific Fleets. A total of 965 individuals (8% of the sample) were serving in the Persian Gulf. Eighty percent of the officers were 11XX line officers, aviators, or staff officers. Some of the sample's demographics are shown graphically (see Figure 3).

Analyses

This report presents survey results for educational and training issues in three areas: voluntary off-duty education, leadership training, and "A" School. Survey data were analyzed for enlisted personnel and officers separately, yielding overall results and results by paygrade.
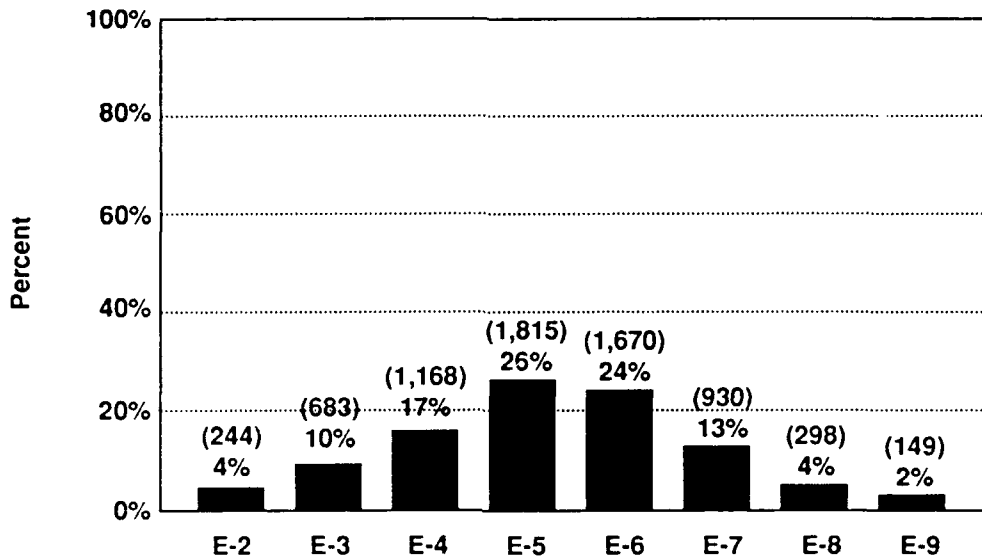
Note. Sample size: 6,957. The numbers in parentheses are sample sizes.

Figure 1. Paygrade breakdown: Enlisted personnel.
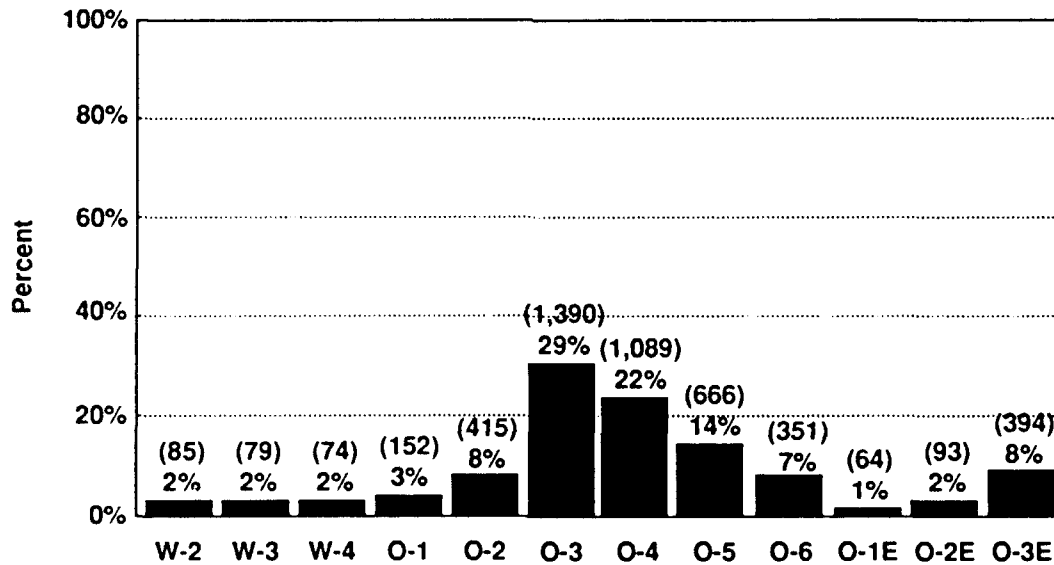
Note. Sample size: 4,852. The numbers in parentheses are sample sizes.

Figure 2. Paygrade breakdown: Officers.

Figure 3. Demographic characteristics.

Note. USN = United States Navy, USNR = United States Naval Reserve.

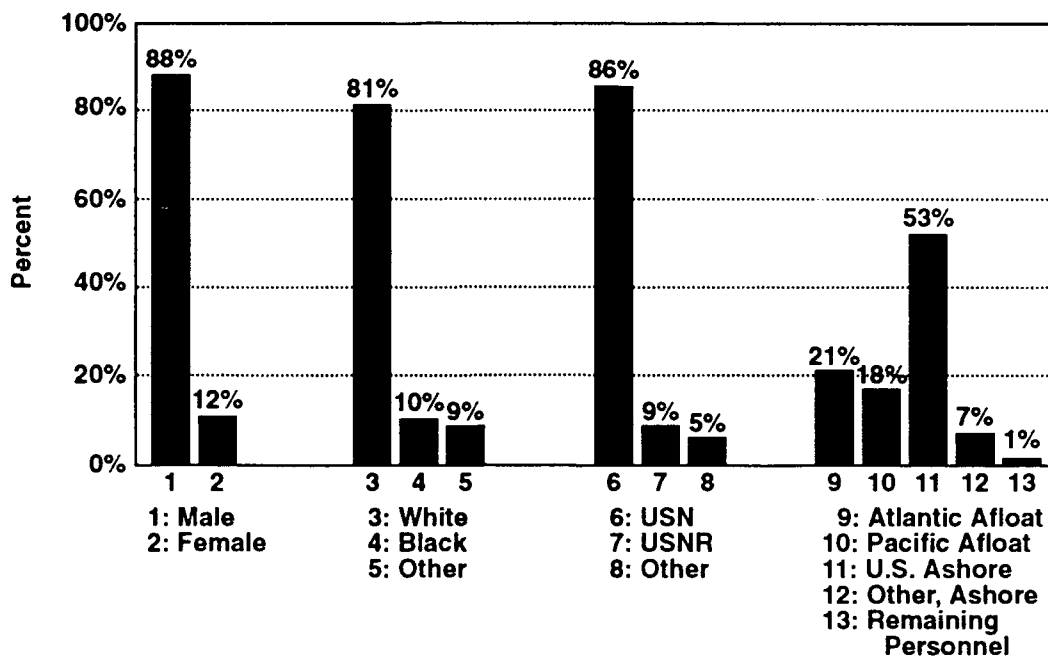In presenting the survey results, the specific question that was analyzed is placed in parentheses (e.g., Q73), so that the reader can consult the appendix for its exact wording. Responses to the following questions were broken out by educational level (Q4): *Q73*, "Have you ever participated in the Navy's Voluntary Education Program (Navy Campus)?"; *Q75*, "Are you presently working on a college/advanced degree?"; and *Q81*, "How much [do] you agree or disagree with the statement: The tuition assistance cap in the Voluntary Education Program (Navy Campus) is hurting me."

In the paygrade analyses, personnel were grouped in accordance with Bureau of Naval Personnel specifications:

- For voluntary education issues, all paygrades were broken out separately. O-1Es through O-3Es are referred to as "prior-enlisted officers," while prior-enlisted officers in combination with warrant officers are collectively described as officers with enlisted experience. ENSs through CAPTs without previous enlisted experience are simply referred to as officers.

- For leadership issues, warrant officers were grouped with ENSs through LTs (including O-1Es through O-3Es), while LCDRs, CDRs, and CAPTs were grouped together.

- For "A" School issues, E-2s were analyzed separately; E-3s were grouped with E-4s; E-5s with E-6s; and E-7s with E-8s and E-9s. Warrant officers formed a single group; O-1s, O-1Es, O-2s, and O-2Es were grouped together; O-3s, O-3Es, and O-4s were grouped; and, O-5s and O-6s were grouped.

If results are not broken out in the report by paygrade or paygrade grouping, this means that no paygrade differences were found. Results are then described for enlisted personnel or officers overall.

FINDINGS

Voluntary Off-duty Education

Participation in Navy Campus (Q73)

Enlisted Personnel. Close to 30 percent of the enlisted personnel had participated in the Navy's Voluntary Education Program (Navy Campus). Participation rates start at a low level for E-2s (12%), progressively increase until E-6 (41%) and stay around that level through E-9 (see Figure 4).

Officers. Twenty-two percent of the officers had participated in Navy Campus. Recognizing that the vast majority of officers already have a bachelor's degree, we should not be surprised that the largest number participating in Navy Campus were warrant officers and prior-enlisted officers (approximately 50% of each group) (Figure 5). Of the officers participating in Navy Campus, most obtained bachelors' degrees or advanced degrees rather than simply taking some college courses or pursuing an associate degree (Q4).

Striving to Obtain a Degree (Q75)

Approximately one in four enlisted personnel and one in five officers were pursuing a college degree. Of those pursuing a degree, the vast majority of enlisted personnel (85%) were pursuing their first associate's degree or bachelor's degree (Q4). Of those officers pursuing a degree, four in five were pursuing their first graduate/professional degree (G/P degree), an additional G/P degree, or an additional bachelor's degree.

Catch-up Courses (Q76)

Enlisted personnel were highly motivated to take catch-up courses, especially paygrades E-2 through E-8 (see Figure 6). For those interested in catch-up courses, the following results were obtained. For E-2s through E-5s,

mathematics was the most popular choice; writing, the second most popular choice; and reading, the third most popular choice. For E-6s through E-9s, mathematics and writing were equally popular choices, with reading the next most popular. Over a quarter of the E-6s through E-9s who were interested in catch-up courses were interested in reading classes (see Figure 7).

Retention Factors (Q77)

The survey item in this area asked whether formal Navy classroom education had an impact on an individual's retention decision. Formal Navy classroom education refers to opportunities such as "A" School, "C" School, and Leadership and Management Education and Training (LMET), rather than voluntary education pursued by individuals on their own time. Surprisingly, the opportunity for formal Navy classroom education was not seen as a major factor in the retention decision. This was especially true for officers (including those with prior enlisted service) who viewed Navy classroom education as unimportant in their retention decisions. Enlisted personnel and warrant officers were not as negative, but nevertheless were split in their opinions.

### Opportunities for Education (Q80)

Enlisted Personnel. E-5s through E-9s were generally satisfied with the opportunities to further their education at their current commands. However, E-2s through E-4s were less sure on how to respond to this question-- they were split in their opinions (see Figure 8).

Officers. A majority (67%) of the senior officers (LCDRs through CAPTs and senior warrants) were satisfied with their opportunities; in contrast, only 28 percent of lieutenant junior grade officers were satisfied. Other officers were on the fence on this issue-- they were split in their opinions (see Figure 9).
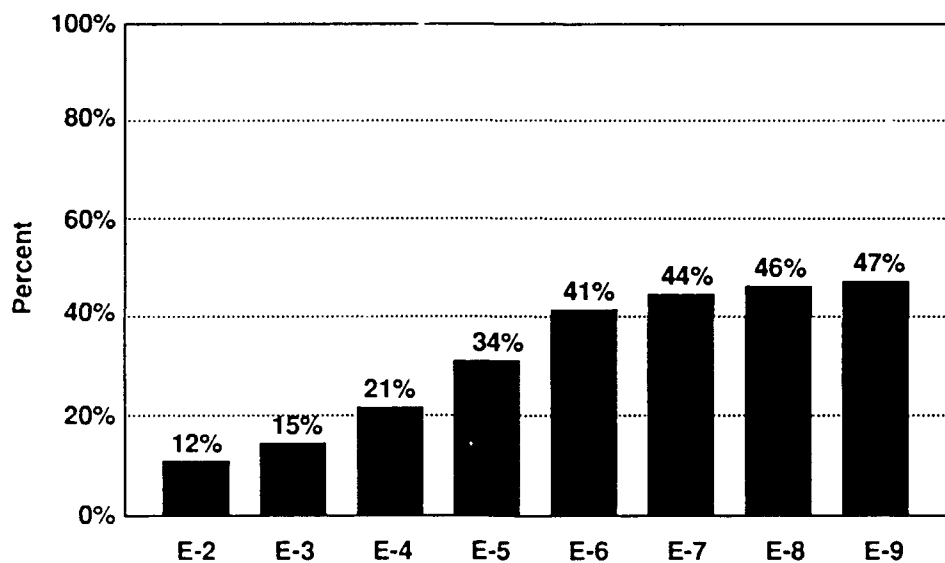
Note. Sample size: 6,916.

Figure 4. Participation in Navy Campus by enlisted personnel.
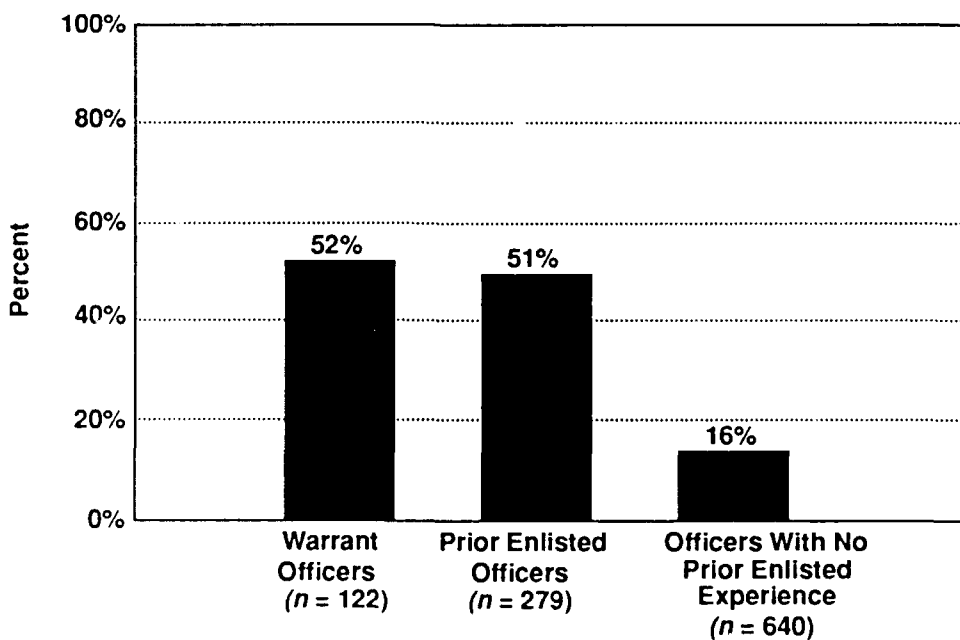
Note. *n* = number of individuals.

Figure 5. Participation in Navy Campus by officers.
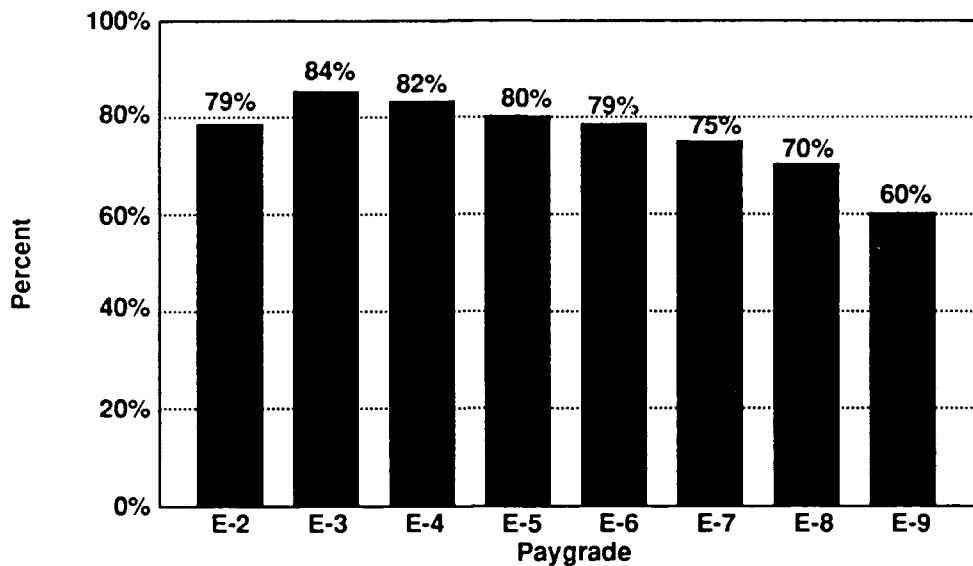
Figure 6. Interest in catch-up courses.

Figure 7. Percentages of enlisted personnel interested in catch-up courses in mathematics, writing, and reading.
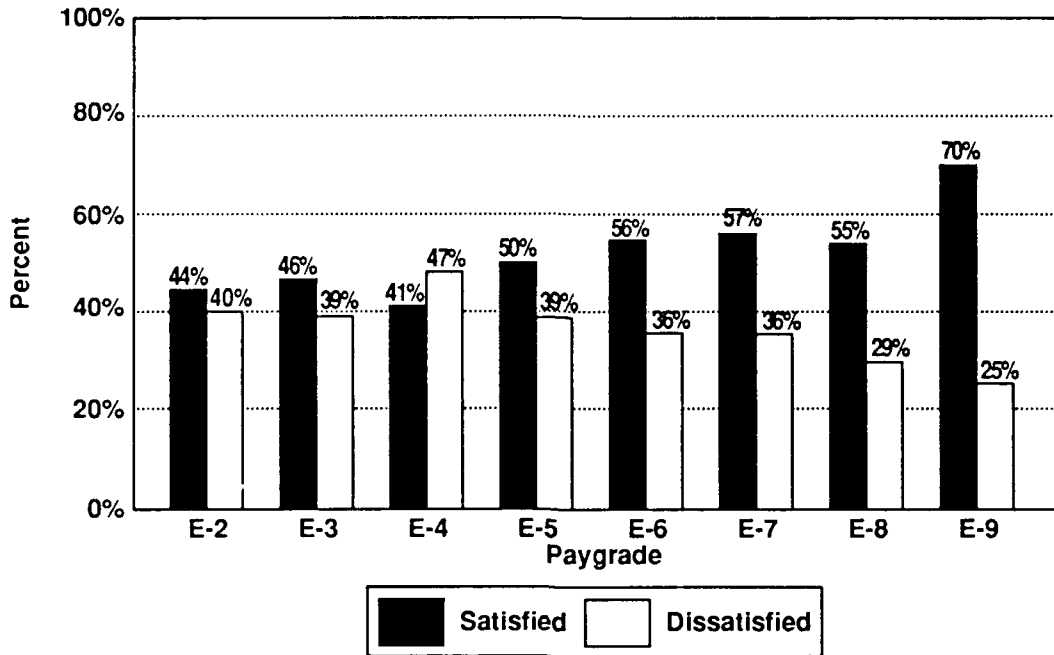
Figure 8. Educational opportunities at command: Enlisted personnel.

Figure 9. Educational opportunities at command: Officers.

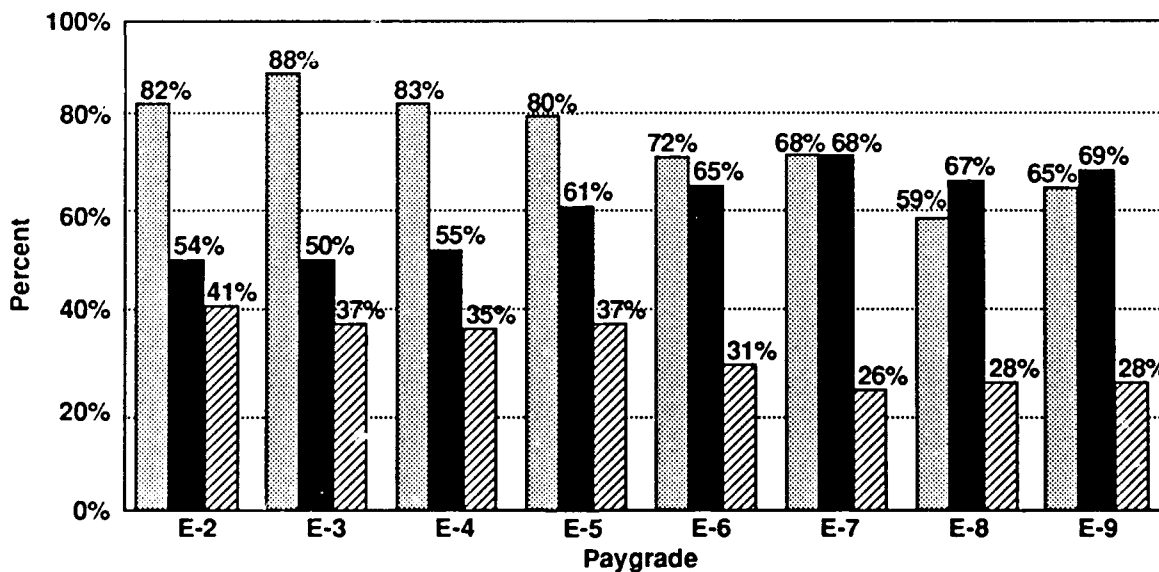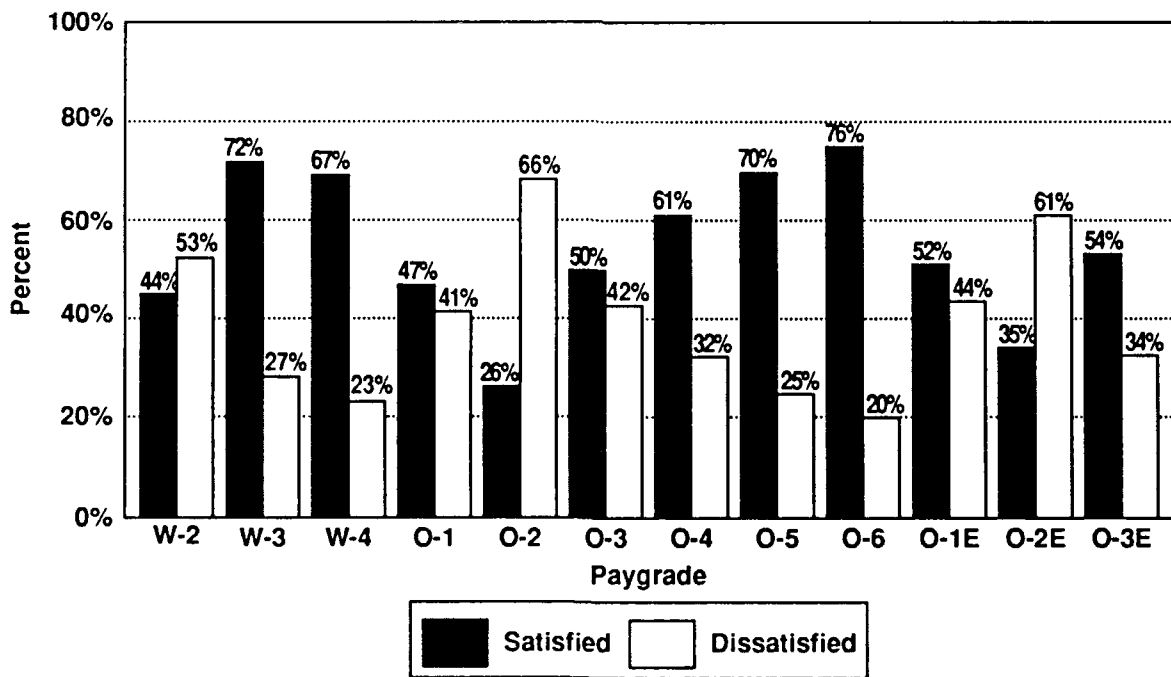## Tuition Assistance Cap (Q81)

It appeared that the tuition assistance cap was not having a negative impact on enlisted personnel, with one exception. For enlisted personnel with 2- or 4-year degrees (11% of the sample) (Q4), one-third felt that the tuition cap was hurting them. It would not have been surprising to find that officers were being hurt, because there was a greater gap between the cost of graduate courses and tuition assistance. However, only 18 percent of the officers (with or without prior enlisted experience) stated that they were being adversely affected by the tuition cap.

Program for Afloat College Education (PACE) Instructors (Q82)

Results indicated that there was room for improvement in the quality of the instructors teaching PACE I courses. Specifically, 54 percent rated their instructors as average, 33 percent rated them highly, and 13 percent gave them low marks.

Navy Campus Counselors (Q84)

The survey asked individuals if counselors were available to help them with their educational plans. Enlisted personnel appeared to believe there was room for improvement. That is, while 50 percent of the enlisted personnel felt that counselors were available when they needed them, just as many were not sure or dissatisfied. In contrast, 70 percent of the officers who came up through the enlisted ranks were satisfied with the availability of counselors.

GI Bill Benefits (Q85)

Enlisted personnel, as well as officers who had come up through the enlisted ranks, indicated that they understood their GI Bill benefits. Results ranged from 60 to 75 percent depending on paygrade. However, this meant that there was still a substantial percentage (25% to 40%) who did not understand their benefits or felt confused about some issues. Fifty percent of the officers covered by the GI Bill indicated that they did not understand their benefits. Clearly, some additional education is needed on this issue.

Future GI Bill Use (Q86)

Seventy-five percent of enlisted personnel and officers with prior enlisted experience planned to use their GI Bill benefits in the future. On the other hand, officers without prior enlisted experience were less enthusiastic--only 50 percent planned to use their GI Bill benefits.

GI Bill as an Enlistment Incentive (Q87)

Approximately half of the enlisted personnel and warrant officers stated that the GI Bill had been an important incentive for them to enlist in the Navy. An even greater number (70%) of O-1Es through O-3Es had been motivated by the GI Bill to enlist.

Leadership Courses and Training

Enlisted Personnel

Interestingly, 14 percent of the E-2s, 3s, and 4s indicated that they had taken a leadership course (Q69). Perhaps, they viewed boot camp as providing some leadership training. Over half of E-5s and 6s and close to 9 in 10 of E-7s through E-9s reported that they had attended a leadership course, with most of them identifying LMET.

All enlisted paygrades viewed the quality of their leadership courses in much the same fashion, with 7 in 10 of them providing positive ("good" or "very good") evaluations (Q70). Enlisted personnel had positive perceptions of both LMET (71%) and NLDP (Nav Lead) (81%) (Q69, Q70). Sixty-one percent reported a positive perception of "other" leadership courses (17% selected "other" when asked to identify their most recent leadership course).

While enlisted personnel rated the quality of their leadership courses in a positive fashion, they were less enthusiastic about the extent to which they were able to apply their training in the field, with only 39 percent of them reporting that *most* or *all* of their training was applicable (Q71). The greatest number (53%) believed that they had applied *some* of their training, with the remaining officers (8%) indicating they had applied *none*. Similar percentages were found for LMET and NLDP (NAV Lead). Results pertaining to the application of leadership training were tempered by the finding that most individuals (59%) believed they learned their leadership skills on the job (Q72).

Additional results confirmed the conclusion that leadership training, while of good classroom quality, did not fulfill personal and professional goals as well as one might hope. For example, enlisted personnel were split in their opinions on whether leadership courses contributed to their personal development (44% agreed and 40% disagreed, the rest voicing mixed opinions) (Q78). While close to half agreed that such courses helped them to perform their jobs better, one-third disagreed, and the rest reported mixed feelings (Q79).

There was a difference in opinion among the races regarding the impact of leadership courses on personal development. A majority of Orientals/Filipinos/Pacific Islanders (73%) and Blacks/African Americans (51%) perceived a positive impact (see Figure 10). Slightly less than a majority (48%) of Hispanics/Mexicans/ Latin Americans perceived a positive impact, while only 36 percent of Whites/Caucasians and 31 percent of American Indians/Alaskan Natives perceived a positive impact.

Officers

It was found that the greatest number of officers (54%) had most recently attended LMET (Q69). As expected, a fairly large number (25%) of junior officers and warrant officers had last attended the Basic Division Officer's (DO) Course. Over 25 percent of LCDRs, CDRs, and CAPTs had last attended either the Command Excellence Seminar or Department Head (DH) School.

Officers did not rate their last leadership course as favorably as enlisted personnel, with only slightly more than half judging it to be good or very good (Q70). This opinion was consistent across paygrades. Results were appreciably affected by the lukewarm reactions that officers had to the DO Course and DH School (Q69, 70). Only 41 percent and 33 percent, respectively, viewed the quality of the DO course and DH School as good or very good (see Figure 11).

When asked how much of the last leadership training they received was applicable in the field, 61 percent indicated that they had applied *some*; 31 percent indicated *most* or *all*; and 8 percent indicated *none*. Figure 12 presents the results for specific types of training (Q69, 71). The Command Excellence Seminar received the best evaluations, together with the miscellaneous category, "other" (12% selected this response when asked to identify the last leadership course they had taken). As with enlisted personnel, the greatest number of officers (56%) believed that they had learned their leadership skills through on-the-job training (Q72).

Only one-third of the officers believed that leadership courses had contributed to their personal development, while a majority (55%) disagreed, and the remainder reported mixed feelings (Q78). They were split in their opinions on whether such courses had helped them to perform their jobs better (Q79), with 41 percent agreeing, 45 percent disagreeing, and the rest reporting mixed feelings.

Opinions varied appreciably by race when officers were asked whether leadership courses had contributed to their personal development
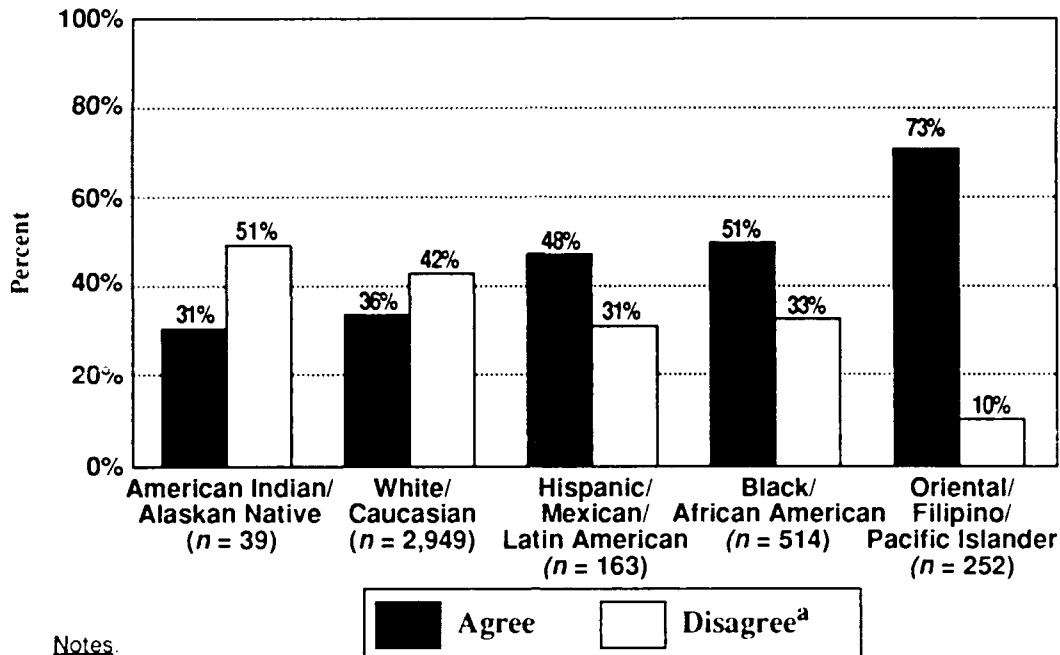
1. "Don't know" responses are not shown; thus, percentages do not total 100%.
2. *n* = number of individuals.
[a]A "disagree" response does not imply that a course caused an individual to regress.

Figure 10. Enlisted leadership courses: Produced personal growth (by race).
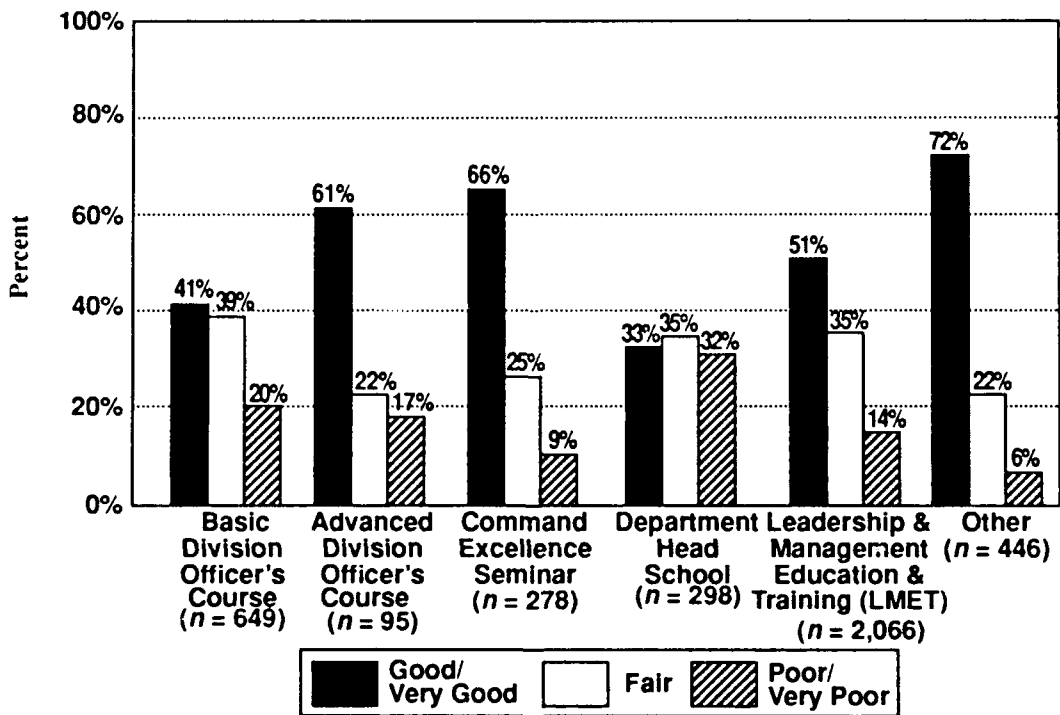
Note. *n* = number of individuals.

Figure 11. Quality of last leadership course: Officers.

Figure 12. How much of recent leadership training was applied in the field?: Officers.

(see Figure 13). Orientals/Filipinos/Pacific Islanders responded the most favorably, followed (in order) by Blacks/African Americans, Hispanics/Mexicans/Latin A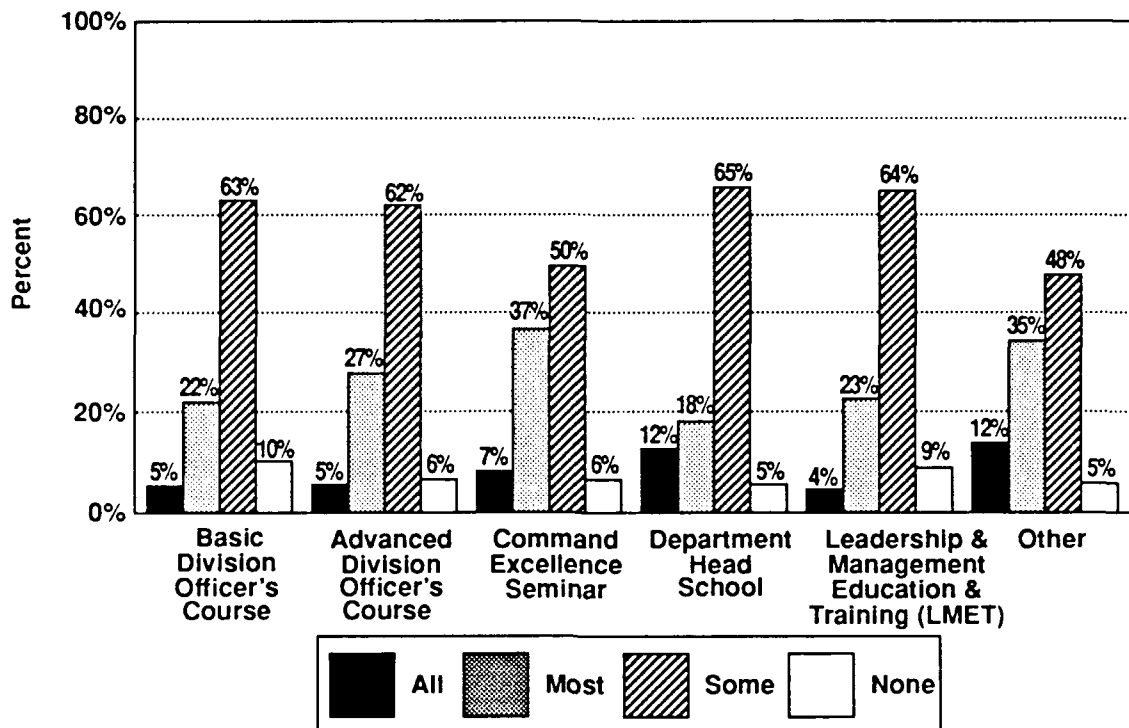mericans, and Whites/Caucasians. No racial differences were found when officers were asked if leadership courses had helped them to perform better on the job.

"A" School Issues

Of those individuals who had attended "A" School, close to 9 in 10 enlisted personnel in grades E-2 through E-4 reported that they had completed their course of instruction (Q65), although this statistic decreased to 76 percent for individuals in administrative ratings. The "9 in 10" statistic was the same as that typically obtained from personnel records, such as those stored in NAVPERSRANDCEN's database, Enlisted Training Tracking File (Nakada, Milczewsky, & Wax, 1989).[1]

There were some reported differences in "A" School completion rates by race: American Indians/Alaskan Natives, 95 percent; Whites, 89 percent; Hispanics/Mexicans/Latin Americans, 87 percent; Blacks/African Americans, 79 percent; and Orientals/Filipinos/Pacific Islanders, 79 percent.

A majority of enlisted personnel (68%) disagreed that the main reason for a sailor to complete "A" School is to get promoted (Q66). Individuals in all enlisted paygrades held this same basic opinion. On the other hand, enlisted personnel tended to agree (56%) that "A" School is needed for "C" School success (Q67). This opinion was also shared by all enlisted paygrades.

Enlisted personnel (58%) were inclined to view "A" School as very useful in their first

[1]Nakada, M. K., Milczewsky, W., & Wax, S. R. (1989). *Enlisted Training Tracking File (TRAINTRACK)* (NPRDC-TN-90-2). San Diego: Navy Personnel Research and Development Center.

Figure 13. Officer leadership courses: Produced personal growth (by race).
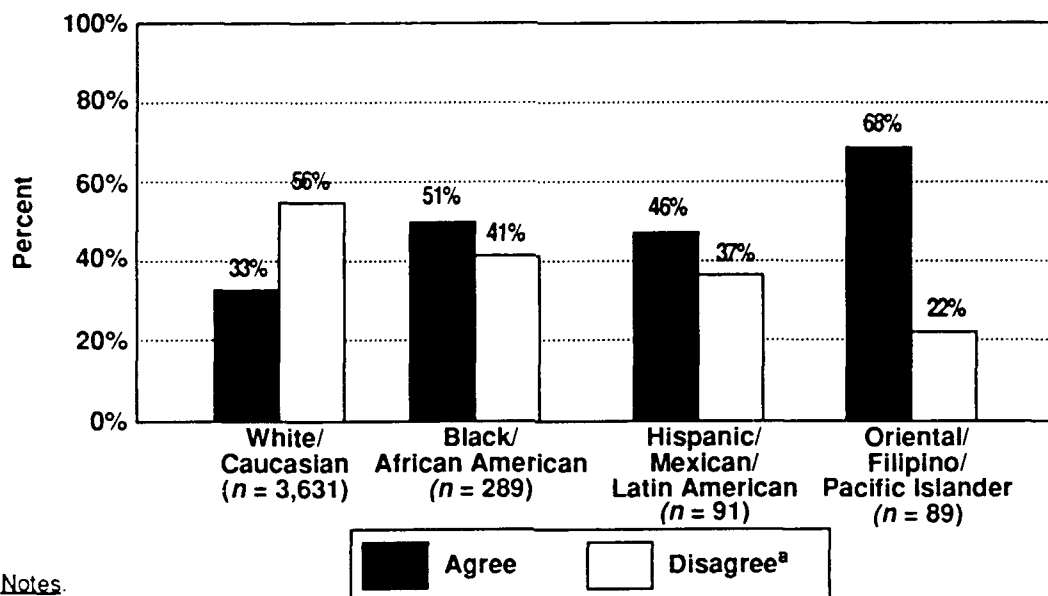
Notes.

1. "Don't know" responses are not shown. Thus, percentages do not total 100%. There were only 18 American Indians/Alaskan Natives; their responses are not included.
2. n = number of individuals.
[a]A "disagree" response does not imply that a course caused an individual to regress.

assignments (Q68), although this opinion was not shared to the same extent by personnel with administrative ratings. On the other hand, personnel with construction ratings valued "A" Schools more highly than other personnel when it came to their first assignments. It made no difference how long an enlisted person had been in the Navy, everyone viewed "A" School in a positive fashion.

E-2s who viewed "A" School as useful in their first assignments were more likely to want to reenlist (Q19) than E-2s who felt "A" School was not useful. There was no such relationship, however, for E-3s and E-4s, suggesting that other factors became more important than "A" School as time in service increased.

The opinions of enlisted personnel regarding "A" School and promotion, "A" School as a prerequisite for "C" School, and the usefulness of "A" School in the first assignment did not differ according to race, marital status, educational level, sex, or Navy status (Regular, Reserve or TAR--Training and Administration of the Reserve). These results are encouraging, because they suggest that current policies and practices are affecting all personnel similarly regardless of demographics.

A majority (57%) of officers (with and without enlisted experience) disagreed that the main reason for attending "A" School is to get promoted (Q66). Warrant officers disagreed to an even greater extent (81%). Officers thus seemed to be in basic agreement with enlisted personnel on this issue. Officers with only a high school degree or partial college credit (primarily warrant officers) believed that "A" School is important for promotion more often than did other officers. Unlike enlisted personnel, a majority (58%) of officers disagreed that "A" School training is essential for sailors to succeed in "C" School (Q67).

OTHER PUBLICATIONS PRESENTING RESULTS FROM THE NAVY PERSONNEL SURVEY (NPS)1990

Quenette, M. A., Kalus, S., Hase, J., & Brinderson, C. (1991). *Navy Personnel Survey (NPS) 1990, Survey report, statistical tables, Volume 1, enlisted personnel* (NPRDC-TN-91-17, Volume 1). San Diego: Navy Personnel Research and Development Center.

Quenette, M. A., Kalus, S., Hase, J., & Brinderson, C. (1991). *Navy Personnel Survey (NPS) 1990, Survey report, statistical tables, Volume 2, officer personnel* (NPRDC-TN-91-17, Volume 2). San Diego: Navy Personnel Research and Development Center.

Quenette, M. A., Kalus, S., Hase, J., & Brinderson, C. (1991). *Navy Personnel Survey (NPS) 1990, Survey report, graphical representations, Volume 3, enlisted personnel* (NPRDC-TN-91-17, Volume 3). San Diego: Navy Personnel Research and Development Center.

Quenette, M. A., Kalus, S., Hase, J., & Brinderson, C. (1991). *Navy Personnel Survey (NPS) 1990, Survey report, graphical representations, Volume 4, officer personnel* (NPRDC-TN-91-17, Volume 4). San Diego: Navy Personnel Research and Development Center.

Wilcove, G. L. (in process). *Navy Personnel Survey (NPS) 1990: Analysis of written comments.* San Diego: Navy Personnel Research and Development Center.

APPENDIX

NAVY PERSONNEL SURVEY 1990:

ITEMS ANALYZED FOR CURRENT STUDY

Navy Personnel Survey 1990: Items Analyzed for Current Study

The Training and Education (T&E) items in the Navy Personnel Survey are included in this Appendix. All of them were analyzed for the current report with the exception of Items 74 and 83.

In addition to the T&E items, Item 19 on career plans was analyzed to determine if responses to it were related to enlisted personnel reactions to "A" School. Item 19 is as follows:

"What are your Navy career plans?

1. I have definitely decided to stay in the Navy at least until eligible to retire.

2. I will probably stay in the Navy at least until eligible to retire.

3. I don't know if I will stay in the Navy at least until eligible to retire.

4. I will probably not stay in the Navy until eligible to retire.

5. I will defintely not stay in the Navy until eligible to retire"

Some of the T&E items (Q73, Q75, Q81) were broken out by educational level (Q4). Q4 is as follows:

"What is your highest level of education?

1. Less than high school graduate
2. High school equivalency (GED)
3. High school graduate
4. Less than two years of college
5. Two years or more of college, no degree
6. Associate degree
7. Bachelor's degree
8. Master's degree
9. Doctoral or professional degree"

NAVY PERSONNEL SURVEY

1990

"Your opinions and attitudes are important to me!"

Chief of Naval Personnel
Vice Admiral J. M. Boorda

Navy Personnel Research & Development Center
San Diego, California 92152-6800

TRAINING & EDUCATION PROGRAMS

65. Did you complete "A" school?

    [0] *Does not apply/did not attend "A" school*
    [1] Still in school
    [2] Yes
    [3] No

Use the scale below to tell how much you *agree* or *disagree* with the statements that follow. *If you are an officer and did not attend "A" school, answer Questions 66 and 67 for the enlisted personnel you know.*

> [0] *Does not apply*
> [1] Strongly disagree
> [2] Disagree
> [3] Neither agree nor disagree
> [4] Agree
> [5] Strongly agree

_____ 66. The main reason for a sailor to complete "A" school is to get promoted.

_____ 67. "A" school training is essential for a sailor to succeed in "C" school.

_____ 68. "A" school was very useful in my first duty assignment.

69. Which of the following Navy leadership courses did you *last attend?*

    [0] *Have not attended any Navy leadership courses*
    [1] Basic Division Officers Course
    [2] Advanced Division Officers Course
    [3] Command Excellence Seminar
    [4] SWO/Submarine Department Head School
    [5] LMET
    [6] NLDP (Nav Lead)
    [7] Other _____

70. How would you rate the quality of the formal leadership training you received in the last class you attended?

    [0] *Does not apply/have not had leadership training*
    [1] Very poor
    [2] Poor
    [3] Fair
    [4] Good
    [5] Very good

71. **How much of the leadership training you received did you apply to your experience in the field?**

    [0] *Does not apply/have not had leadership training*
    [1] None
    [2] Some
    [3] Most
    [4] All

72. **Where did you learn your leadership skills?** (Choose the *one* that is most important)

    [0] *Does not apply/job does not require leadership*
    [1] On-the-job
    [2] Navy formal training
    [3] In college/ROTC/USNA courses
    [4] In other classroom training
    [5] In volunteer/civic/religious groups
    [6] From a mentor
    [7] From peers
    [8] Other (please explain) _____

73. **Have you ever participated in the Navy's Voluntary Education Program (Navy Campus)?**

    [1] Yes
    [2] No

74. **What educational benefits do you have?**

    [1] Veterans Educational Assistance Program (VEAP)
    [2] Education Assistance Training Program (EATP) (80-81)
    [3] GI Bill
    [4] Not eligible
    [5] Don't know

75. **Are you presently working on a college/advanced degree?**

    [1] Yes
    [2] No

76. **In what areas would you be interested in taking "catch-up" courses?** (Circle as many as apply)

    [0] *Does not apply, not interested*
    [1] Reading
    [2] Math
    [3] Writing

Use the scale below to tell how much you *agree* or *disagree* with the statements that follow.

```
[0] Does not apply
[1] Strongly disagree
[2] Disagree
[3] Don't know
[4] Agree
[5] Strongly agree
```

_____ 77. The opportunity to get Navy formal classroom training has made me more likely to stay in the Navy.

_____ 78. Leadership training classes contributed a great deal to my personal development.

_____ 79. Leadership training classes have given me the skills to perform my job better.

_____ 80. I am satisfied with the opportunity to continue my education at my current duty station.

_____ 81. The tuition assistance cap in the Voluntary Education Program (Navy Campus) is hurting me.

_____ 82. I have been satisfied with the instru....... teaching under the PACE program.

_____ 83. I prefer taking courses by computer under the PACE II Program rather than instructor-based courses.

_____ 84. The Navy Campus counselors have generally been available when I needed them.

_____ 85. I understand my GI Bill (VEAP/EATP) benefits.

_____ 86. I plan to use my GI Bill (VEAP/EATP) benefits in the future.

_____ 87. The educational benefits of the GI Bill (VEAP/EATP) were an important factor in my decision to enlist in the Navy.

```
Comments about Training and Educational
Benefits
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Use the space below to comment about any aspect of *training and educational benefits* not covered in the questionnaire. If you need more space you may use the back page of the survey.

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