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Quality of Life in the Navy, Findings From 1990 to 1992: The Navy-wide Personnel Survey

Volume 1: Research Report

Gerry L. Wilcove

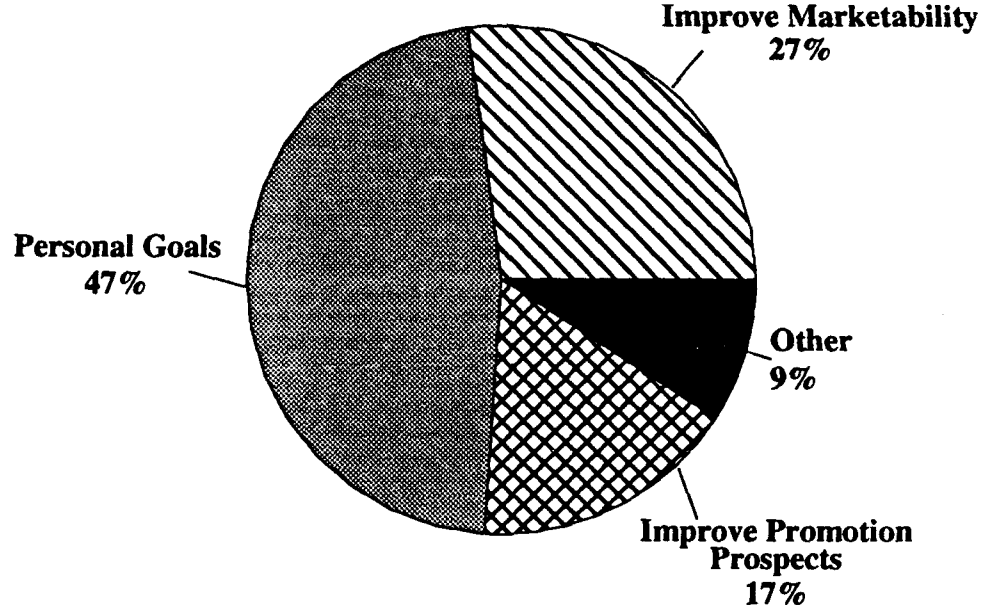

Figure 3. Reasons that O-1s through O-6s voluntarily pursue college/graduate education (1992 Navy-wide Personnel Survey).

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The Navy-wide Personnel Survey has been administered to over 20,000 officers and enlisted personnel for each of the past 4 years (1990-1993). Its purpose is to provide feedback to policy makers and managers on key personnel issues. This report presents the results obtained from the first three surveys on quality-of-life issues connected with voluntary college-level education, first skills training, family support programs, child-care services, leadership training, living conditions (housing), recreational programs, and Navy exchanges.

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Foreword

The Navy-wide Personnel Survey (NPS), which is administered annually, is part of the Navy Personnel Survey System (NPSS). The NPSS is designed to manage and control Navy personnel surveys to minimize intrusion into fleet and shore operations and to serve as a vehicle for attitude and survey research. The NPSS is composed of the NPS, special surveys, and quick-response surveys.

The present study was conducted under the sponsorship of the Chief of Naval Personnel (PERS-01H) within reimbursable Work Unit 93WRPS578. This study analyzes quality-of-life items from the 1990, 1991, and 1992 NPSs. These analyses have resulted in two publications: the current report (Volume 1) and a management report (Volume 2) (NPRDC-TR-94-6). Volume 1 was written strictly for researchers and Volume 2 for managers.

A number of individuals contributed significantly to this report and special data analyses, including Ed Schmitz (CNRC); Patricia McCoy, Coordinator of the Navy Family Child-Care Program, Naval Station San Diego; CDR Janet Searles, Director, and Murray Bloom, Family Service Center, Naval Station, San Diego; YN2 Rick Diaz and PNC H. Porter, NAVPERSRANDCEN; MCPON John Hagan (PERS-00D) and MCPO Howard Kirsner (PERS-009); CDR Mark Worrilow (PERS-221T); Ed Bres (PERS-233C); CDR Mike Caponi (PERS-333); LCDR Marie Wallick, Ph.D. (PERS-6); Dr. Fran Kelly (PERS-602); CAPTs Dave Davidson and Bill Krayer (PERS-62); Keith Jacobsen (PERS-65); Carolee Callen (PERS-659); Mary Louise Kelley (PERS-661); Gerry Carlon (PERS-662); and Patricia Bates, LT Patricia Cruz, and LT Mario Trujillo (PE

The author would also like to thank Margaret Gordon-Espe for preparation of the graphs in this report.

Any questions regarding this report should be directed to Dr. Gerry Wilcove, Survey Research Division, DSN 553-9120 or (619) 553-9120.

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Executive Summary

Background and Purpose

In 1990, the Chief of Naval Personnel, Vice Admiral J. M. Boorda, commissioned the Navy-wide Personnel Survey (NPS). This survey, which is administered annually, is mailed to approximately 20,000 enlisted personnel and officers and covers such key topics as pay and benefits, rotation, training and education, and command climate.

The purpose of the NPS is to help managers and policy makers evaluate the Navy's personnel policies, procedures, and practices. Towards that end, management-oriented reports have been published each year. In addition, extensive analyses were conducted of survey responses from 1990 through 1992 to determine reactions of personnel to the Navy's quality-of-life (QOL) programs. The overall findings from those analyses were published in a management report earlier this year. The current research report presents detailed technical information and statistical results unavailable in the management report.

Procedure

Key issues and analytic strategies were identified in conjunction with Navy policy makers and managers. Survey responses were analyzed by paygrade, gender, race, family/marital status, dual-job status of married individuals (both individuals work), as well as special breakouts involving type of residence, enlisted ratings, unmarried enlisted personnel 18 to 24 years of age, and parents with children exclusively within particular age brackets (e.g., 2 years old or younger).

QOL areas examined were family support programs, child-care services, first skills training, leadership training, voluntary education, living conditions, recreational programs, and Navy exchanges. For some areas, survey questions were introduced in 1992; for others, questions were introduced in 1991 and repeated in 1992; and, for still others, questions were repeated from 1990 through 1992.

Samples were weighted by paygrade to promote representativeness. Analyses were conducted to generate percentages, descriptive statistics, crosstabulation tables, and correlations. Practical significance was defined, and statistical tests of significance were conducted.

A distinction was made in the study between two types of results. An example of the first type would be if Blacks had more favorable opinions than Whites at two or more points in time—in short, if demographic differences in opinion extended over time. An example of the second type of result would be if the opinions of Whites changed between two points in time, or across three points—in short, if a change in opinion or an opinion trend existed.

Findings

Family Support Programs (FSPs)

Survey items asking personnel to evaluate specific FSPs could be analyzed for the 1991 and 1992 NPSs. The following results were obtained:

1. Black enlisted personnel rated eight programs more highly than White personnel, although many of these results occurred in 1991.

2. Black officers rated five programs more highly than White officers, with these results being fairly equally divided between 1991 and 1992.

3. In 1992, enlisted parents of children 2 years old or younger rated Personal Financial Management Education/Counseling less favorably than did parents with children/youths in the over 12 to 21 age bracket.

4. In 1992, officer parents of children 2 years old or younger rated Housing Management Services and the Sponsor Program less favorably than did parents with children in some other age brackets.

5. Women officers in 1992 rated four programs higher than men did, including Base-Level Family Advocacy Programs, Family Service Center (FSC) Counseling, FSC Information and Referral, and Personal Financial Management Education/Counseling.

6. In 1992, officers at sea expressed more favorable opinions of the Ombudsmen Network than did officers ashore.

7. In 1992, officer parents with children 2 years of age or younger expressed lower opinions of Deployment Support Programs than did their counterparts in 1991. Otherwise, enlisted and officer opinions of specific FSPs did not change significantly from 1991 to 1992. In addition, no changes were found when responses were analyzed by paygrade, race, gender, sea/shore status, family/marital status, age bracket of the children, and dual-job status of married individuals.

Survey items asking personnel to evaluate FSPs overall could be analyzed for all three NPSs (1990-1992). The following results were obtained:

1. Enlisted Whites were less likely than other races (excluding Blacks) to believe that FSPs had a positive impact on their decisions to remain in the Navy (career-continuance decisions). This result was found every year from 1990 through 1992.

2. In 1992, Black officers were more likely than White officers to endorse the statement that FSPs improved QOL for them and their families.

3. The following result was found for enlisted and officer personnel every year from 1990 through 1992: When asked to rate the overall impact of FSPs on their career-continuance decisions, parents with children 2 years old or younger did not significantly differ in their responses from parents with children in other age brackets. This result was found despite the finding (summarized above) that they had lower opinions than other parents regarding specific FSPs.

4. Overall attitudes towards FSPs did not exhibit any trends for enlisted or officer personnel from 1990 through 1992. This result held for all demographic subgroups. Two between-year differences were found, however: (a) Enlisted parents with children 2 years old or younger were more likely in 1992 than in 1990 to endorse the statement that FSPs improved QOL for them and their families. This result was found despite their lukewarm attitude toward specific FSPs; (b) Women officers, when asked if FSPs improved QOL, agreed more often with that statement in 1992 than in 1991.

Child-Care Services

The 1992 NPS was analyzed for personnel who had at least one child 5 years old or younger and whose spouses did not take care of the children during the regular workday/shift. It was found that:

1. Enlisted and officer opinions differed little on child-care issues. Thus, results were determined for Navy personnel in general.

2. Individuals not using military child development centers or military family home care cited three main reasons: (a) waiting lists were an obstacle (23%), (b) they had other arrangements (22%), and (c) child development centers were inconveniently located (13%).

3. Around 50% of personnel reported that their child-care needs never or rarely interfered with their job performance. Forty-two percent reported that such needs interfered sometimes, and 8%, often.

4. Around 72% of personnel were satisfied with their current child-care arrangements.

First Skills Training

The 1992 NPS was analyzed for E-2s through E-4s.

1. Individuals who had received "A" School training were more satisfied with their experiences than individuals who had received General Detail training.

2. Evaluations of first skills training did not vary by paygrade, gender, or race.

3. When enlisted ratings were combined into 10 groups, a majority of individuals in all but one of the groups were satisfied with their first skills training. The exception—only 39% of individuals in the Surface Operations group were satisfied. In contrast, 80% of the Aviation Avionics/Aircrew group were satisfied.

4. Degree of satisfaction with first skills training was directly related to degree of job satisfaction and self-reported probability of remaining in the Navy until eligible for retirement. Correlations (tau *b's*) of .41 ($p < .01$) and .21 ($p < .01$), respectively, were obtained.

Leadership Training

1. When individuals (E-4 through O-6) were asked if they had received leadership training in their careers, the percent of "yes" responses did not vary significantly from 1990 through 1992, except for: (a) E-6s and E-7s, whose percentages increased; (b) O-1s and O-2s, whose percentages decreased.

2. A fairly large minority of captains (20%-26%) in all 3 years indicated they had not received formal leadership training in their careers, and they believed that additional training was needed.

The 1992 NPS was analyzed, with the following results:

1. There was a tendency for lower enlisted and officer paygrades to be less satisfied than higher paygrades with their leadership courses, both with respect to course quality and applicability to the field.

2. A significant relationship was found between officer career-continuance decisions and their evaluations of the Advanced Division Officer's Course (tau b = .21, p < .001). In addition, a significant relationship was found for O-2s between their career-continuance decisions and the perceived quality of their last leadership course (tau b = .24, p < .001).

3. Enlisted opinions regarding the quality of specific courses and their applicability were unrelated to career-continuance decisions. Career-continuance decisions were also unrelated to the opinions of individual paygrades regarding the quality and applicability of their last leadership course.

Voluntary College-Level Education

Analysis of the 1992 NPS yielded the following findings:

1. As enlisted paygrade increased, the reasons for pursuing a college education changed—more individuals were motivated by personal goals and less by the desire to improve their marketability for future civilian careers.

2. Chief Warrant Officers (CWOs) placed an equal emphasis on personal goals and marketability. In contrast to CWOs, other officers placed a greater emphasis on personal goals rather than marketability and a slightly greater emphasis on promotability.

3. Eighty-five percent of enlisted personnel said they were interested in voluntarily pursuing college-level education. No differences in enlisted responses were found by gender or race. Eighty-four percent of officers reported an interest in college/graduate education. No gender differences were found, but Black officers reported more of an interest than White officers.

Living Conditions

1. Not unsurprisingly, middle and high enlisted paygrades believed their living conditions had a more favorable effect on their job performance and career-continuance decisions than did low paygrades. This result was found every year from 1990 through 1992.

2. Among enlisted, married individuals with children viewed living conditions as having a more positive impact on job performance than did divorced individuals (total sample: 1990-1992).

3. Enlisted married individuals with children viewed living conditions as having a more positive impact on job performance than did single parents.

A special analysis of the 1992 NPS revealed that:

1. Enlisted and officer personnel living in military family housing or civilian residences believed that these living conditions had a more favorable impact on their job performance and career-continuance decisions than did personnel living in bachelor quarters.

2. Only 14% of geographic bachelors (enlisted and officer combined) believed that their living conditions had a positive effect on their career-continuance decisions, and only 22%, on their job performance.

Recreational Programs

Analyzing the 1992 NPS yielded the following results for unmarried enlisted personnel between the ages of 18 and 24:

1. Fifty-three percent reported that their QOL aboard ship would be greatly reduced if they could not regularly participate in recreational programs.

2. Only 29% believed that their current jobs gave them adequate time to regularly participate in recreational programs while underway.

Navy Exchanges

Analysis of the 1992 NPS revealed that:

1. Approximately 95% of enlisted and officer personnel shopped at Navy exchanges. No differences were found when enlisted and officer responses were analyzed by paygrade, gender, race, and the dual-job status of married individuals.

2. White enlisted personnel bought merchandise from a fewer number of categories than did other races (excluding Blacks). This result was consistently found for all enlisted paygrade groups.

3. E-2s and E-3s had a higher opinion of Navy exchanges than E-7s through E-9s.

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Introduction

Background and Purpose

In 1990, the Chief of Naval Personnel, Vice Admiral J. M. Boorda, commissioned the Navy-wide Personnel Survey (NPS). This survey is mailed annually to approximately 20,000 enlisted personnel and officers. It is designed to provide policy makers with feedback from personnel on a variety of key issues. Surveys have addressed issues such as rotation and permanent change-of-station moves, recruiting duty, pay and benefits, quality-of-life (QOL) programs concerned with voluntary education, family support programs (FSPs), child care, recreational services, and housing; and organizational climate including leadership, equal opportunity, and sexual harassment.

Each year statistical tables and graphs are published for each question broken out by enlisted and officer paygrade groups—four reports in all. For example, the reports published for the NPS 1992 included the enlisted statistical tables (Quenette, Steerman, & Le, 1993a), officer statistical tables (Quenette et al., 1993b), the enlisted graphs (Quenette, Steerman, Le, & Bendik, 1993a), and the officer graphs (Quenette et al., 1993b).

Wilcove (1994) was written specifically for Navy managers and presented the overall reactions of personnel to the Navy's QOL programs from 1990 through 1992. The current report also examines the reactions of personnel, but was written specifically for researchers. As such, it presents detailed technical information and statistical results unavailable in the management report.

Method

Questionnaires

The NPSs have been developed in conjunction with policy makers and managers to serve as an aid to the Navy in evaluating its policies, procedures, and practices. The 1992 NPS is provided in Appendix A. In the report, question numbers (e.g., Q43) refer to the 1992 survey.

All three NPSs were mailed to personnel around the same time of year—in the first quarter of the fiscal year. For example, the 1992 NPS was mailed in December 1992, with completed questionnaires being returned by late February 1993. Response rates have consistently been in the high 40% and low 50% range.

Some QOL topics were introduced in the 1992 NPS, including first skills training, paygrades in need of additional leadership training, and Navy exchanges. *First skills training* refers to the training that enlisted personnel undergo ("A" School or General Detail [GENDET]) after completing recruit training. Other first-time topics included recreational programs provided by ships, and the reasons for and against participating in voluntary education programs such as Navy Campus. All of these areas were addressed in the present study.

Some QOL topics were included in all three surveys, with identical or almost identical items. For example, individuals were asked to evaluate FSPs overall. Only personnel who had participated in these programs were asked to respond (i.e., to evaluate the impact of such programs on their families, their job performance, and their career-continuance decisions). In addition,

personnel were asked, in all three surveys, to evaluate the quality and applicability of their last leadership course, and to evaluate the impact (if any) of living conditions on their job performance and career-continuance decisions. Three-year data were examined for all of these areas.

An additional topic—overall QOL in the Navy—was also broached in all three surveys with a single item: "Overall, I am satisfied with my quality of life" (5-point agree-disagree scale) (Q57c). Three-year data were examined, with the following reservations. First, because of the complex issues involved in measuring QOL perceptions, a single survey item only provides a general sense of how personnel feel. A systematic research effort would be needed to provide more complete information. As stated by Kerce (1992, p. 24), "Research conducted with national samples has strongly indicated that people's assessment of the quality of their lives overall is arrived at by a summation of domain assessments plus global affect and cognition factors." A second reservation was that different items formed a context for the QOL item in the three NPSs, and survey research has shown that context influences an individual's responses (Tourangeau & Rasinski, 1988).

In some cases, basic items in a topical area were the same across surveys, except the instructions to personnel were changed to meet the needs of policy makers and managers. In these cases, data were only examined for select years. For example, personnel were given different instructions in 1991 and 1992 than in 1990 for items addressing *specific* FSPs. That is, in 1990, personnel were asked to rate FSPs that they had personally used, and, if they were supervisors, to also rate programs from that perspective. Programs included Housing Referral Services, Family Service Center (FSC) Relocation Assistance, and 13 other programs. In 1991 and 1992, personnel were simply asked to rate the quality of FSPs at their present duty station. A decision was made in the study to analyze data only from the 1991 and 1992 surveys.

Child-care services was another area where NPS instructions varied. The 1992 NPS asked personnel to disregard questions if their spouses took care of their children while they were on their *regular workday/shift*. The 1991 NPS substituted the phrase *on duty*, while the 1990 NPS specified neither. These instructional differences meant that the subgroup completing the items varied as a function of the survey. The study examined responses only from the 1992 survey.

Table 1 presents the QOL areas addressed in the present report, the specific NPSs involved, and the number of items.

Samples

Table 2 presents unweighted sample sizes and their distribution by paygrade for each of the NPSs.

Samples were weighted for the analyses. When the 1992 NPS served as the sole source of data, individual paygrade proportions for the sample were weighted to make them the same as 1992 population proportions. When the 1991 and 1992 NPSs were analyzed, both samples were weighted so that individual paygrade proportions equaled 1991 population proportions. When all three NPSs were analyzed, all three samples were weighted so that individual paygrade proportions equaled those of the 1990 population.

Table 1

Quality-of-Life Areas and Questionnaire Specifics

Area	NPSs Used in Study	Number of Items
Child-care services	1992	7
Family support programs		
Specific programs	1991-1992	14
Programs overall	1990-1992	6
First skills training	1992	5
Leadership training		
Course evaluation	1990-1992	3
Paygrades in need of additional training	1992	7
Living conditions	1990-1992	2
Navy exchanges	1992	8
Recreational programs	1992	4
Voluntary education	1992	7
Overall quality of life	1990-1992	1

Note. NPS = Navy-wide Personnel Survey.

Table 2

Unweighted Sample Statistics for Navy-wide Personnel Surveys (1990-1992)

	1990		1991		1992	
Paygrade Group	Percent	*N*	Percent	*N*	Percent	*N*
Enlisted Samples						
E-2 and E-3	13.3	927	14.3	1,040	10.7	631
E-4 through E-6	66.9	4,653	65.2	4,734	66.2	3,908
E-7 through E-9	19.8	1,377	20.5	1,488	23.1	1,363
Total	100.0	6,957	100.0	7,262	100.0	5,902
Officer Samples						
Chief Warrant Officers	6.2	238	19.3	928	12.1	351
O-1 through O-3	65.4	2,508	55.5	2,672	61.5	1,783
O-4 through O-6	28.4	1,089	25.2	1,215	26.4	766
Total	100.0	3,835	100.0	4,815	100.0	2,900

Note. *N* = number of individuals responding to survey.

The goal of the weighting was to help make samples representative of a particular base population. When more than one sample was involved, the earliest population served as the base and all samples were standardized to it. This procedure is outlined in Kish (1965) and is consistent with the practices of the Institute of Social Research at the University of Michigan, a leader in multisample surveys.[1]

In most cases, paygrades were weighted separately for enlisted and officer personnel. However, for some child-care items, it was found that enlisted and officer personnel shared the same opinions. Thus, these personnel were combined into a single sample, weights were recomputed, and analyses were conducted for personnel in general.

Variables

The variables consisted primarily of opinion items. Response options were ordered along a 5-point continuum, such as "strongly disagree" (1), "disagree" (2), "neither agree nor disagree" (3), "agree" (4), and "strongly agree" (5). The midpoint—3—represents an opinion halfway between strongly agree and strongly disagree. It can alternatively be interpreted as indicating that the respondent had mixed feelings about the issue in question.

Demographic items were also employed in the study. Some need clarifying. "Geographic bachelor" was defined, consistent with Navy policy, as an E-5 or above, who is permanently unaccompanied by choice, and is living in bachelor quarters. Family/marital status consisted of personnel who had never been married and had no children, were married without children, were married with children, single parents, and divorced individuals (excluding single parents). "Dual-job status" pertains to married individuals whose spouse works, full-time or part-time. It is not synonymous with "dual-career." "Age category," such as "newborn to 2," refers to parents whose children fall exclusively between certain ages. This variable was employed to determine if FSPs were viewed differently depending on the age category of the children. Special paygrade groupings were employed, based on housing instruction breakouts, for those items assessing living conditions.

For the first skills training items, a scale was constructed called *Skillsat.* Four items comprised this scale (Q41a-Q41d), with one of them (Q41d) being reverse scored. This scale was formed by adding the coded responses of the four items and computing the average. This average represented the degree of satisfaction personnel experienced as a result of their first skills training opportunities.

Analyses

Techniques

Key issues and analytic strategies were identified in conjunction with Navy policy makers and managers. Percentages, descriptive statistics, and correlations were computed. *T*-tests, *F*-tests, or chi-square tests of significance were run. Trend analyses could have been conducted for those items present in all three NPSs. However, decisions based on "practical significance" indicated that trend analyses were unwarranted. The rationale behind these decisions is elaborated after the following discussion of practical significance.

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[1]PHONCON Dr. Gerry Wilcove, Navy Personnel Research and Development Center (NAVPERSRANDCEN) (Code 16) / S. Heeringa, Institute for Social Research, University of Michigan (Head, Sampling Division) of 1 Nov 90.

Practical Significance

A decision had to be made about what constituted a practically significant difference between two item means (e.g., those obtained for males and females). In other words, how large should a difference in item means be in order for policy makers and managers to take note? It was decided, based on Cohen's (1992) work, that *mean differences*[2] of at least .3 points were practically significant, as long as they were also statistically significant (.05 or .01 level).

Cohen was concerned with scientific experiments and, more specifically, with determining if the effect of an experimental manipulation was practically significant. However, his method is applicable to the general problem of practical significance and thus is discussed here.

Cohen determined effect size by dividing the difference between two means by their pooled standard deviation (SD). He then, based on empirical distributions of effect sizes, defined .20, .50, and .80 as small, medium, and large. (Anything less than .20 was considered inconsequential.)

In the present study, pooled item SDs ranged from .8 to 1.35 on a 5-point scale. Therefore, a difference in item means of .3 produced effect sizes ranging from .38 to .22. Had a larger minimum value than .3 been chosen to represent a practically significant mean difference, there would have been few, if any, noteworthy results to present.

It was decided that for a practically significant trend to exist, item means would need to increase or decrease across the three NPSs (1990-1992), and that the difference between 1990 and 1992 means would need to be at least .3 points. However, only a few differences of this magnitude were found, and in those cases, the differences between 1991 and 1992 were .1 or less. Therefore, even if trends were statistically significant, they would not be practically significant. Thus, significance tests were not conducted.

Differences Within a Year Versus Differences Across Years

Two types of analyses were conducted when more than one NPS was involved (e.g., for the family support items). In the first type, item means were examined for demographic groups within a given year to determine, for example, if Whites and Blacks had opinions that were significantly different both statistically and practically. This analysis was done for each NPS, and the results were examined to see if any generalizations could be made. Since analyses were conducted independently for each year (before comparisons), they were called "within year" analyses.

In the second type of analysis, the opinions of a particular demographic group, such as Blacks, were examined for all the NPSs involved, and a conclusion was drawn about whether their opinions changed over the years. This was called an "across years" analysis. In some cases, only 2 years were involved (e.g., items on specific FSPs); in other cases, 3 years (e.g., items on FSPs overall).

The results of both types of analyses are included in the report. For example, results from the first type of analysis can be found under headings such as "Demographic Differences in Opinion." Results from the second type of analysis can be found under headings such as "Enlisted Opinion

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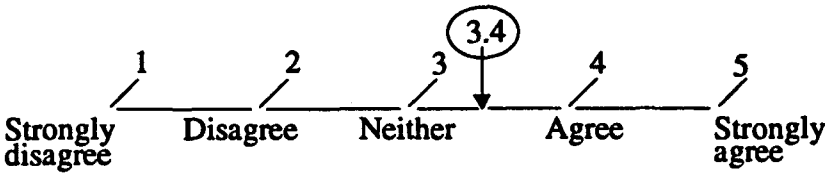
[2]*Mean differences* is defined in this report as a difference between means as opposed to the average difference between means.

Trends (1990-1992)" or under headings that compare the results from only 2 years ("Between-Year Differences").

Interpretation of Results

Recall that the 1991 and 1992 NPSs simply asked respondents to rate FSPs at their duty stations. It was not necessary for them to have used the programs in order to rate them. Thus, ratings were, in all likelihood, supplied by three types of individuals: (1) those who had used the services; (2) those who had not used the services, but had some knowledge of them from their co-workers and friends; and (3) supervisors who had received feedback from their subordinates.

Readers should keep in mind the following. Item means are presented in the report. Suppose an item were: "I am satisfied with my current child-care arrangements." And, the individual were asked whether he or she "strongly disagreed," "disagreed," "neither agreed nor disagreed," "agreed," or "strongly agreed." Suppose further that the researcher coded these options from 1 (strongly disagreed) to 5 (strongly agreed) and that a mean of 3.4 were obtained. This mean is placed along the disagree-agree continuum:



In this study, item means were computed for various types of personnel—enlisted personnel, enlisted males, officers ashore, Black officers, and so forth. The question arises: Should these item means be used to estimate how all such individuals in the Navy would have responded? In short, should the item mean for the sample be used to estimate the population mean? The answer is "yes" when one can be at least 95% confident that the population mean is within 5% (or less) of the sample mean. This situation exists under the following conditions:

1. An item has a SD of 1.1 or less and at least 116 respondents.

2. An item has a SD greater than 1.1 and less than or equal to 1.3 and at least 162 respondents.[3]

These two rules can be applied to any table of results in the report. Simply examine an item's SD and the number of respondents (e.g., Black officers), and determine, based on the rules, whether the item mean can be used to estimate how all such individuals in the Navy would have responded. If the conditions presented in the rules are not met, then survey results can only be used to describe the responses of those in the survey (i.e., the sample's responses).

Suppose an item mean of 3.4 and a SD of 1.1 were obtained for 116 enlisted males. We can be 95% confident that the population mean for enlisted males would be within plus or minus 5% of 3.4 (e.g., between 3.23 and 3.57). If the SD were 1.3, it would take 162 respondents to reach the same level of confidence for this interval around the mean. The upper and lower limits change for each item mean.

[3]These conditions were determined through the use of a computerized algorithm developed by Dr. D. M. Nebeker at NAVPERSRANDCEN. Technically, the *N*'s (number of respondents) given are based on the assumption that a random sample was drawn from an infinite population.

The larger the sample and the smaller the SD, the smaller the interval. Thus, with a SD of 1.1 and a sample of 232, the interval around the mean of 3.4 would be 3.26 to 3.54. The same interval would be found around this mean if the item had a SD of 1.3 and 324 respondents.

In the report, both mean and percent-agree statistics are presented for an item. Percent-agree represents the percentage of individuals who selected "agree" or "strongly agree." In some cases, a large difference between two means is not paralleled by a large difference in percent-agree statistics. This situation occurs because the two statistics are not equivalent. Means represent all possible responses to an item, while percent-agree represents only two options.

Organization of "Results and Discussion" Section

Each of the QOL topics listed in Table 1 is addressed separately in the upcoming Results and Discussion section. For the FSPs, enlisted and officer results are covered in separate sections. Within each of these sections, results are covered first for items addressing specific programs and second for FSPs overall. And then, within each of these sections, demographic differences in opinion ("within-year" results) are covered first, followed by between-year or trend results.

Results and Discussion

The reader is strongly urged to review the Method section to better understand the analyses conducted in the study and the organization of the results.

Specific Family Support Programs (Enlisted Results) (Q48)

Demographic Differences in Opinion

Demographic analyses were conducted for the 1991 and 1992 surveys.

Race—The most striking result was obtained when responses were analyzed by race. It was found that Whites were less favorable towards eight FSPs than were Blacks. For three programs, Whites were less favorable than Blacks *and* other races. Most of the differences by race were found for only 1 year (1991 or 1992). Table 3 presents the results.

Differences presented in Table 3 were analyzed further by family/marital status.Three programs showed racial differences in opinion for married individuals with children. These programs were:

1. Base-Level Family Advocacy Programs (1991):
   Whites—3.0 (n = 330)[4] versus Blacks—3.3 (n = 132), $p < .01$.

2. Deployment Support Programs (1991):
   Whites—2.9 (n = 561) versus Blacks—3.5 (n = 160) and other races—3.4 (n = 136); both comparisons with Whites, $p < .01$.

3. Ombudsmen Network (1991):
   Whites—3.0 (n = 972) versus Blacks—3.3 (n = 219) and other races—3.4 (n = 186), both comparisons with Whites, $p < .01$.

[4]The number 3.0 represents the item mean. "*N*" and "*n*" stand for number of individuals, *N* being for the total sample (e.g., all enlisted personnel), and *n* for a subgroup, such as E-2s or E-3s.

Table 3

Enlisted Evaluations of Family Support Programs by Race

Program	Year	Race	Mean	SD	*N*	Good/ Very Good
Base-Level Family Advocacy Program	1991,1992[a]	Black	3.4	1.0	388	46%
	1991,1992[a]	White	3.0	1.2	1,127	35%
Child Development Centers	1992	Black	3.4	1.2	222	44%
		Other	3.4	1.2	162	48%
		White	3.0	1.3	884	36%
Deployment Support Programs	1991	Black	3.5	1.0	321	51%
		Other	3.4	1.1	240	50%
		White	3.0	1.2	1,172	38%
Family Home Care Programs	1992	White	3.0	1.2	676	32%
		Non-Black	3.5	1.1	132	50%
Family Service Center (FSC) Relocation Assistance Program	1992	White	3.0	1.1	490	29%
		Non-Black	3.3	1.0	99	45%
FSCs (overall)	1991	Black	3.6	1.0	562	56%
		White	3.3	1.0	2,176	41%
FSC Spouse Assistance Employment Program	1991	Black	3.0	1.1	301	32%
		White	2.7	1.2	807	28%
Housing Management Services	1991	Black	3.1	1.1	372	38%
		Other	3.2	1.1	256	42%
		White	2.8	1.2	1,235	28%
Ombudsmen Network	1991	Black	3.0	1.1	301	48%
		White	2.7	1.2	807	44%
Personal Financial Management Education/ Counseling	1991	Black	3.6	1.0	462	52%
		White	3.2	1.1	1,370	40%
		Other	3.1	1.1	273	42%

Notes. 1. Results reflect responses to Question 48 (see Appendix A). This question lists family support programs, and individuals are asked to rate them on a 5-point scale coded as follows in the study: 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good.

2. The larger the mean, the more favorable the evaluations. All differences between means of at least .3 points are significant at the .01 level.

3. SD = standard deviation, *N* = number of individuals, Good/Very Good = percentage of individuals selecting "good" or "very good."

[a]Results by race were the same for 1991 and 1992; thus, the two samples were combined and reanalyzed.

Opinions towards Family Home Care Programs were examined for married individuals with children and single parents. While Whites and Blacks evidenced the same opinions in 1992, Whites (2.9, $n = 431$) were less favorable than other races (3.3, $n = 76$) ($p < .01$).

Examination of personnel with spouses (with and without children) revealed (1991) that Whites had a lower opinion (2.6, $n = 609$) of the FSC Spouse Assistance Employment Program than did their counterparts among Blacks (2.9, $n = 207$) and other races (3.0, $n = 147$) (both comparisons with Whites, $p < .01$).

Children's Ages—The data suggested that enlisted personnel whose children were 2 years old or younger ("newborn to 2" parents) had lower opinions of FSPs than did parents with children in other age categories (see officer results also). For example, they had lower opinions (1992) of Personal Financial Management Education/Counseling (3.1, $n = 201$) than did parents with

children/youths who were over 12 but under 21 years of age (3.4, $n = 85$) ($p < .05$). They also had lower opinions (1991) of child development centers (2.7, $n = 167$) than did parents with children who were over 2 years of age through 5 (3.1, $n = 223$) ($p < .01$).

Parents with children in the 6 to 12 age bracket expressed lower opinions of two programs than did parents with children in some other age brackets. For example, they rated (1992) Deployment Support Programs (2.9, $n = 143$) lower than did parents with children/youths who were over 12 but under 21 years of age (3.2, $n = 75$) ($p < .05$). They also rated the Ombudsmen Network (3.0, $n = 217$) lower than did parents with children in the 2 to 5 age bracket (3.3, $n = 202$) ($p < .05$).

Other Demographics—The Sponsor Program was rated higher by some groups than by others. For example, in both 1991 and 1992, E-7s through E-9s expressed higher opinions (3.2 averaged across the 2 years, $n = 1,193$) than E-2s and E-3s (2.8, $n = 1,228$) ($p < .01$). In addition, in 1991, enlisted personnel ashore (3.1, $n = 2,348$) described the Sponsor Program in more favorable terms than did personnel at sea (2.8, 1,906) ($p < .01$). For married personnel, it would be especially important that the Sponsor Program was of high quality before they embarked on their sea tours.

Enlisted Differences in Opinion Between 1991 and 1992 Regarding Specific Family Support Programs

Did any of the races change their opinions of specific FSPs between 1991 and 1992? Did males or females? Did any of the demographic subgroups?

No significant differences were obtained when responses were analyzed by paygrade, gender, race, family/marital status, age category of children, dual-job status, and sea/shore status.

Family Support Programs Overall (Enlisted Results) (Q49)

Demographic Differences in Opinion

Whites were less likely than other races besides Black to view FSPs as having a positive impact on their decision to remain in the Navy (career-continuance decision). Whites were also less likely to believe that their families wanted them to remain as a direct result of such programs. Both results were obtained for 3 consecutive years (1990-1992) as shown in Table 4. Despite this consistency, however, note that means are in the middle of the continuum, indicating that FSPs were not viewed as having a large impact on career-continuance decisions.

E-7s through E-9s held more positive opinions (2.9, $n = 407$) than E-4s through E-6s (2.6, $n = 1,684$) ($p < .01$) when asked in 1992 if Navy FSPs helped them to do their jobs better.

Enlisted Opinion Trends (1990-1992)

Although evaluations of specific FSPs could only be analyzed for the 1991 and 1992 NPSs, evaluation of FSPs overall could be analyzed for all three surveys. However, no practically significant trends were found when responses were analyzed by demographic variables. For example, neither E-2s and E-3s, nor E-4s through E-6s, nor E-7s through E-9s evidenced significant changes in opinion from 1 year to the next when asked to evaluate FSPs overall. Similarly, none of the family status groups, such as married personnel with children, evidenced significant changes.

Table 4

Perceived Impact of Family Support Programs on Enlisted Career-Continuance Decisions and Related Family Support: Significant Results by Race

Year	Race[a]	Mean	SD	*N*	Agree
		Member's Decision			
1990	White	2.5	1.0	2,184	12%
	Non-Black[b]	2.9	1.1	384	27%
1991	White	2.6	1.0	1,733	14%
	Non-Black	2.9	1.1	298	31%
1992	White	2.5	1.0	1781	13%
	Non-Black	2.9	1.2	268	33%
		Family's Support for Decision			
1990	White	2.5	1.0	1,969	13%
	Non-Black	2.9	1.1	337	26%
1991	White	2.6	1.0	1,617	14%
	Non-Black	2.9	1.1	293	30%
1992	White	2.5	1.0	1,696	12%
	Non-Black	2.9	1.1	252	32%

Notes. 1. Career-Continuance Decision is the person's decision about whether to remain in the Navy until eligible for retirement; Member's Decision reflects responses to Question 49b; Family's Support for Decision, Question 49c (see Appendix A).

2. All differences in means of at least .3 points are significant at the .01 level; the higher the mean, the greater the belief that family support programs had a positive impact on the individual's career-continuance decision or on the family's support; SD = standard deviation; *N* = number of individuals; Agree = the percentage of people selecting "agree" or "strongly agree." Coding of responses to the items: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. The larger the mean, the greater the perceived impact.

[a]No other significant differences in opinion by race were obtained when personnel were asked to evaluate family support programs overall.

[b]Asians, American Indians, and so forth.

However, recall that "newborn to 2" parents expressed less favorable opinions of several FSPs than did parents with children in other age brackets. Thus, it was encouraging to find that "newborn to 2" parents were more favorable in 1992 (3.1, $n = 215$) than their counterparts in 1990 (2.8, $n = 306$) when asked if FSPs in general improved QOL for them and their families ($p < .01$). Also, dual-job couples offered more favorable opinions in 1992 (3.2, $n = 1{,}008$) than did such couples in 1990 (2.9, $n = 1{,}209$) when asked whether Navy FSPs improved their QOL ($p < .01$).

Specific Family Support Programs (Officer Results)

Demographic Differences in Opinion

Demographic analyses were conducted for the 1991 and 1992 surveys.

Race—Differences in opinions by race were found for four FSPs—and FSCs overall. The FSPs were Child Development Centers, the FSC Spouse Employment Assistance Program, Housing Management Services, and Housing Referral Services. Table 5 presents results. In general, White officers rated the FSPs less favorably than other officers.

Table 5

Officer Evaluations of Family Support Programs by Race

Program	Year	Race	Mean	SD	*N*	Good/ Very Good
Child Development Centers	1991	White	3.2	1.2	976	44%
		Black&O[a]	3.6	1.1	120	53%
Family Service Centers (FSC) Overall	1992	White	3.3	.9	2,209	44%
		Black	3.7	.9	110	56%
		Other	3.4	.8	112	41%
FSC Spouse Employment Assistance Program (SEAP)	1991	White	2.7	1.2	762	26%
		Black&O	3.1	1.0	100	32%
	1992	White	2.6	1.2	707	24%
		Black&O	3.1	1.1	86	32%
Housing Management Services	1991	White	2.8	1.2	1,305	30%
		Black&O	3.2	1.1	148	41%
Housing Referral Services	1991	White	3.1	1.1	3,326	37%
		Black	3.4	1.1	158	48%
	1992	White	3.1	1.1	2,703	36%
		Black	3.5	1.3	128	54%

Notes. 1. Mean: Differences of at least .3 points are significant at the .01 level; SD = standard deviation; *N* = number of individuals.
2. Good/Very Good = the percentage of individuals selecting "very good" or "good" when evaluating family support programs in Question 48 (see Appendix A). Coding of response options to Q48 were: 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good. The larger the mean, the more favorable the evaluations.
[a]Blacks and other races (Asians, American Indians, etc.).

An attempt was made to analyze racial results further by family/marital status. However, the number of individuals in various subcategories (e.g., single parents) was too small to draw reliable conclusions.

Children's Ages—Parents with children in the "newborn to 2" category expressed lower opinions of three FSPs than did parents with children in some other age brackets. The three programs were Child Development Centers, Housing Management Services, and the Sponsor Program. Table 6 presents results.

Other Demographics—Female officers were more favorable than male officers when evaluating Base-Level Family Advocacy Programs, FSC Counseling (personal, family, marital), the FSC Information and Referral Service, and Personal Financial Management Education/ Counseling. There were too few women in the sample to further analyze responses by family/ marital status. Table 7 presents the results. Note that (1) women's ratings were above 3.5; that is, closer to "good" than to "average" and (2) most of the significant results were found in 1991.

Officers ashore expressed more favorable opinions in 1992 of Family Home Care Programs (3.1, n = 388) than did officers at sea (2.8, n = 194) (p <.01). Officers at sea expressed more favorable opinions in 1992 of the Ombudsmen Network (3.5, n = 990) than did individuals ashore (3.2, n = 1,005) (p < .01). Since married personnel at sea are dependent on ombudsmen to help their families, this result is encouraging.

Table 6

Officers—Parents of Newborns to 2 Year Olds: Their Evaluations of Family Support Programs Compared to Parents with Children in Other Age Brackets

Program	Year	Parent Group	Mean	SD	*N*	Good/ Very Good
Child Development Centers	1991, 1992[a]	New to 2	2.9	1.4	190	38%
	1991, 1992[a]	2+ to 5	3.3	1.3	249	50%
	1991, 1992[a]	12+ to 21-	3.3	1.2	189	43%
Housing Management Services	1991	New to 2	2.5	1.1	85	19%
		12+ to 21-	2.9	1.2	181	32%
	1992	New to 2	2.4	1.1	113	16%
		2+ to 5	2.7	1.2	135	28%
		6 to 12	2.8	1.1	194	26%
		12+ to 21-	3.1	1.1	173	37%
Sponsor Program	1992	New to 2	3.0	1.1	205	28%
		12 + 21-	3.4	1.1	304	48%

Notes. 1. Parent Group: New to 2 = newborn to 2 years of age, 2+ to 5 = older than 2 through 5 years of age, 12+ to 21- = older than 12 and less than 21.

2. Mean: Differences between the "New to 2" group and other parental groups are significant at the .05 level for Child Development Centers and Housing Management Services, and the .01 level for the Sponsor Program; SD = standard deviation; *N* = number of individuals; Good/Very Good = percentage of individuals who selected "good" or "very good" in evaluating family support services in Question 48 (see Appendix A). Coding of response options to Q48 were: 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good. The larger the mean, the more favorable the evaluations.

[a]The 1991 and 1992 samples were combined to increase statistical reliability.

Table 7

Significant Officer Gender Differences in Opinion Regarding Family Support Programs

Program	Year	Gender	Mean	SD	*N*	Good/ Very Good
Base-Level Family Advocacy Program	1992	Female	3.6	.9	115	58%
		Male	3.2	1.1	739	42%
Family Service Center (FSC) Counseling	1991	Female	3.7	1.0	162	62%
		Male	3.4	1.1	1,153	52%
	1992	Female	3.8	.9	203	64%
		Male	3.4	1.0	1,442	53%
FSC Information and Referral Service	1992	Female	3.8	.9	104	62%
		Male	3.3	1.0	650	44%
Personal Financial Management Education/Counseling	1992	Female	3.5	.9	151	53%
		Male	3.2	1.0	1,391	40%

Note. Mean: Differences of at least .3 points are significant at the .01 level; SD = standard deviation; *N* = number of individuals; Good/Very Good = percentage of individuals who selected "good" or "very good" in evaluating family support services in Question 48 (see Appendix A). Coding of response options to Q48 were: 1 = very poor, 2 = poor, 3 = average, 4 = good, 5 = very good. The larger the mean, the more favorable the evaluations.

Officer Differences in Opinion Between 1991 and 1992 Regarding Specific Family Support Programs

In 1992, parents with newborns to 2 year olds expressed lower opinions of Deployment Support Programs (3.2, $n = 104$) than their counterparts did in 1991 (3.6, $n = 93$) ($p < .05$). No other significant demographic differences in opinion emerged.

Family Support Programs Overall (Officer Results)

Demographic Differences in Opinion

While some significant demographic differences were found, there were no well-defined patterns to them—except that most of the differences occurred in 1990. In 1990, Black (2.5, $n = 167$) and White (2.4, $n = 2,178$) officers reported less positive impact on their career-continuance decisions as a result of FSPs than did other races (2.9, $n = 123$) (Whites vs. other races, $p < .01$) (Blacks vs. other races, $p < .05$). Notice from the means that none of the races attributed a lot of influence to FSPs. (A value of 1 represented strong disagreement that impact was positive; 5, strong agreement; and 3, ambivalence.)

Recall that "newborn to 2" parents expressed lower opinions than other parents regarding several FSPs (see Table 6). You might, therefore, have expected them to be less favorable than other parents when asked about the impact of FSPs overall on their career-continuance decisions. However, no significant differences were found.

In 1990, White (2.5, $n = 1,923$) and Black (2.4, $n = 143$) officers were less likely than other races (2.9, $n = 115$) to believe that their families wanted them to remain in the Navy as a direct result of FSPs (Whites vs. other races, $p < .01$) (Blacks vs. other races, $p < .05$). White officers (2.9, $n = 2,224$) did not view FSPs as positively affecting job performance as often as did other races (excluding Blacks) (3.2, $n = 130$) ($p < .01$).

In 1992, Black officers (3.6, $n = 80$) believed, more than White Officers (3.3, $n = 1,728$), that Navy FSPs had improved QOL for themselves and their families ($p < .01$).

No other significant differences were found when the data were analyzed by paygrade, gender, race, family/marital status, age category of the children, dual-job status of married individuals, and sea/shore status.

Officer Opinion Trends (1990-1992)

Overall responses to FSPs were analyzed by demographic variables. No practically significant trends were found. However, two groups of individuals agreed more in 1992 than in 1990 that Navy FSPs had improved the QOL for them and their families:

1. Parents with children in the 6 to 12 age range (1992: 3.4, $n = 193$; 1990: 3.0, $n = 199$) ($p < .01$).

2. Women officers (1992: 3.5, $n = 223$; 1990: 3.2, $n = 182$) ($p < .01$).

Child-Care Services

Responses to the NPS 1992 survey were analyzed when: (1) personnel had at least one child age 5 or younger (although their other children could be older), and (2) their spouses did not take care of the children during the regular work day/shift. All the results presented in this section reflect these two conditions.

Officers and enlisted personnel differed, to a degree, in the type of child-care they needed within the last 6 months in order to meet their job requirements (Q51). That is, around 68% of 437 enlisted personnel and 86% of 191 officers ($p < .01$) needed all-day care for their preschool age children.[5]

Enlisted personnel and officers differed significantly ($p < .01$) in the extent to which they employed private licensed facilities as the primary caretakers of their youngest child (Q52). Approximately 21% of 593 enlisted personnel and 38% of 266 officers employed this type of resource. No significant differences were found between enlisted personnel and officers regarding other types of caretakers.

No significant differences were found between enlisted personnel and officers for the remaining child-care items (Q53-Q56). Thus, results are presented, as follows, based on the entire sample.

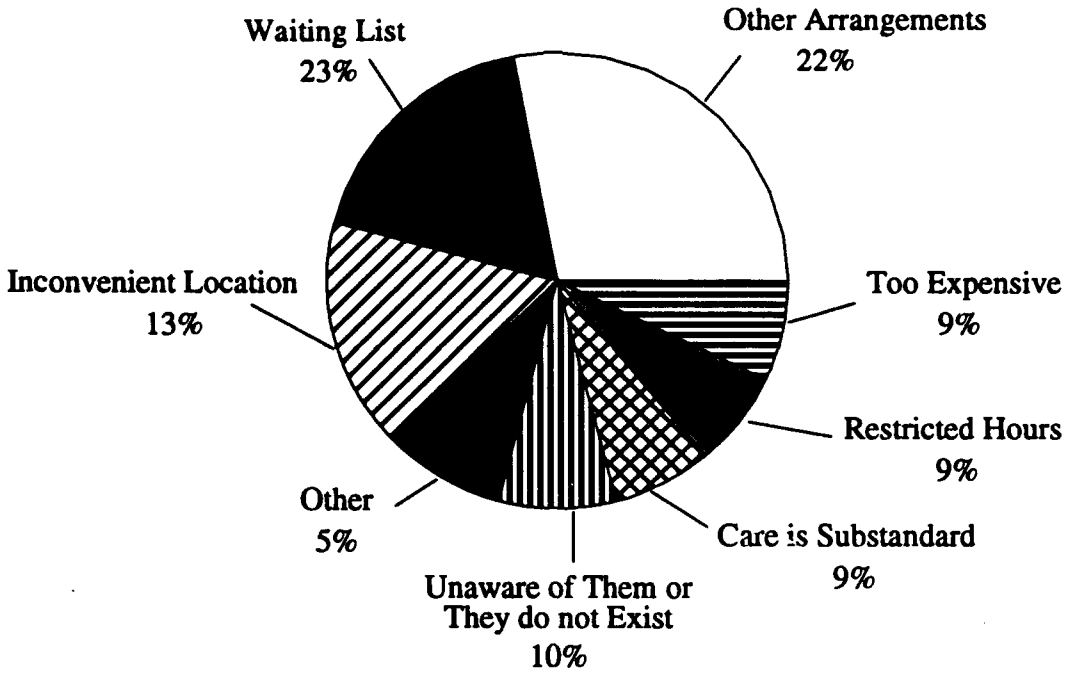
If personnel were not using military child development centers or family home care, they were asked why (Q53). Figure 1 presents the results. The top three reasons for the 634 personnel answering this item were: (1) the centers and family home care agencies had waiting lists (23%), (2) personnel had other arrangements (22%), and (3) the location of military child development centers was inconvenient (13%). The responses of the remaining personnel were fairly equally distributed among the other reasons presented.

Personnel were asked if child-care needs interfered with their ability to perform their jobs (Q54). Of the 987 personnel answering this item, 50% selected "never or rarely," 42% "sometimes," and 8% "often."

If personnel felt that child-care needs interfered with their performance, they were asked to indicate how (Q55). Among the 629 individuals answering this question, the most common type of interference mentioned was a general increase in stress level or anxiety (29%), followed by the problem of having to leave work early (20%).

Approximately 72% of 976 respondents agreed that they were satisfied with their current child-care arrangements. Nineteen percent disagreed, and 9% expressed mixed feelings (Q56a). Fifty-six percent of 694 individuals *disagreed* that Navy-sponsored child care had a positive influence on their decision to stay in the Navy. Thirteen percent agreed, and 31% had mixed feelings (Q56b). One should not interpret these results as indicating that Navy-sponsored child care had a negative impact on career-continuance decisions. A more likely explanation is that child care, when compared to other factors such as pay, is not an important factor in career-continuance decisions.

[5]The seemingly small number of enlisted personnel and officers reflects three factors: (1) personnel were only included in the analyses if at least one of their children were age 5 or younger, (2) survey instructions restricted the items to personnel whose spouses did not care for the children during the regular work day/shift, and (3) a fairly large number of parents did not answer the child-care items.



Note. Enlisted and officer responses combined (number of individuals = 634).

Figure 1. Reasons for not using military child development centers or military family home care (1992 Navy-wide Personnel Survey).

Having completed general analyses of the child-care items, they were analyzed by demographics, including the military-civilian status of spouses; whether respondents were single parents or married parents; and whether they had only one, or more than one, child age 5 or younger. No significant differences were found for enlisted personnel. Officer analyses yielded numbers of individuals for the various demographic subgroups that were too small to draw reliable conclusions.

The responses of personnel to the child-care items were also examined for parents who *only* had children age 5 or younger. Enlisted and officer results (without demographic breakouts) differed minimally from those just discussed (i.e., from those obtained for parents who had at least one child age 5 or younger, but also had children who were older).

First Skills Training

The 1992 NPS was analyzed for E-2s through E-4s, and the obtained results are presented in this section.

It was found that individuals who had received "A" School training were more satisfied with such training than were individuals who had received GENDET training. Specifically, "A" School (n = 1,715) and GENDET (n = 606) individuals produced means of 3.7 and 2.8, respectively, on the Skillsat Scale ($p < .01$). A 3.0 represents individuals whose opinion is midway between satisfied and dissatisfied; a 4.0, individuals who are satisfied; and, a 5.0, those who are very satisfied.

Significant differences ($p < .01$) in means and percent-agree statistics were found by type of training for each of the items (Q41a-Q41d) comprising the Skillsat Scale. Table 8 presents these results.

Table 8

Opinions of E-2s Through E-4s Regarding First Skills Training (Navy-wide Personnel Survey 1992)

Survey Item	Training	Mean	SD	*N*	Agree
The first skills training I received was for the type of work I wanted to do. (Q41a)	GENDET	2.4	1.3	595	26%
	"A" School	3.7	1.2	1,727	71%
The first skills training I received gave me the skills, knowledge, and abilities I wanted/needed. (Q41b)	GENDET	2.6	1.3	609	31%
	"A" School	3.5	1.2	1,720	63%
The overall quality of the first skills training I received was good. (Q41c)	GENDET	3.4	1.0	613	59%
	"A" School	3.8	1.0	1,724	77%
I considered leaving the Navy because I did not get the skills training I wanted when I wanted/needed it. (Q41d)	GENDET	3.3	1.4	563	46%
	"A" School	2.6	1.3	1,391	25%

Note. Mean: Differences of at least .3 points are significant at the .01 level; SD = standard deviation; *N* = number of individuals; Agree = percentage of individuals who selected "agree" or "strongly agree" for Questions 41a through 41d (see Appendix A). Coding of response options: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree; GENDET = General Detail Training.

Individuals who had received "A" School and GENDET training were combined into a single sample, and additional analyses were conducted on Skillsat Scale scores. No significant differences were found in such scores by gender, race, or paygrade.

Ratings such as electrician's mate and boiler technician were grouped into 10 categories, and means were computed for the Skillsat Scale. Information regarding these categories can be found in Appendix B, along with categories for which analyses could not be conducted because of insufficient numbers of individuals.

Table 9 present the results. Most of the means for the rating categories were 3.5 or above (satisfied), although the means for Surface Main Propulsion and Surface Operations were closer to the midpoint of the scale (neither satisfied nor dissatisfied).

Degree of satisfaction as measured by the Skillsat Scale also produced the following result: For E-2s through E-4s as a group, the degree of satisfaction (or dissatisfaction) with first skills training was directly related to degree of satisfaction/dissatisfaction with one's current job (Q65b) (tau $b = .41$, $n = 2,309$, $p < .001$) and to the self-reported probability of remaining in the Navy until eligible for retirement (Q68) (tau $b = .21$, $n = 2,285$, $p < .001$).

Table 9

E-2s Through E-4s Satisfaction With First Skills Training by Rating Group (Navy-wide Personnel Survey 1992)

Rating Group	Mean	SD	*N*	Satisfied
Administration/Media	3.7	.8	82	70%
Aviation Avionics/Aircrew	3.9	.7	85	80%
Aviation Mechanical	3.5	1.0	120	63%
Nuclear (without NECs)[a]	3.7	1.0	133	71%
Submarine (without "ss" qualification)[b]	3.6	1.0	356	66%
Supply	3.6	1.0	90	68%
Surface Combat Systems	3.5	1.0	79	66%
Surface Hull/Electrical	3.5	.9	100	62%
Surface Main Propulsion	3.3	.9	99	53%
Surface Operations	3.0	1.0	786	39%

Notes. 1. The Mean represents the average score on the Skillsat Scale, where three items (Q41a-Q41c) were coded as follows: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree (the fourth item, 41d, was reverse scored, because agreeing [disagreeing] with it indicated dissatisfaction [satisfaction]). When the average Skillsat score was between 3.5 and 5.0, an individual was classified as "satisfied" (last column on the right in the table) (consult Appendix A for survey items).

2. SD = standard deviation, *N* = number of individuals, NECs = Navy Enlisted Classifications.

3. Sample sizes were too small to produce useful results for six rating groups: Cryptology/Intelligence/Foreign Language, Legal/Law Enforcement, Medical/Dental, Nuclear with special skills and knowledge (see footnote "a" below), Seabees, and Submarine with speical skills and knowledge (see footnote "b" below).

[a]Does not include individuals who had obtained an NEC indicative of special skills and knowledge beyond those necessary to qualify for the nuclear rating.

[b]Does not include individuals who had obtained the Enlisted Designator Code of "ss" indicative of special skills and knowledge.

Leadership Training

Need for Additional Training

The 1992 NPS combined paygrades into groups and, for each group, asked personnel if they believed additional leadership training was needed (Q42). Not only did the NPS address training by paygrade group, but the present study broke out opinions by paygrade group. Results thus took the following form (a hypothetical example): "Paygrades E-4 through E-6 believed that O-1s through O-4s needed additional leadership training."

Actual results were as follows. High paygrades tended to be more interested than low paygrades in additional training being provided. For example, E-7s through E-9s were more interested than E-2s and E-3s in additional training being provided for Petty Officers (E-4s through E-6s). Among officers, O-5s and O-6s were more interested than Chief Warrant Officers (CWOs) in additional training being provided for O-5s and O-6s. One exception was the finding that E-2s and E-3s believed, more than Chiefs (E-7 through E-9), that E-2s and E-3s should receive additional training.

Table 10 presents statistical results. "Subject paygrade" is the group being evaluated (i.e., are they viewed as needing additional training?), and "respondent subgroup" is the paygrade group doing the evaluating. Only significant results are presented—thus, not all subject paygrades are included.

Table 10

Opinions Regarding the Need for Additional Leadership Training (Navy-wide Personnel Survey 1992)

Subject Paygrades[a]	Respondent Subgroup	Mean	SD	*N*	Agree
Enlisted Respondents					
E-2 and E-3	E-2 and E-3	3.7	1.1	1,365	59%
	E-7 through E-9	3.2	1.2	617	44%
E-4 through E-6	E-2 and E-3	4.1	.8	1,323	78%
	E-7 through E-9	4.4	.7	668	93%
O-1 through O-4	E-2 and E-3	3.7	1.0	1,303	54%
	E-4 through E-6	4.1	.9	3,599	73%
	E-7 through E-9	4.5	.8	651	88%
Officer Respondents					
E-4 through E-6	CWOs	4.5	.7	153	92%
	O-1 through O-4	4.2	.9	2,744	82%
	O-5 through O-6	4.2	.9	608	84%
Chief Warrant Officers (CWOs)	CWOs	3.2	1.2	152	42%
	O-5 and O-6	3.6	1.0	597	53%
O-5 and O-6	CWOs	3.3	1.1	150	37%
	O-5 and O-6	3.6	1.1	616	57%

Notes. 1. An example of how to interpret this table: Based on their respective means, Respondent Subgroups E-2 and E-3 believed more than E-7 through E-9, that E-2 and E-3s (Subject Paygrades) needed additional training. Personnel responded to Questions 42a through 42g (see Appendix A).

2. Mean: Differences of at least .3 points are significant at the .01 level; SD = standard deviation; *N* = number of individuals, Agree = percentage of individuals selecting "agree" or "strongly agree." Coding of response options were: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree.

[a]Subject paygrades were only listed when significant differences in opinion were found between Respondent Subgroups.

Keep in mind when interpreting the results that individuals could have been in favor of additional training because they believed personnel lacked such skills, or they believed leadership skills to be an especially critical requirement for the paygrades under consideration. It is impossible, given the wording of the item, to determine which factor determined the responses of survey participants.

Training Participation

Each year (1990-1992) individuals were asked to indicate if they had participated in leadership training at anytime in the past (Q43). Responses did not vary much from year to year for most paygrades, with four exceptions:

1. E-6s participation percentages increased: 75% (1990), 88% (1991), and 90% (1992).
2. E-7s percentages increased: 87% (1990), 96% (1991), and 99% (1992).
3. O-1s percentages decreased from the 1990 level: 73% (1990), 60% (1991), and 66% (1992).
4. O-2s percentages decreased from the 1990 level: 83% (1990), 72% (1991), and 75% (1992).

The increase in E-6 and E-7 percentages can be attributed to the fact that the Chief of Naval Personnel in 1989 consolidated Leading Petty Officer/Chief Petty Officer (NAVLEAD) Training and Leadership and Management Education and Training (LMET) and made the resulting courses mandatory. The decrease in percentages for O-1s and O-2s may reflect a loss in interest by personnel or their commands. Leadership courses for these grades are not mandatory.

The lack of mandatory leadership training for officers would seem to account for the following participation results regarding captains. Specifically, a fairly large minority of captains reported that they had never received formal leadership training in their careers: 19.5% in the 1990 NPS; 22.1, the 1991 NPS; and 26.4, the 1992 NPS. While the number of captains completing each NPS was fairly small (259 in 1990, 262 in 1991, and 194 in 1992), results were suggestive. In other results, commanders and captains expressed the strongest opinions of all officers that additional leadership training was needed for O-5s and O-6s (see Table 10).

No significant changes in participation percentages were found when enlisted and officer responses (1990-1992) were analyzed by gender and race.

Quality and Applicability of Leadership Training

1992 Results for Last Leadership Course Attended. Items from the 1992 NPS were analyzed. In the first item (Q44), personnel were asked to rate the quality of the training they received in the last formal leadership course they had attended (1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good). In the second item (Q45), personnel were asked to rate the extent to which their last leadership course applied to their experiences in the field (1 = none, 2 = some, 3 = most, 4 = all).

It is important to note that with both of the items, individuals were *not* asked to rate specific courses. They were simply asked to rate their *last* course, whatever it might be. Thus, "last course" is a generic term. Also, responses to these items were analyzed by individual paygrades, not paygrade groups, because each paygrade has a distinct profile of the courses they take (i.e., relative percentages attending each course vary appreciably by paygrade).

Results showed that there was a tendency for lower paygrades to be less satisfied than higher paygrades with their last course. For example, E-4s (n = 273) rated the quality of their last course (3.5) lower than E-5s through E-8s broken out separately (4.0-4.1) (all comparisons, $p < .01$).[6] Fifty-two percent of E-4s rated their last course as "good," while the corresponding percentages for E-5s through E-8s varied from 73 to 78.

E-4s also rated course applicability to field experiences (2.2) lower than E-6s through E-8s broken out separately (2.4-2.5) (all comparisons, $p < .01$).[7] Approximately 22% of E-4s reported that most of their training was applicable to the field, while percentages for E-6s through E-8s were all around 35%.

O-3s (n = 1,020) rated the applicability of their last course (2.2) less favorably than O-5s and O-6s (both 2.4) (respective n's: 345 and 160) (all comparisons, $p < .01$). Twenty-three percent of O-3s, in contrast to 34% of O-5s and 39% of O-6s, believed that "most" of their last course was applicable to the field.[8]

In contrast, one result showed that lower paygrades were more satisfied than higher paygrades. Specifically, CWOs (3.8, n = 132) and O-1s (3.9, n = 394) rated the quality of their last leadership

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[6]E-4s often attend a course that serves as an indoctrination to Petty Officer. Varying percentages of E-5s through E-8s attended LMET and NAVLEAD courses (Q43).

[7]Because of the low item SDs (.6 - .8) for the paygrades involved, mean differences of .2 yielded acceptable Cohen (1992) effect sizes between .25 and .30.

[8]Fifty-five percent of O-3s and 49% of both O-5s and O-6s had last attended LMET and around 20% of each rank, the Command Excellence Seminar (Q43).

course higher than O-2s, O-3s, and O-4s (3.4-3.6, n's = 433 to 1,017) (all comparisons, $p < .01$). Percentage results further illustrate the differences. Sixty-four percent of CWOs and 71% of O-1s rated course quality as "good," while the corresponding percentages for O-2s through O-4s ranged from 48 to 53.[9]

The 1992 NPS ratings of the last leadership course were also analyzed by gender and race. Results showed that quality and applicability ratings did not differ by gender or race for either enlisted or officer personnel.

Rating Trends for Last Course Attended

Enlisted and officer ratings of their last leadership course did not vary sufficiently from year to year to attain practical significance, for either the quality or the applicability measure.

Since no trends were found, all enlisted and officer personnel from 1990 to 1992 were combined into separate samples. Results were as follows. Enlisted personnel rated the quality of their last leadership course as "good" (3.9, SD = 1.0, N = 8,387). And, they viewed the course as having "some" applicability to the field (2.3, SD = .7, N = 8,652). Similar results were found for officers, both in terms of quality (3.5, SD = 1.0, N = 11,191) and applicability (2.2, SD = .7, N = 11,236).

1992 Results for Specific Courses

Thus far, the 1992 results for the last leadership course taken have been presented, followed by an attempt to identify opinion trends from 1990 through 1992. Next, the researcher considered *specific* courses, but decided, for various reasons, to forego 1992 analyses and identify (if present) opinion trends. These results are presented next.

Rating Trends for Specific Courses (1990-1992)

The ratings that personnel gave to specific courses, such as NAVLEAD and LMET were examined across all three NPSs.[10] However, no practically significant differences were found from year to year on either the quality or applicability measure in separate enlisted and officer analyses. Specifically, nonsignificant enlisted results were found for NAVLEAD and LMET, the two main courses that enlisted personnel take. Nonsignificant officer results were found for the Division Officer Basic Course (DOBC), the Division Officer Advanced Course (DOAC), the Surface Warfare Officer/Submarine Department Head School, LMET, and the Command Excellence Seminar.

Since no trends were found, enlisted and officer personnel from 1990 through 1992 were combined into separate samples, and personnel evaluations of each course were determined. Table 11 presents the results concerning the quality of each course. For example, NAVLEAD courses were given an average rating of 4.2 ("good") by 2,536 enlisted personnel completing the NPS between 1990 and 1992. And, the DOBC was given a quality rating of 3.4 ("fair") by 2,176 officers.

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[9]Q43: CWOs had last attended LMET (62%); O-1s, DOBC (48%) and LMET (14%); O-2s, the DOBC course (48%) and LMET (43%); and, O-3s and O-4s, LMET (55% and 52%, respectively).

[10]Q43 (individual specified last course taken) was crossed by Q44 (quality ratings) and Q45 (applicability ratings).

Applicability ratings are not shown in the table, but are summarized. Enlisted personnel (1990-1992) gave a mean applicability rating of 2.4 ("some" applicability) to the NAVLEAD courses (N = 2,520) and a rating of 2.3 to LMET (N = 3,636). Officer applicability ratings ranged from 2.1 to 2.4 for the courses listed in Table 11.

Table 11

Opinions Regarding the Quality of Leadership Courses (Aggregated Survey Data From 1990-1992)

Course	Mean	SD	N	Good/ Very Good
Enlisted Respondents				
Leading Petty Officer/Chief Petty Officer (NAVLEAD)	4.2	.9	2,536	80%
Leadership and Management Education and Training (LMET)	4.0	1.0	3,651	72%
Officer Respondents				
Command Excellence Seminar	3.9	1.0	632	72%
Advanced Division Officers Course	3.9	1.0	302	67%
LMET	3.5	1.0	5,087	52%
Basic Division Officers Course	3.4	1.0	2,176	48%
Surface Warfare Officer/Submarine Department Head School	3.1	1.1	760	34%

Note. SD = standard deviation; N = number of individuals; Good/Very Good = percentage of individuals selecting "good" or "very good" for Question 44 (consult Appendix A). Coding of response options were: 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good. The larger the mean, the more favorable the evaluations.

Leadership Training and Career-Continuance Decisions

For the 1992 NPS, correlations (tau b's) were computed separately by paygrade between an individual's career-continuance plans (Q68) and the ratings they gave to their last leadership course (defined generically). Correlations were also computed between career-continuance plans and the ratings given to specific courses, such as NAVLEAD. With both sets of correlations, separate analyses were conducted for quality and applicability ratings.

All obtained enlisted correlations were inconsequential (less than .20). However, two officer correlations were noteworthy: the .24 ($p < .001$) obtained for O-2s (n = 1,550) between career-continuance plans and the perceived quality of their last course, and the .21 ($p < .001$) obtained between an individual's career-continuance plans and their perceived quality of the DOAC (N = 266).

In short, the degree to which O-2s were satisfied with their last leadership course was directly related to the extent to which they planned to remain in the Navy until eligible for retirement. And, the extent to which officers were satisfied with the DOAC was directly related to their career-continuance plans.

Voluntary College-Level Education

In the 1992 NPS, personnel who were pursuing, or wanted to pursue, a college education (undergraduate or graduate) were asked why (Q46). For enlisted personnel, 48% indicated that they wanted to improve their marketability for future civilian careers; 31% cited personal goals;

11% reported the desire to increase their promotability; and the remaining 10% wanted to improve their job performance, or qualify for an officer commissioning program.

Enlisted reasons for pursuing a college education tended to fall into three paygrade clusters: (1) E-2s through E-4s, (2) E-5s through E-7s, and (3) E-8s and E-9s. Figure 2 graphically presents these results. As paygrade increased, personal goals became more important relative to marketability.

For officers, the top three reasons were: personal goals (47%), marketability (27%), and promotion enhancement (17%). Results tended to cluster into two paygrade groupings, CWOs versus all other officers (Figure 3). CWOs placed an equal emphasis on personal goals and marketability. Compared with CWOs, other officers placed a greater emphasis on personal goals relative to marketability and a slightly greater emphasis on promotability. Captains (not shown in figure) placed the greatest emphasis of all officers on personal goals, with 56% selecting that reason and 22% selecting marketability.

Whether or not individuals were interested in voluntary college-level education (Q47a) was analyzed by paygrade, gender, race, and level of education (enlisted only). Other issues (Q47b-Q47f), such as the impact of the drawdown and transportation problems on motivation, were analyzed solely by paygrade. Significant results are presented in Table 12 and discussed below.

Enlisted results were as follows. Around 85% of enlisted personnel expressed an interest in voluntary education. Further research would be needed to determine if their responses were exaggerated by the desire to give the "right" answer. At most, their responses would be exaggerated, since they seemingly had little reluctance in reporting their desire to improve their marketability for civilian careers.

To some degree, E-2s and E-3s were more interested in a college education/courses than E-7s through E-9s. Enlisted personnel with some college courses or an Associate Degree expressed somewhat more interest in voluntary college education than personnel with only a high school education. The desire for a college education did not differ significantly by gender or race for enlisted personnel.

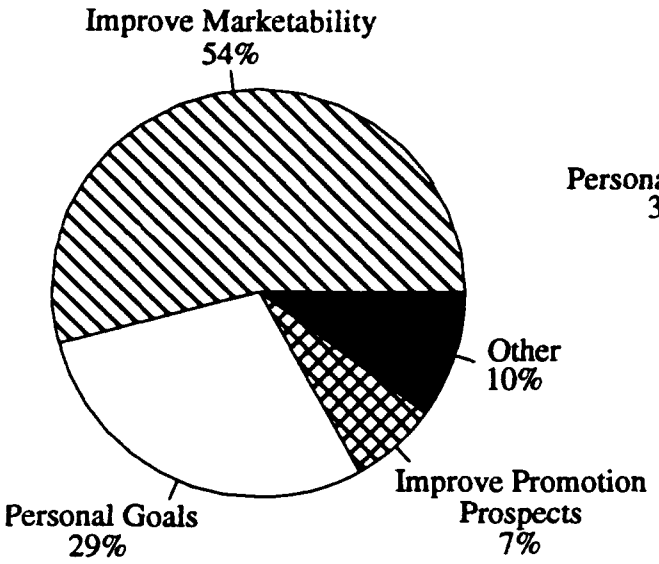
Enlisted individuals, as a group, did not see the drawdown as a particularly strong reason for their pursuit of a college education (Q47b). However, E-2s and E-3s cited this reason more often than E-7s to E-9s.

The higher the enlisted paygrade, the fewer the number of personnel reporting that lack of transportation made it difficult for them to attend off-base courses (Q47e).

The higher the enlisted paygrade, the fewer the number of individuals stating that they needed to improve their academic skills to prepare for college courses (Q47f).

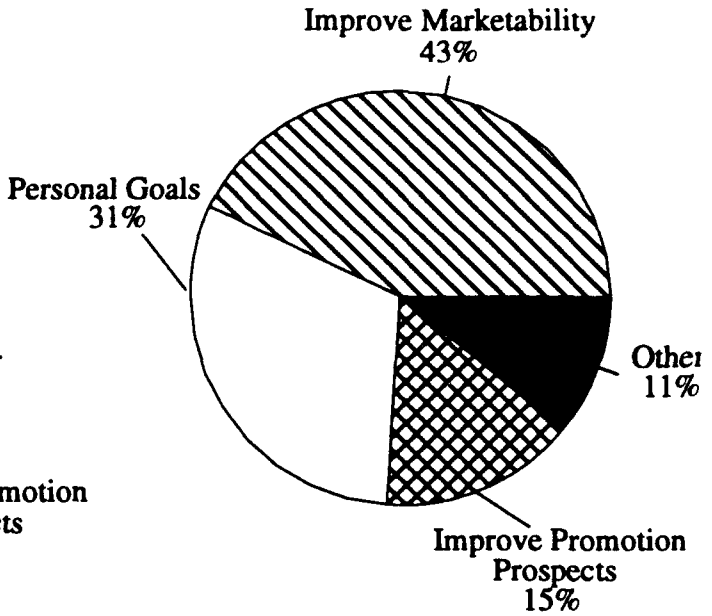
Officer results were as follows: When asked if they were interested in voluntary college/ graduate education, 84% of officers agreed, although O-4s through O-6s agreed somewhat less often than other officers.

Black officers expressed more of an interest in voluntary education than White officers.



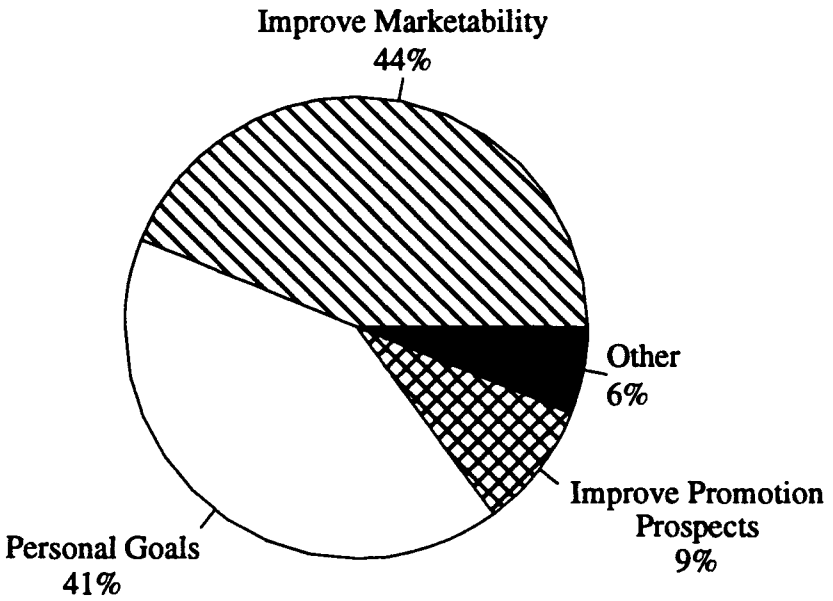
Number of Individuals = 2,233

Figure 2a. E-2 through E-4.



Number of Individuals = 2,411

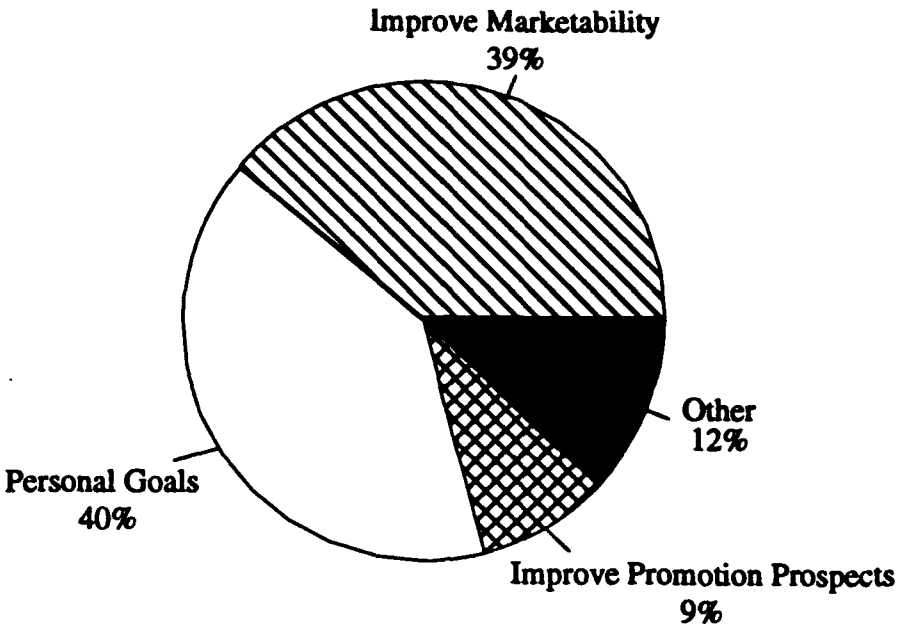
Figure 2b. E-5 through E-7.



Number of Individuals = 157

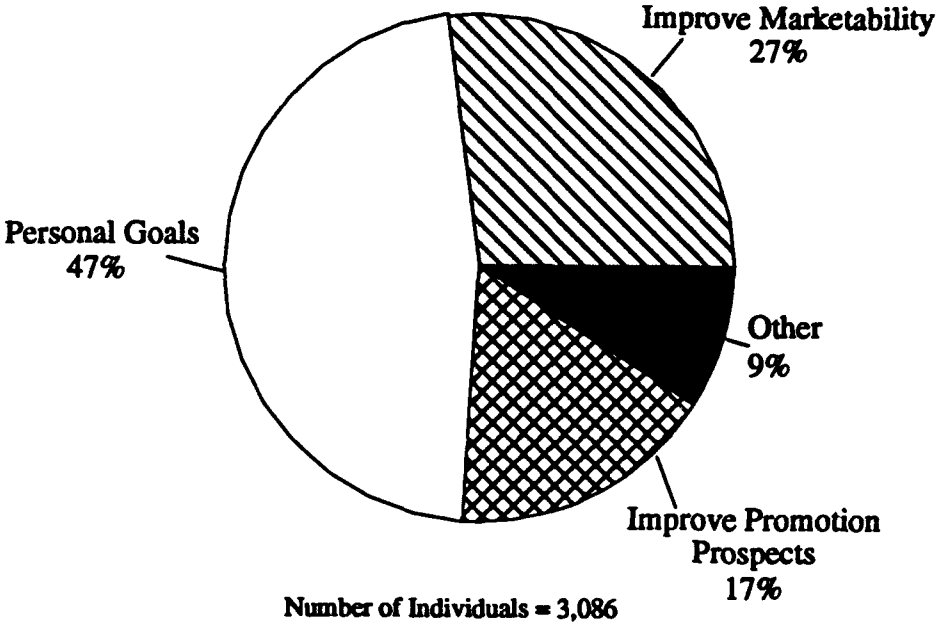
Figure 2c. E-8 through E-9.

Figure 2. Reasons that enlisted personnel voluntarily pursue a college education (1992 Navy-wide Personnel Survey).



Number of Individuals = 131

Figure 3a. Chief Warrant Officer.



Number of Individuals = 3,086

Figure 3b. O-1 through O-6.

Figure 3. Reasons that officers voluntarily pursue a college/graduate education (1992 Navy-wide Personnel Survey).

Table 12

Significant Differences in Attitudes Regarding Voluntary College-Level Education (Navy-wide Personnel Survey 1992)

Issue	Group	Mean	SD	*N*	Agree
Enlisted Respondents					
Desire an education (Q47a)	E-2 and E-3	4.5	.9	1,309	90%
	E-7 through E-9	4.2	1.1	600	80%
Desire an education (Q47a)	High school graduate	4.2	1.1	2,251	79%
	Some college	4.6	.9	2,027	91%
	Associate degree	4.6	.8	395	91%
Drawdown serves as motivation (Q47b)	E-2 and E-3	3.1	1.1	1,021	32%
	E-7 through E-9	2.6	1.2	441	23%
Transportation is an obstacle (Q47e)	E-2 and E-3	3.3	1.4	1,116	49%
	E-4 through E-6	2.6	1.2	2,450	22%
	E-7 through E-9	2.1	1.0	400	7%
Academic skills are an obstacle (Q47f)	E-2 and E-3	3.8	1.2	1,284	66%
	E-4 through E-6	3.3	1.3	3,205	53%
	E-7 through E-9	2.9	1.3	509	39%
Officer Respondents					
Desire an education (Q47a)	O-4 through O-6	4.2	1.2	921	78%
	Other ranks	4.5	1.0	2,673	88%
Desire an education (Q47a)	White	4.3	1.1	2,372	84%
	Black	4.7	.8	105	92%
Desire courses with computers (Q47c)	CWOs	3.7	1.0	134	59%
	O-1E through O-3E	3.7	1.1	354	65%
	O-1 through O-3	3.4	1.2	1,290	53%
	O-4 through O-6	3.3	1.2	991	54%
Desire local campus courses (Q47d)	O-1E through O-3E	4.1	.9	363	82%
	O-4 through O-6	3.8	1.0	955	68%
Academic skills an obstacle (Q47f)	CWOs	2.9	1.2	115	37%
	O-1E through O-3E	2.4	1.2	254	21%
	O-1 through O-3	2.0	1.1	847	10%
	O-4 through O-6	1.9	1.1	565	11%

Note. Mean: Differences of at least .3 points are significant at the.01 level; SD = standard deviation; *N* = number of individuals; Agree = percentage of individuals selecting "agree" or "strongly agree" for Questions 47a through 47f (see Appendix A). Coding of response options were: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, 5 = strongly agree. CWOs = Chief Warrant Officers.

Female and male officers did not differ in the amount of interest they expressed in voluntary college education.

CWOs and officers with previous enlisted experience (O-1Es through O-3Es) were more interested than other officers (O-1s through O-6s) in taking courses employing interactive computers. It may be that the former groups of officers, having come up through the ranks, had more hands-on experience with computers and felt more comfortable with them than did commissioned officers.

Compared with O-4s through O-6s, O-1Es through O-3Es expressed more of a desire for college courses to be given on local campuses.

Most officers did not feel the need to improve their academic skills to prepare for college/ graduate level courses. However, compared with O-1Es to O-3Es, CWOs expressed a greater need to improve their skills. Both of these groups, in turn, expressed a greater need than other officers.

Living Conditions

Demographic Differences in Opinion

In all three NPSs, personnel were asked two questions concerned with living conditions. The first (Q57a) asked personnel if living conditions were having a positive effect on their job performance. The second question (Q57b) asked if living conditions were having a positive effect on their decision to stay in the Navy.

Significant differences in opinion were found among certain demographic subgroups. The main results are summarized in Table 13.

For enlisted personnel, two differences were found across all three NPSs. First, it was found that E-5s through E-9s believed that their living conditions favorably affected their job performance and career-continuance decisions more than did E-2s through E-4s. Second, enlisted personnel who had never been married tended to view the impact of living conditions less favorably than other family/marital status groups, both with respect to their job performance and career-continuance decisions. Since these two sets of results were found for all three NPSs, enlisted respondents were combined into one, 3-year sample, and analyses were reconducted. The two sets of results thus reflected larger *N*'s and greater statistical reliability.

One enlisted demographic difference was found only for the 1990 NPS, but was also detected after respondents were combined into a 3-year sample. Specifically, divorced individuals in the 3-year sample (n = 1,058) viewed the impact of their living conditions on job performance less favorably than did married individuals with children (n = 6,975).

Some enlisted differences were found in 1992, but not in other years (not shown in table). For example, E-7s through E-9s believed that living conditions had a more favorable effect on both job performance and career-continuance decisions than did E-4s through E-6s:

1. Job performance: E-7 through E-9 (3.6, n = 630) versus E-4 through E-6 (3.3, n = 2,294) ($p < .01$).

2. Career-continuance decision: E-7 through E-9 (3.3, n = 629) versus E-4 through E-6 (3.0, n = 2,284) ($p < .01$).

(The coding of response options for the job performance and career-continuance decision items was: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree.)

Also in 1992, married individuals with children (3.1, n = 1,895) had a more favorable opinion than single parents (2.7, n = 220) on the effect of living conditions on their career-continuance decisions ($p < .01$).

Table 13

Demographic Differences in Opinion Regarding the Impact of Living Conditions on Job Performance and Career-Continuance Decisions

Item	Year	Group	Mean	*N*	Agree
Enlisted Respondents					
Performance (Q57a)	3-year sample[a]	E-2 through E-4	2.9	9,123	35%
		E-5 through E-9	3.4	10,199	50%
	3-year sample	Never married	2.8	7,103	33%
		Married with children	3.4	6,975	53%
		Married, no children	3.4	3,320	51%
		Single parent	3.2	796	44%
		Divorced	3.1	1,058	41%
Career-continuance decision (Q57b)	3-year sample	E-2 through E-4	2.6	9,154	22%
		E-5 through E-9	3.1	10,102	35%
	3-year sample	Never married	2.5	7,126	21%
		Married with children	3.1	6,925	38%
		Married, no children	3.0	3,284	33%
		Single parent	2.9	794	28%
		Divorced	2.8	1,061	27%
Officer Respondents					
Performance (Q57a)	1991	Chief Warrant Officer (CWO)	3.5	186	56%
		O-6	3.9	284	69%
	1992	CWO	3.6	140	57%
		O-6	3.9	213	73%
Performance (Q57a)	1990	Married, no children	3.8	1,003	69%
		Single parent	3.5	102	59%
Career-continuance decision (Q57b)	1991	CWO	3.2	184	38%
		O-1 through O-3	3.2	3,097	35%
		O-6	3.5	276	49%

Notes. 1. Interpretation of table, an example: E-2 through E-4s (Group) agreed less often than E-5 through E-9s that their living conditions had a positive effect on their performance. Results are based on responses to Question 57a (see Appendix A).

2. Mean: Differences of at least .3 points were significant at the .01 level; *N* = number of individuals; Agree = percentage of individuals selecting "agree" or "strongly agree." Coding of response options were: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree," 5 = strongly agree.

3. Standard deviations (not shown in table) ranged from .9 to 1.3.

[a]Means that respondents from the three surveys were combined into a single sample before conducting analyses.

Demographic differences in officer opinions were not consistently found for all NPSs, but were found for particular years. For example, in 1991 and 1992, O-6s believed, more than CWOs, that living conditions had a positive effect on their job performance. In 1991, O-6s, more than CWOs, believed that living conditions favorably affected their career-continuance decisions.

Trends or Between-Year Differences

No practically significant trends were found for either item when analyzing enlisted and officer responses by demographics. Demographic variables included paygrade, race, gender, family/ marital status, number of children, and whether or not an individual had a child 10 years old or older (housing instructions state that a 10-year old is eligible for a separate bedroom).

Two between-year differences were found for officers:

1. Races besides White and Black evidenced less favorable responses in 1991 than in 1990 regarding the impact of living conditions on job performance and career-continuance decisions:

   a. Job performance: 1991 (3.5, $n = 209$) versus 1990 (3.8, $n = 247$) ($p < .01$).
   b. Career-continuance decision: 1991 (3.2, $n = 204$) versus 1990 (3.6, $n = 243$) ($p < .01$).

2. Divorced officers were more favorable in 1992 (3.8, $n = 142$) than in 1991 (3.4, $n = 188$) ($p < .05$) regarding the impact of living conditions on job performance.

Opinions by Type of Residence

Figure 4 depicts types of residence (Q15) of enlisted and officer personnel for the 1992 NPS sample. A greater percentage of officers than enlisted personnel resided in civilian dwellings, while a greater percentage of enlisted personnel than officers lived onboard ship and in bachelor quarters (BQ). Equivalent percentages of enlisted and officer personnel lived in military family housing.

Table 14 presents the results for the 1992 sample in response to the following question: Did opinions vary by type of residence when individuals were asked if their living conditions had a positive impact on their job performance and career-continuance decisions?

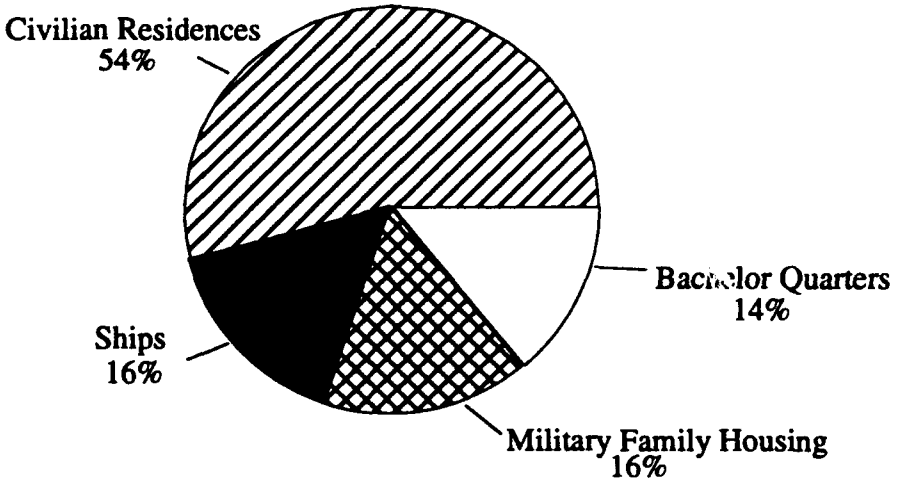
It was found that enlisted personnel living in military family housing or civilian residences were more favorable than individuals living aboard ship while in port or in the BQ, both with respect to job performance and career-continuance decisions. Enlisted personnel in the BQ were, in turn, more favorable on both issues than personnel living aboard ship.

For officers, personnel living in military family housing or civilian residences were more favorable than those living in the BQ, both with respect to job performance and career-continuance decisions. (Too few officers were living aboard ship while in port to conduct analyses.) Officers living in civilian residences were, in turn, more favorable than those living in military family housing on the job performance issue.

Geographic Bachelors

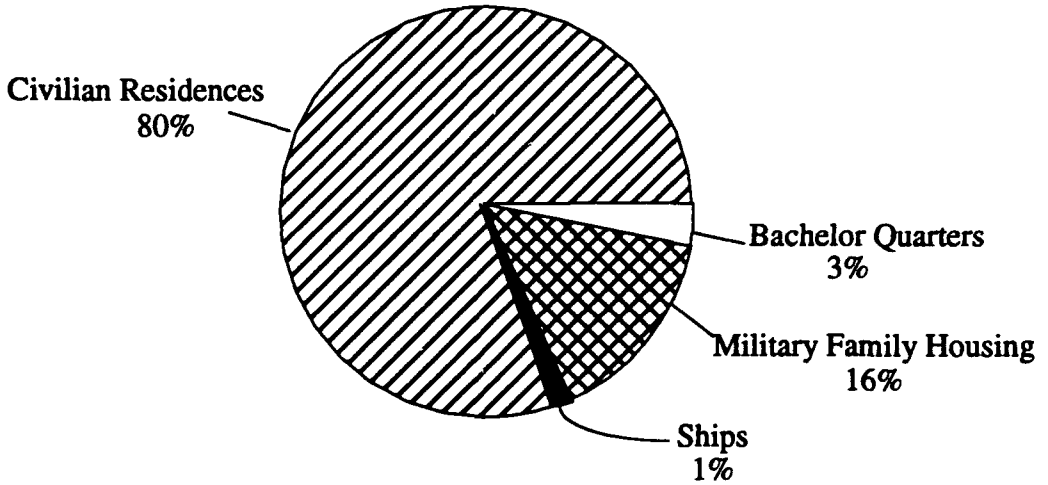
Geographic bachelors were identified in the 1992 NPS sample, and special analyses were conducted. Eighty-three geographic bachelors were identified, with close to 50% of them being E-5s through E-7s and 23%, O-4s and O-5s.

Geographic bachelors produced a mean of 2.7 on the job performance item, with only 22% of them "agreeing" or "strongly agreeing" that their living conditions had a positive effect on their job performance. Their mean for the career-continuance decision item was 2.4, with only 14% "agreeing" or "strongly agreeing" that their living conditions had a positive effect on their decision to remain in the Navy until eligible for retirement.



Number of Individuals = 5,741

Figure 4a. Enlisted personnel.



Number of Individuals = 3,926

Figure 4b. Officers.

Figure 4. Types of residences of enlisted and officer personnel (1992 Navy-wide Personnel Survey).

Recreational Programs

Navy policy makers were especially interested in the opinions of unmarried enlisted personnel between the ages of 18 and 24. Analyzing the 1992 NPS, a mean of 3.5 was obtained ($N = 384$) for an item (Q58a) asking if QOL on board ship would be greatly reduced if the person could not regularly participate in the recreational programs (1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree). Around 53% selected either "strongly agree" or "agree."

Table 14

Impact of Type of Residence on Job Performance and Career-Continuance Decisions (Navy-wide Personnel Survey 1992)

Item	Type of Residence	Mean	SD	*N*	Agree
Enlisted Respondents					
Performance (Q57a)	Military family housing	3.3	1.1	848	50%
	Civilian	3.5	1.2	2,835	56%
	Ship	2.3	1.2	868	15%
	Bachelor quarters	2.6	1.1	724	22%
Career-continuance decision (Q57b)	Military family housing	3.0	1.1	845	33%
	Civilian	3.1	1.2	2,827	37%
	Ship	2.1	1.2	866	13%
	Bachelor quarters	2.4	1.1	718	15%
Officer Respondents					
Performance (Q57a)	Military family housing	3.6	1.1	618	63%
	Civilian	3.8	1.0	3,121	68%
	Bachelor quarters	2.9	1.1	116	33%
Career-continuance decision (Q57b)	Military family housing	3.1	1.2	616	38%
	Civilian	3.3	1.1	3,111	40%
	Bachelor quarters	2.6	1.0	116	15%

Notes. 1. Interpretation of table, an example: The reported impact of military family housing on enlisted performance is reflected in the mean of 3.3. Results reflect responses to Questions 57a and 57b (see Appendix A).

2. Mean: Differences of at least .3 points were significant at the .01 level; SD = standard deviation; *N* = number of individuals; Agree = percentage of individuals who selected "strongly agree" or "agree" to Q57a and Q57b. Coding of response options were: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree. The higher the mean, the larger the perceived impact.

A mean of 2.4 was obtained ($N = 432$) for an item (Q58b) asking individuals if their current jobs gave them adequate time to regularly participate in recreational programs while underway. Only 29% selected "strongly agree" or "agree."

A mean of 3.0 was obtained ($N = 425$) for an item (Q58c) asking if crew morale was enhanced by a strong shipboard recreational program. Forty-four percent of the sailors selected "strongly agree" or "agree."

Figure 5 illustrates how often sailors age 18 to 24 used shipboard fitness facilities each week (Q59). Personnel had been given a range of options in the questionnaire from which to select their answers, the options ranging from "not at all" to "7 or more hours per week." Their responses were varied, although more sailors selected "not at all" (31%) or "4 hours to less than 7 hours" (25%) than any other option.

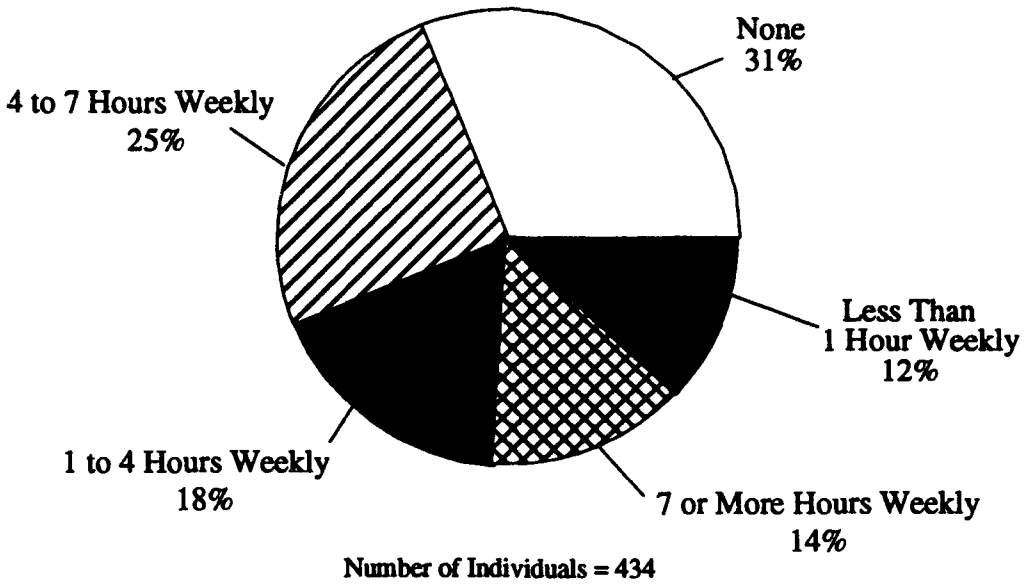


Figure 5. Weekly use of shipboard fitness facilities by unmarried sailors age 18 to 24 (1992 Navy-wide Personnel Survey).

Navy Exchanges

Navy exchange questions (Q60-Q63) from the 1992 NPS were analyzed by paygrade, gender, race, and the dual-job status of married individuals to see if differences in perceptions existed by demographic subgroup.

The first question was analyzed to see if there were demographic differences in whether or not individuals shopped at Navy exchanges. No significant differences were found for enlisted personnel or officers. Approximately 95% of both enlisted and officer personnel reported that they shopped at Navy exchanges.

The second question lists 11 types of merchandise that can be bought at exchanges, and personnel were asked to check all categories that applied to them. The average number of categories selected was computed for demographic groups, such as males and females. It was decided that a difference of at least one in category averages was practically significant. That is, since the categories were broad in nature (e.g., men's clothing), a 1-category difference implied to the researcher that one group found Navy exchanges more useful than another group.

On the average, enlisted personnel ($N = 4{,}920$) bought items from 3.1 categories, with a SD of 2.3. Officers ($N = 3{,}041$) bought from an average of 3.6 categories, with a SD of 2.4. It was concluded that a practically significant difference did not exist in the buying behavior of enlisted and officer personnel. However, a practically significant difference was found between: (1) E-2s and E-3s (2.6, $n = 1{,}182$) and (2) E-7s through E-9s (4.0, $n = 547$).

For enlisted and officer personnel, category averages were computed within each paygrade grouping for gender, dual-job status, and race. The question being addressed, for example, was whether E-2 and E-3 males bought items from more categories than females in the same paygrades; or, whether O-4s through O-6s whose spouses worked bought items from more categories than O-4s through O-6s whose spouses did not work.

Survey results indicated that in each paygrade group, White enlisted personnel bought merchandise from fewer categories than other races besides Blacks (termed "other races" below):

1. E-2 and E-3: White (2.4, n = 843) versus other races (3.5, n = 148) ($p < .01$).
2. E-4 through E-6: White (3.0, n = 2,336) versus other races (4.3, n = 405) ($p < .01$).
3. E-7 through E-9: White (3.4, n = 415) versus other races (5.4, n = 76) ($p < .01$).

No other 1-category differences were found for either enlisted or officer personnel.

The remaining results regarding Navy exchanges are summarized in Table 15 (enlisted) and Table 16 (officer). Results are discussed after the tables.

Table 15

Demographic Differences in Enlisted Opinions Regarding Navy Exchanges (Navy-wide Personnel Survey 1992)

Issue	Group	Mean	SD	*N*	Agree
Customer service (Q62b)	E-2 and E-3	3.7	1.0	1,305	71%
	E-7 through E-9	3.3	1.2	644	56%
Exchange has better prices than civilian stores (Q62c)	E-2 and E-3	3.3	1.2	1,322	47%
	E-4 through E-6	2.8	1.2	3,672	34%
	E-7 through E-9	2.4	1.2	653	22%
Carries merchandise I shop for (Q62d)	E-2 and E-3	3.3	1.0	1,322	54%
	E-7 through E-9	2.9	1.1	655	36%
Carries merchandise in my price range (Q62e)	E-2 and E-9	3.5	.9	1,327	64%
	E-7 through E-9	3.0	1.2	656	43%
Customer service (Q62b)	White	3.5	1.1	4,187	62%
	Black	3.8	1.0	703	75%
Exchange environment (Q62f)	White	3.6	.9	4,224	65%
	Black	3.9	.9	715	81%
Issue	**Group**	**Mean**	***SD***	***N***	**Positive**
Overall rating of exchanges (Q63)	E-2 and E-3	3.1	1.0	1,318	75%
	E-7 through E-9	2.6	1.1	651	54%
	White	2.8	1.0	4,204	62%
	Non-White	3.2	1.1	1,392	75%

Notes. 1. Interpretation of table: The higher the mean, the more favorable the opinion. Results are in response to Questions 62 and 63 (see Appendix A).

2. Mean: Differences of at least .3 points were significant at the .01 level; SD = standard deviation; N = number of individuals; Agree = percentage of individuals who selected "agree" or "strongly agree" to Q62. Coding of response options were: 1 = strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree; Positive = percentage of individuals selecting "good," "very good" or "excellent" for Q63. Coding of response options for Q63 were: 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent.

Table 16

Demographic Differences in Officer Opinions Regarding Navy Exchanges (Navy-wide Personnel Survey 1992)

Issue	Group	Mean	SD	*N*	Agree
hange has better prices than civilian stores (Q62c)	CWOs	2.5	1.2	150	24%
	O-1 through O-6	3.1	1.2	3,393	43%
Carries merchandise in my price range (Q62e)	CWOs	3.0	1.2	151	46%
	O-1 through O-6	3.7	.8	3,394	74%
Issue	**Group**	**Mean**	**SD**	***N***	**Positive**
Overall rating of exchanges (Q63)	White	2.9	1.0	3,209	64%
	Non-Black[a]	3.2	1.1	295	75%

Notes. 1. Interpretation of table: The higher the mean, the more favorable the opinion. Results are in response to Questions 62 and 63 (see Appendix A).

2. Mean: Differences of at least .3 points were significant at the .01 level; SD = standard deviation; *N* = number of individuals; Agree = percentage of individuals who selected "agree" or "strongly agree" to Q62. Coding of response options were: 1= strongly disagree, 2 = disagree, 3 = neither disagree nor agree, 4 = agree, and 5 = strongly agree, Positive = percentage of individuals selecting "good," "very good" or "excellent" for Q63. Coding of response options for Q63 were: 1 = poor, 2 = fair, 3 = good, 4 = very good, 5 = excellent. CWOs = Chief Warrant Officers.

[a]Asians, American Indians (etc.).

The 1992 NPS asked opinion questions about specific aspects of Navy exchanges (Q62a-Q62f). It was found that E-2s and E-3s have a higher opinion of Navy exchanges than E-7s to E-9s with respect to customer service, exchange prices compared with civilian prices, the extent to which exchange merchandise met the person's needs, and availability of exchange merchandise within the person's price range.

The enlisted results raise certain questions. For example, why would E-2s and E-3s, who make little money, find exchange prices better than civilian stores, while chiefs, at the top of the paygrade ladder, find exchange prices too high compared to civilian stores? Perhaps, however, E-2s and E-3s were saying, "For the items we are interested in, exchange prices are better than civilian stores (or at least comparable)," and E-7s through E-9s were saying, "For the items we are interested in, exchange prices are worse." Also, since transportation may be a greater problem for E-2s and E-3s, they may simply have assumed that exchange prices were better than civilian stores without being able to adequately compare prices.

Another question is raised by the finding that E-2s and E-3s, more than E-7s through E-9s, found exchange merchandise to be within their price range. It is unlikely, however, chiefs were saying that exchange merchandise was beyond their means (i.e., outside their price range). It may be that the question itself (Q62e) was unclear and conveyed the same meaning as a previous question (Q62d): "Does the Navy exchange carry the type of merchandise you usually shop for." The fact that chiefs produced virtually the same means for the two items (Q62d—2.9, Q62e—3.0) lends support to this explanation (see Table 15).

Enlisted personnel, as a group, expressed favorable attitudes about customer service at exchanges (3.5, N = 5,559) and the environment provided by exchanges for them to shop (3.6, N = 5,615). However, Black individuals expressed more favorable attitudes than White individuals on both issues.

Some paygrade differences in attitudes were found for officers. Specifically, O-1s through O-6s expressed more favorable attitudes toward exchanges than CWOs when asked to compare exchange and civilian prices and when asked if exchanges carried merchandise in their price range.

Survey respondents were asked to provide an overall rating of Navy exchanges (Q63) (1 = poor, 2 = fair, 3=good, 4 = very good, 5 = excellent). Both enlisted personnel (2.9, SD = 1.0, n = 5,640) and officers (2.9, SD = 1.0, n = 3,504) rated exchanges as "good." Sixty-nine percent of both enlisted and officer personnel rated exchanges as "good" or "very good." Demographically, E-2s and E-3s rated exchanges higher than E-7s through E-9s. Also, White enlisted personnel rated exchanges lower than all other races, and White officers lower than non-Black individuals (Asians, American Indians, etc.).

Overall Quality of Life

All enlisted respondents from 1990 to 1992 were combined into a single sample, and officers into another sample. These samples were used to obtain results regarding the opinions of personnel on their overall QOL in the Navy. They were also used to determine if demographic differences in opinion existed for the period of time between 1990 and 1992.

It was found that 50% of enlisted personnel agreed with the statement that they were satisfied overall with Navy life, 31% disagreed, and 19% were noncommittal (neither agreed nor disagreed). In contrast, 76% of officers agreed with the statement, 14% disagreed, and 10% were noncommittal.

It was found that E-7s through E-9s reported a better QOL between 1990 and 1992 than E-2s through E-6s. Sixty-seven percent of E-7s through E-9s agreed with the statement that they were satisfied with their QOL, 19% disagreed, and 14% were on the fence (neither agreed nor disagreed). In contrast, only 48% of E2s through E-6s agreed with the statement, 32% disagreed, and 20% were on the fence.

It was found that enlisted personnel who had never been married were less satisfied than personnel who were currently married or had been married. Only 41% of the never-married group agreed with the statement that they were satisfied with QOL, 38% disagreed, and 21% were noncommittal. In contrast, 56% of all other enlisted personnel agreed with the statement, 27% disagreed, and 17% were noncommittal.

No practically significant trends were found when enlisted and officer personnel were examined overall or when they were broken down demographically by gender, race, marital status, and family status.

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Appendix A

Navy-wide Personnel Survey 1992

Navy-wide Personnel Survey 1992

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

"We need to know. . . ."

Are you satisfied with your detailer, your job?

Is your current assignment what you wanted?

How about your leaders?

What about your training?

Do you shop the Exchange?

. . . and more!

VADM Zlatoper

Chief of Naval Personnel, Washington, D. C. 20370-5000

RCS 1000-13

PRIVACY ACT STATEMENT

Public Law 93-579, called the Privacy Act of 1974, requires that you be informed of the purposes and uses to be made of the information collected. Navy Personnel Research and Development Center may collect the information requested in the Navy-wide Personnel Survey, 1992, under the authority of 5 United States Code 301.

The information collected in the questionnaire will be used to evaluate existing and proposed Navy personnel policies, procedures, and programs.

Providing information in this form is completely voluntary. The information you choose to provide will NOT become part of your permanent record and will NOT be used to make decisions about you which will affect your career in any way. It will be used by the Navy Personnel Research and Development Center for statistical purposes only. Failure to respond to any of the questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes.

Report Control Symbol for this survey is 1000-13.

Important Instructions

You have been randomly selected by computer to take part in this survey. Your participation is voluntary. Please take the time to give careful, frank answers. It should take about thirty minutes to complete the survey.

CORRECT MARK: ●

INCORRECT MARKS: ⊗ ◔ ⊙ ◒

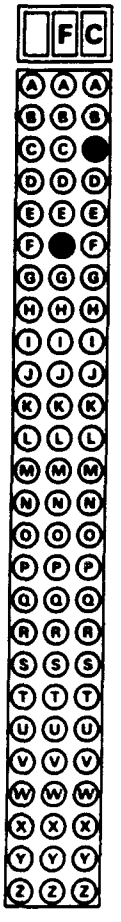
Do not use ink, ballpoint or felt tip pens.
Make black marks that fill the circle.
Erase cleanly any changes you wish to make.
Do not make any stray marks on this form.

1. **Print the required information in each row of boxes provided. Blacken the corresponding circle under the number or letter you printed.**

EXAMPLE

If you are a Chief Petty Officer, Petty Officer or an officially DESIGNATED STRIKER (qualified to wear the striker rating badge) what is your general rating?

- ○ Does not apply/I am an officer
- ○ Not rated/not designated striker



2. **Blacken the corresponding circle next to the answer you selected.**

EXAMPLE

What is your favorite color?

- ○ Red
- ● Blue
- ○ Green
- ○ Purple

You will also be given the opportunity to make written comments after each major section of the survey, as well as general comments at the end of the survey.

If you have questions, you may contact:

Mary Quenette
(619) 553-9233
DSN 553-9233

Please complete the survey within the next FIVE days. When you have completed it, return it in the enclosed envelope to:

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

Thank you for your time and effort!

mpge

3

BACKGROUND

Personal

1. **What is your gender?**
   - ○ Male
   - ○ Female

2. **What is your racial background?**
   - ○ White
   - ○ Black/African American
   - ○ Asian
   - ○ American Indian
   - ○ Other

3. **What is your ethnic background?**
   - ○ Mexican, Chicano, Mexican-American
   - ○ Puerto Rican
   - ○ Cuban
   - ○ Other Spanish/Hispanic
   - ○ Japanese
   - ○ Chinese
   - ○ Korean
   - ○ Vietnamese
   - ○ Asian Indian
   - ○ Filipino
   - ○ Pacific Islander (Guamanian, Samoan, etc.)
   - ○ Eskimo/Aleut
   - ○ Other not listed above_____
   - ○ None of the above

4. **What is your highest level of education?**
   - ○ Less than high school
   - ○ Alternate degree/GED/home study/adult school
   - ○ High school degree graduate
   - ○ Some college, no degree
   - ○ Associate degree or other 2 year degree
   - ○ Four year college degree or more

5. **What is your current marital status?**
   - ○ Never been married
   - ○ Married
   - ○ Separated/divorced
   - ○ Widowed

6. **What is your religious preference?**
   - ○ Catholic
   - ○ Protestant (Baptist, Methodist, Lutheran, etc.)
   - ○ Jewish
   - ○ Orthodox churches (Greek, Russian, etc.)
   - ○ Muslim
   - ○ Buddhist
   - ○ Mormon
   - ○ Other religion not listed _____
   - ○ No religious preference

7. **If you have a MILITARY spouse, do either you or your spouse have any dependents (Dependents are defined as persons enrolled in DEERS.)? (SELECT AS MANY AS APPLY.)**
   - ○ Does not apply/no spouse/spouse is nonmilitary
   - ○ No, neither of us has any dependents enrolled in DEERS
   - ○ Dependent child(ren) living with one or both of us
   - ○ Dependent child(ren) not living with either or both of us
   - ○ Legal ward(s) living with one or both of us
   - ○ Dependent parent(s) or other relative(s)

If you have a MILITARY spouse, fill in circle ○ and skip to Question 9.

8. **Do you have any dependents (Dependents are defined as persons enrolled in DEERS.)? (SELECT AS MANY AS APPLY.)**
   - ○ No, I have no dependents enrolled in DEERS
   - ○ Spouse (nonmilitary)
   - ○ Dependent child(ren) living with me
   - ○ Dependent child(ren) not living with me
   - ○ Legal ward(s) living with me
   - ○ Dependent parent(s) or other relative(s)

9. **How many of your children enrolled in DEERS under the age of 21 live in your household?**
   - ○ I have NO children/NO children under 21 years of age currently living in my household

AGE GROUP OF CHILDREN	NUMBER OF CHILDREN IN AGE GROUP				
a. Under 6 weeks.....	①	②	③	④	⑥
b. 6 wks through 12 mos.....	①	②	③	④	⑥
c. 13 through 24 mos.....	①	②	③	④	⑥
d. 25 through 35 mos.....	①	②	③	④	⑥
e. 3 yrs through 5 yrs.....	①	②	③	④	⑥
f. 6 through 9 yrs.....	①	②	③	④	⑥
g. 10 through 12 yrs.....	①	②	③	④	⑥
h. 13 through 15 yrs.....	①	②	③	④	⑥
i. 16 to under 21 yrs.....	①	②	③	④	⑥

If you have NO SPOUSE, fill in circle ○ and skip to Question 13.

10. **Is your spouse employed full time or part time?**
- ○ Does not apply/spouse is not employed
- ○ Full time
- ○ Part time

11. **What is your spouse's employment situation?**
- ○ Military
- ○ Federal civil service
- ○ Civilian job
- ○ Self-employed at home
- ○ Not employed, by choice
- ○ Not employed, but actively job hunting
- ○ Not employed for other reasons (for example, medical reasons)

12. **My spouse's contribution to our family income, relative to my contribution (excluding children's income) is:**
- ○ None, my spouse is not employed
- ○ Half or less than half of my contribution
- ○ About three-fourths of my contribution
- ○ About equal to my contribution
- ○ Greater than my contribution

13. **Are you accompanied by your dependents on your present assignment?**
- ○ Does not apply/no dependents
- ○ Accompanied
- ○ Temporarily unaccompanied (Dependents will join me later.)
- ○ Permanently unaccompanied because it was required for the billet
- ○ Permanently unaccompanied because dependents were not command sponsored (overseas tour)
- ○ Permanently unaccompanied by choice

If you selected any of these responses to Question 13, fill in circle ○ and skip to Question 15.

Answer Question 14 only if you are PERMANENTLY UNACCOMPANIED BY CHOICE (selected the last answer to Question 13). Otherwise skip to Question 15.

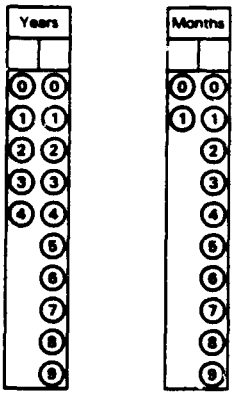
14. **Which of the following reasons best describes why you are permanently unaccompanied by your dependents? (YOU MAY SELECT UP TO THREE RESPONSES.)**
- ○ Spouse employment
- ○ Home ownership at last duty station
- ○ Availability of military family housing
- ○ Availability/cost of civilian housing
- ○ Children's schools
- ○ Ties to the community
- ○ Costs associated with moving
- ○ Work schedule of member
- ○ Availability of health care and education services for special needs
- ○ Availability of activities/facilities for family members/child care
- ○ Inadequate time to make moving arrangements
- ○ Length of new duty assignment
- ○ Other _____

15. **Which of the following describes the place where you now live?**
- ○ Military family housing
- ○ Government-leased housing in the civilian community
- ○ Personally-owned housing in the civilian community
- ○ Personally-rented housing in the civilian community
- ○ Personally-rented space to park mobile home owned by service member
- ○ Shared rental housing in the civilian community
- ○ On a ship
- ○ Bachelor's Quarters (BQ)
- ○ Other (PLEASE DESCRIBE)_____

Career

16. **What is your current military status?**
- ○ USN
- ○ USNR
- ○ USNR (TAR)
- ○ USNR (265/TEMAC/Canvasser Recruiter/ ACDUTRA)

17. **How long have you been on active duty in the Navy?**



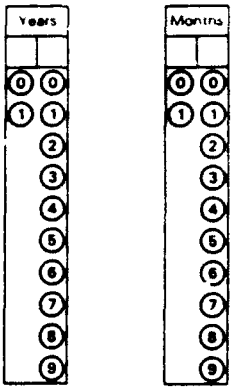
18. **Are you serving your initial enlistment? (Count extensions, if any, as initial enlistment.)**
- ○ Does not apply/I entered the Navy as an officer
- ○ Yes
- ○ No

19. **How long is/was your initial enlistment?**
- ○ Does not apply/I entered the Navy as an officer
- ○ 2 years
- ○ 3 years
- ○ 4 years
- ○ 5 years
- ○ 6 years or more

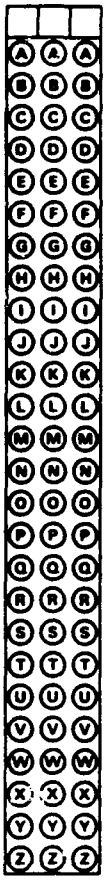
20. **What is your pay grade?**

○ E-1	○ W-2	○ O-1
○ E-2	○ W-3	○ O-2
○ E-3	○ W-4	○ O-3
○ E-4	○ W-5	○ O-4
○ E-5		○ O-5
○ E-6	○ O-1E	○ O-6
○ E-7	○ O-2E	
○ E-8	○ O-3E	
○ E-9		

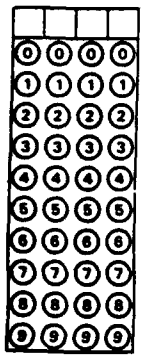
21. **How long have you been in your current pay grade?**



22. **If you are a Chief Petty Officer, Petty Officer, or an officially DESIGNATED STRIKER (qualified to wear the striker rating badge), what is your general rating?**
- ○ Does not apply/I am an officer
- ○ Not rated/not designated striker

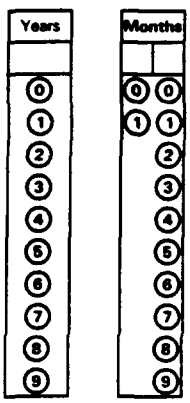


23. **What is your designator?**
- ○ Does not apply/I am enlisted



24. **To what type of ship/activity are you assigned? (IF APPLICABLE, YOU MAY SELECT MORE THAN ONE RESPONSE.)**
- ○ Shore or Staff Command
- ○ Training Command
- ○ Aviation Squadron (not carrier-based)
- ○ Carrier based A/C Squadron/Detachment
- ○ Aircraft Carrier (other than carrier based A/C Squadron/Detachment)
- ○ Destroyer Types
- ○ Minecraft
- ○ Submarine
- ○ Reserve Unit
- ○ Service Force ship
- ○ Tender
- ○ Afloat staff
- ○ Amphibious ship/craft
- ○ Cruiser
- ○ Other

25. **How long have you been in your current assignment?**

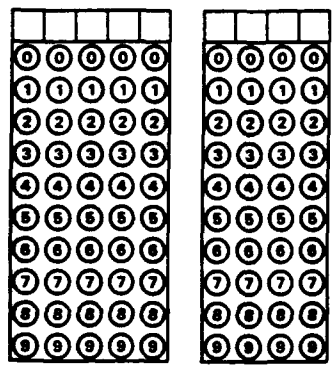


26. **What is your current billet?**
- ○ Sea duty
- ○ Shore duty
- ○ Other (e.g., Duty Under Instruction)

27. **In which Fleet are you now serving?**
- ○ Does not apply
- ○ 2nd Fleet, Atlantic
- ○ 3rd Fleet, Pacific
- ○ 6th Fleet, Mediterranean
- ○ 7th Fleet, Far East

28. **What is the geographical location of your current assignment?**
- ○ Alaska or Hawaii
- ○ CONUS (continental U.S., excluding Alaska and Hawaii)
- ○ Europe
- ○ Far East
- ○ Caribbean
- ○ Middle East
- ○ South or Central America
- ○ Other _____

29. **What is the zip code of your current DUTY STATION? (Duty station zip can be found on the envelope in which you received this survey.)**



30. **On which source(s) do you depend for information about Navy personnel programs, policies, pay, benefits, etc.? (SELECT AS MANY AS APPLY.)**
- ○ Navy News This Week (Weekly TV news)
- ○ All Hands magazine
- ○ Navy News Service (NAVNEWS message/stories)
- ○ Lifeline (quarterly newspaper for Navy families)
- ○ Perspective magazine
- ○ Link magazine
- ○ Navy Times
- ○ Base/station/ship newspaper
- ○ Briefings/word from chain of command (Commanding Officer, Division Officer, LPO, Career Counselor, etc.)
- ○ Plan of the Day/Week
- ○ Shipmates/word of mouth
- ○ Message board (NAVADMINs, NAVOPs, ALNAVs, other messages)
- ○ BUPERS ACCESS/electronic bulletin board
- ○ Other _____

ROTATION/PCS MOVES

If you are E-3 or below, fill in circle ○ and skip to Question 40.

31. Have you heard of the BUPERS ACCESS computer bulletin board system?

- ○ Yes
- ○ No

32. If you have used the BUPERS ACCESS computer bulletin board system (or if someone else operated it for you), please rate the system using the following scale.

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
a. Have not used	○	○	○	○	○
b. The system is easy to use	○	○	○	○	○
c. The system gave me the information I needed	○	○	○	○	○
d. The system made it easier to communicate with my detailer	○	○	○	○	○
e. The system has reduced the number of calls I make to my detailer	○	○	○	○	○

33. How effective do you feel each of the following methods are for interacting with your detailer?

	Very effective	Effective	Neither	Ineffective	Very ineffective	Don't know/Never use it
a. Preference Card or 1306-63	○	○	○	○	○	○
b. Letter or 1306/7	○	○	○	○	○	○
c. Telephone	○	○	○	○	○	○
d. Personal visit	○	○	○	○	○	○
e. Detailer field trip	○	○	○	○	○	○
f. BUPERS ACCESS	○	○	○	○	○	○
g. Naval message	○	○	○	○	○	○

34. If you have NOT used night detailing (2nd and 4th Wednesdays until 2200) to contact your detailer, why not?

- ○ Does not apply/I have used it
- ○ I have never heard of it
- ○ I was unaware of days and time night detailing is availabile
- ○ Normal detailing hours are sufficient
- ○ I am not allowed to break away from work
- ○ Detailer on duty is not my detailer, unable to help me
- ○ I am unable to access BUPERS by telephone
- ○ Other _____

35. If you have formed an opinion of your current detailer, evaluate your detailer in the areas listed below. If not, please evaluate your former detailer.

	Very positive	Positive	Neutral	Negative	Very negative	No opinion
a. Knowledge of current policy trends	○	○	○	○	○	○
b. Knowledge of available billets	○	○	○	○	○	○
c. Knowledge of requirements and duties of billets	○	○	○	○	○	○
d. Knowledge of my career development needs	○	○	○	○	○	○
e. Regard for my personal desires	○	○	○	○	○	○
f. Returning phone calls	○	○	○	○	○	○
g. Knowledge of previous communications	○	○	○	○	○	○
h. Providing accurate information	○	○	○	○	○	○
i. Responding to correspondence	○	○	○	○	○	○
j. Accessibility	○	○	○	○	○	○

36. When you call your detailer, how long are you USUALLY on hold?

- ○ Does not apply/have not called detailer
- ○ No delay
- ○ Less than 5 minutes
- ○ 5 minutes to less than 15
- ○ 15 minutes to less than 30
- ○ 30 minutes or more

37. **Keeping in mind your sea/shore rotation pattern, is your current assignment what you wanted?**
- ○ Yes, exactly what I wanted
- ○ Yes, close to what I wanted
- ○ No, not really what I wanted
- ○ No, not even close to what I wanted

38. **If your current assignment is NOT what you wanted, why not? (YOU MAY SELECT UP TO THREE ANSWERS.)**
- ○ Does not apply/I am satisfied with my current assignment
- ○ It's not what I was trained for (outside my rating or designator)
- ○ It's not career-enhancing, no advancement possibilites
- ○ It's sea duty and I wanted shore duty
- ○ It's shore duty and I wanted sea duty
- ○ Not the billet I wanted
- ○ Not the type of aircraft or ship or activity I wanted
- ○ It's in a high cost area
- ○ Don't like the geographical location
- ○ It's overseas
- ○ It resulted in family separation
- ○ Family Support services, housing, recreational or medical facilities are unavailable or inadequate
- ○ The surrounding community is not satisfactory
- ○ Don't like the climate
- ○ Other _____

39. **Are you aware of the Overseas Tour Extension Incentives Program (OTEIP)?**
- ○ Yes
- ○ No

Comments about Rotation/PCS Moves

Use the space below to make any comments you wish about rotation/PCS moves or the assignment process. If you need more space, use the back page of the questionnaire.

_____

_____

_____

_____

_____

Training

If you entered the Navy as an officer, fill in circle ○ and skip to Question 42.

40. **What kind of training (AFTER initial recruit training) did you receive when you FIRST entered the Navy?**
- ○ General Detail (GENDET) training (Seaman/ Fireman/Airman/Apprenticeship training)
- ○ "A" School training
- ○ Other _____

41. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply
a. The FIRST skills training I received was for the type of work I wanted to do	○	○	○	○	○	○
b. The FIRST skills training I received gave me the skills, knowledge, and abilities I wanted/needed	○	○	○	○	○	○
c. The overall quality of the FIRST skills training I received was good	○	○	○	○	○	○
d. I considered leaving the Navy because I did not get the skills training I wanted when I wanted/needed it	○	○	○	○	○	○

42. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Additional leadership training is needed for					
a. E-1 through E-3	○	○	○	○	○
b. E-4 through E-6	○	○	○	○	○
c. E-7 through E-9	○	○	○	○	○
d. Warrant Officers	○	○	○	○	○
e. O-1 through O-4	○	○	○	○	○
f. O-5 and O-6	○	○	○	○	○
g. O-7 and above	○	○	○	○	○

43. **Which ONE of the following NAVY LEADERSHIP COURSES did you last attend?**

- ○ Have not attended any Navy leadership courses
- ○ Basic Division Officers Course
- ○ Advanced Division Officers Course
- ○ Command Excellence Seminar
- ○ SWO/Submarine Department Head School
- ○ LMET
- ○ NAVLEAD (LPO/CPO)
- ○ Other (DO NOT INCLUDE TQL COURSES) _____

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

- ○ Does not apply/have not had leadership training
- ○ Very poor
- ○ Poor
- ○ Fair
- ○ Good
- ○ Very good

45. **How much of the formal (classroom) leadership training you received did you apply to your experience in the field?**

- ○ Does not apply/have not had leadership training
- ○ None
- ○ Some
- ○ Most
- ○ All

Comments about Training

Use the space below to make any comments you wish about training. If you need more space, use the back page of the questionnaire.

Quality of Life Programs

Voluntary Education

46. What is the ONE most important reason for you to pursue a college education (including *undergraduate or graduate degrees*)?

- ○ Personal goals/satisfaction
- ○ Improve my chances for promotion/ advancement in the military
- ○ Improve my effectiveness in my current military job
- ○ Improve my marketability for a future civilian career
- ○ Qualify for an officer commissioning program (e.g., NCP, MCP, ECP, EEAP)
- ○ Other _____
- ○ None, don't need/not interested in college level voluntary education

47. How much do you AGREE or DISAGREE with each of the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply
a. Do not need/not interested in college level voluntary education	○	○	○	○	○	○
b. I am now pursuing voluntary education as a direct result of the drawdown	○	○	○	○	○	○
c. I would be interested in taking more college courses using an inter-active computer	○	○	○	○	○	○
d. I would prefer taking more college courses on a local campus	○	○	○	○	○	○
e. Lack of transportation makes it difficult for me to take college courses off base	○	○	○	○	○	○
f. I need to improve my *academic skills to prepare* for college courses	○	○	○	○	○	○

Family Support Programs

48. How do you rate the quality of each of the Family Support programs/services at your present duty station?

	Very good	Good	Average	Poor	Very poor	Never heard of program	Not used/no experience
a. Housing Referral Services	○	○	○	○	○	○	○
b. Housing Management Services	○	○	○	○	○	○	○
c. The Ombudsmen Network	○	○	○	○	○	○	○
d. Sponsor Program	○	○	○	○	○	○	○
e. Deployment Support Programs	○	○	○	○	○	○	○
f. Personal Financial Management Education/Counseling	○	○	○	○	○	○	○
g. Family Service Center (FSC) Counseling (personal, family, marital)	○	○	○	○	○	○	○
h. FSC Spouse Employment Assistance Program (SEAP)	○	○	○	○	○	○	○
i. Child Development Centers	○	○	○	○	○	○	○
j. Family Home Care Programs (alternative child care)	○	○	○	○	○	○	○
k. Exceptional Family Member (EFM) Program	○	○	○	○	○	○	○
l. Base-level Family Advocacy Programs	○	○	○	○	○	○	○
m. FSC Relocation Assistance Program (RAP)	○	○	○	○	○	○	○
n. Transition Assistance Management Program (TAMP)	○	○	○	○	○	○	○
o. FSC Information and Referral Service	○	○	○	○	○	○	○
p. Sexual Assault Victim Assistance Program	○	○	○	○	○	○	○
q. Sexual Assault Awareness and Prevention Program	○	○	○	○	○	○	○
r. Family Service Centers - overall	○	○	○	○	○	○	○

49. How much do you AGREE or DISAGREE with the statements that follow about Family Support programs/services you have used while you have been in the Navy. For a brief listing of services, see Question 48.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply/have not used
a. Navy Family Support services improve the quality of life for me (my family)	○	○	○	○	○	○
b. Family Support services have had a positive impact on my decision to remain in the Navy	○	○	○	○	○	○
c. Family Support services have had a positive influence on my family's support for my decision to remain in the Navy	○	○	○	○	○	○
d. I am satisfied with the quality of Family Support services in the Navy	○	○	○	○	○	○
e. I am satisified with the availability of Family Support services in the Navy	○	○	○	○	○	○
f. Family Support services have helped me to do my job better	○	○	○	○	○	○

Child Care

If you have NO CHILDREN WHO REQUIRE CHILD CARE, fill in circle ○ and skip to Question 57.

50. Does your spouse take care of your child(ren) during your regular work day/shift?

- ○ No spouse
- ○ Yes
- ○ No

If your spouse takes care of your child(ren) during your regular work day/shift, fill in circle ○ and skip to Question 57.

51. What types of child care have you had to obtain within the last 6 months to meet your job requirements?

- ○ Does not apply/have no child care need
- ○ All-day care for pre-school age
- ○ Before school or after school
- ○ Overnight care
- ○ Duty days (24-hour care)
- ○ When ship goes out for local operations (2-3 days continuously)
- ○ Other _____

52. Who is the primary caretaker for your youngest child during your regular work day/shift? (SELECT ONE.)

- ○ Military Child Development Center
- ○ Base-operated family home care program
- ○ Private licensed facility
- ○ Civilian operated family home care
- ○ At-home employee (nanny, au pair, etc.)
- ○ Relative/older siblings
- ○ Friend
- ○ Other _____
- ○ I currently have no arrangements/I have a child care problem

53. **If you are not using military child care centers or family home care, why not? (SELECT ONE.)**
- ○ Does not apply/I am using such care
- ○ Don't need it/have other arrangements
- ○ Service is not available/I am not aware of such service
- ○ Center and family home care have a waiting list
- ○ Location of center is not convenient
- ○ Quality of care available is substandard
- ○ Restricted hours/no overnight care
- ○ Too expensive
- ○ Other _____

54. **Do you feel that child care needs interfere with your ability to perform your job?**
- ○ Never
- ○ Rarely
- ○ Sometimes
- ○ Often
- ○ Very often

55. **In what way do child care needs interfere with your performance? (SELECT THE ONE MOST IMPORTANT.)**
- ○ Does not apply/does not interfere
- ○ Distractions while on duty
- ○ Miss work
- ○ Late for work
- ○ Must leave early
- ○ Limits billet choices
- ○ Needs cause friction with co-workers/ supervisors
- ○ Raises general stress level/anxiety
- ○ Other _____

56. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply/have not used
a. I am satisified with my current child care arrangements.....	○	○	○	○	○	○
b. The availability of the Navy-sponsored child care that I have experienced is a positive influence on my decision to stay in the Navy.....	○	○	○	○	○	○

Morale, Welfare and Recreation (MWR)/Housing

57. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. My present living conditions are having a positive effect on my job performance.....	○	○	○	○	○
b. My present living conditions are having a positive effect on my decision to stay in the Navy.....	○	○	○	○	○
c. Overall, I am satisfied with my quality of life.....	○	○	○	○	○

If you are NOT CURRENTLY stationed aboard ship, fill in circle ○ and skip to Question 60.

58. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply
a. My quality of life on board ship would be greatly reduced if I could not regularly participate in the recreation programs.....	○	○	○	○	○	○
b. My current job gives me adequate time to regularly participate in recreation programs while underway and/or in port.....	○	○	○	○	○	○
c. Crew morale is enhanced by a strong shipboard recreation program.....	○	○	○	○	○	○

59. **How often do you utilize shipboard fitness facilities each week?**
- ○ Not at all
- ○ Less than one hour per week
- ○ 1 hour to less than 4 hours per week
- ○ 4 hours to less than 7 hours per week
- ○ 7 or more hours per week

Navy Exchange

The following questions apply to the NAVY EXCHANGE ONLY, not the Commissary.

60. **How often do you shop at the Navy Exchange?**
- ○ Do not shop at the Navy Exchange
- ○ Less than once a month
- ○ Once a month
- ○ Twice a month
- ○ Once a week
- ○ More than once a week

61. **Which of the following do you buy at the Navy Exchange MORE OFTEN than at civilian retail stores? (SELECT AS MANY AS APPLY.)**
- ○ Do not shop at the Navy Exchange
- ○ Health and beauty products
- ○ Housewares, small appliances
- ○ Computers, office equipment, office furniture, telephones
- ○ Electronics, television sets, VCR equipment, stereos
- ○ Toys, sporting goods, bikes
- ○ Jewelry, watches
- ○ Sheets, pillowcases, towels
- ○ Men's clothing
- ○ Women's clothing
- ○ Children's clothing
- ○ Other _____
- ○ None of the above

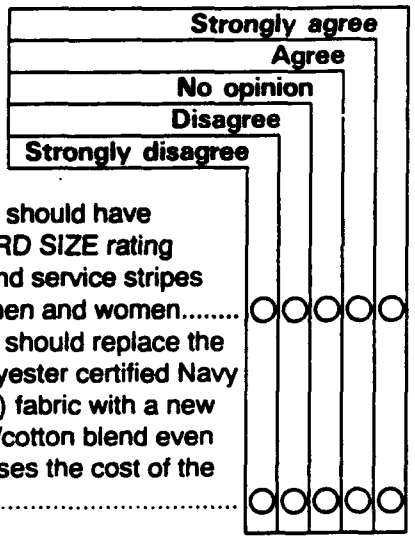
62. **How much do you AGREE or DISAGREE with the following statements about the Navy Exchange?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Does not apply/do not shop Exchange
a. My Navy Exchange benefit is important to me	○	○	○	○	○	○
b. Customer service at the Navy Exchange is good	○	○	○	○	○	○
c. The Navy Exchange has better prices than civilian stores	○	○	○	○	○	○
d. The Navy Exchange carries the type of merchandise I usually shop for	○	○	○	○	○	○
e. The Navy Exchange usually carries merchandise in my price range	○	○	○	○	○	○
f. The Navy Exchange provides a pleasant environment in which to shop	○	○	○	○	○	○

63. **Please provide an overall rating of the Navy Exchange.**
- ○ No opinion/ do not shop at the Navy Exchange
- ○ Poor
- ○ Fair
- ○ Good
- ○ Very good
- ○ Excellent

Navy Uniforms

64. How much do you AGREE or DISAGREE with the following statements about Navy uniforms?



a. The Navy should have STANDARD SIZE rating badges and service stripes for both men and women.....
b. The Navy should replace the 100% polyester certified Navy twill (CNT) fabric with a new poly/wool/cotton blend even if it increases the cost of the uniforms.....

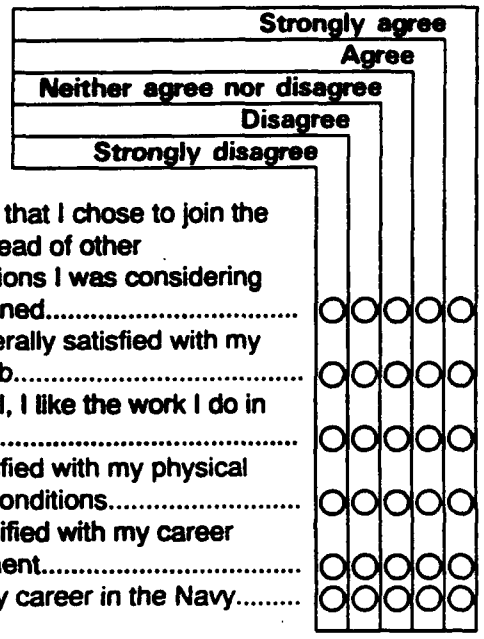
Comments about Quality of Life

Use this space to make any comments you wish about your quality of life, including voluntary education, Family Support programs, child care, housing, Morale, Welfare, and Recreation programs, Navy Exchanges, and Navy uniforms. If you need more space, use the back page of the questionnaire.

Organizational Climate

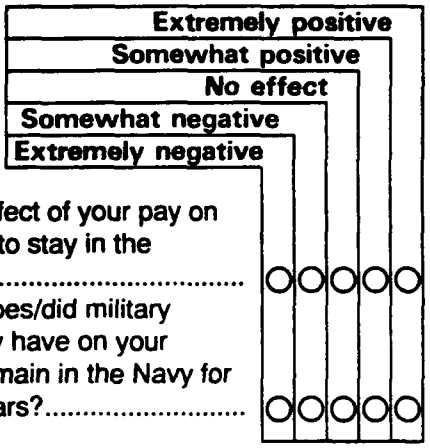
Job Satisfaction

65. How much do you AGREE or DISAGREE with the following statements?



a. I am glad that I chose to join the Navy instead of other organizations I was considering when I joined.....
b. I am generally satisfied with my current job.....
c. In general, I like the work I do in the Navy.....
d. I am satisfied with my physical working conditions.....
e. I am satisfied with my career development.....
f. I enjoy my career in the Navy.....

66. What is the effect of the following on your decisions?



a. What is the effect of your pay on your decision to stay in the Navy?.....
b. What effect does/did military retirement pay have on your decision to remain in the Navy for at least 20 years?.....

67. What effect will retention incentives (e.g., SRB, ACP, NOIP) have on your next decision to remain in the Navy?

- ○ Does not apply
- ○ Extremely negative
- ○ Somewhat negative
- ○ No effect
- ○ Somewhat positive
- ○ Extremely positive

68. What are your Navy career plans?

- ○ Definitely decided to stay in the Navy at least until eligible to retire
- ○ Probably stay in the Navy at least until eligible to retire
- ○ Don't know if I will stay in the Navy until eligible to retire
- ○ Probably not stay in the Navy until eligible to retire
- ○ Definitely not stay in the Navy until eligible to retire
- ○ Eligible to retire now and have decided to leave
- ○ Eligible to retire now but have made no decision to leave

Leadership

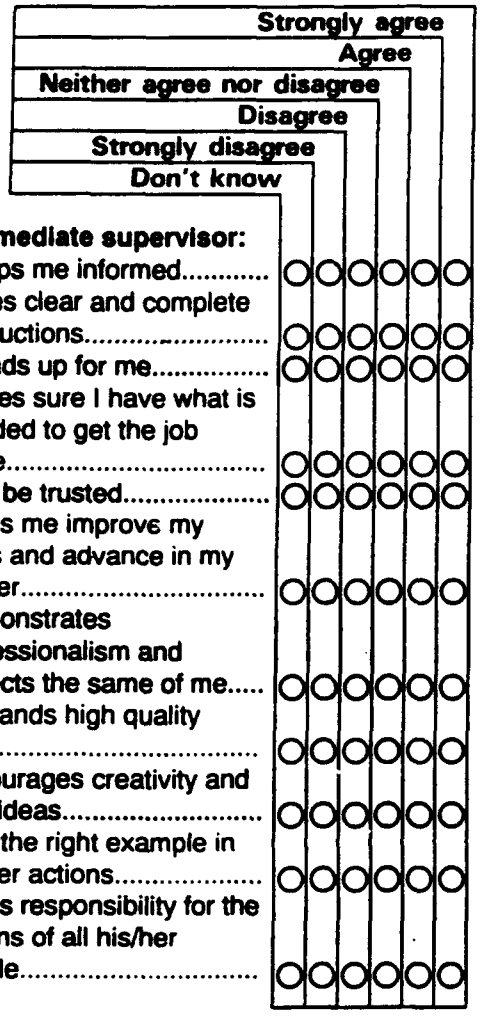
69. How much do you AGREE or DISAGREE with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
a. Decisions are made at the appropriate level in my Command	○	○	○	○	○	○
b. I usually receive command support for the decisions that I make	○	○	○	○	○	○
c. I am satisfied with the quality of leadership in my command.	○	○	○	○	○	○
d. My chain of command is willing to listen and respond appropriately to my problems	○	○	○	○	○	○
e. My work group is willing to listen and respond appropriately to my problems	○	○	○	○	○	○
f. I am allowed to exercise the responsibilities of my job	○	○	○	○	○	○

70. Who is your immediate supervisor?

- ○ Department Head
- ○ Division Officer
- ○ CPO
- ○ LPO
- ○ CO/XO
- ○ Other _____

71. **How much do you AGREE or DISAGREE with the following statements about your IMMEDIATE SUPERVISOR?**

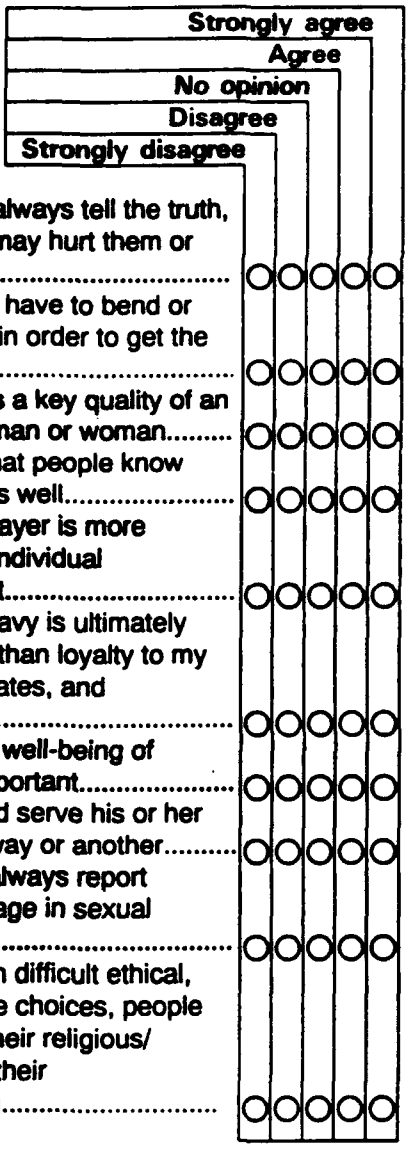


My immediate supervisor:

a. Keeps me informed.....
b. Gives clear and complete instructions.....
c. Stands up for me.....
d. Makes sure I have what is needed to get the job done.....
e. Can be trusted.....
f. Helps me improve my skills and advance in my career.....
g. Demonstrates professionalism and expects the same of me.....
h. Demands high quality work.....
i. Encourages creativity and new ideas.....
j. Sets the right example in his/her actions.....
k. Takes responsibility for the actions of all his/her people.....

Navy Core Values

72. **How much do you AGREE or DISAGREE with the following statements?**



a. People should always tell the truth, even though it may hurt them or other people.....
b. Sometimes you have to bend or break the rules in order to get the job done.....
c. Responsibility is a key quality of an effective Navy man or woman.....
d. It is important that people know and do their jobs well.....
e. Being a team player is more important than individual accomplishment.....
f. Loyalty to the Navy is ultimately more important than loyalty to my peers, subordinates, and superiors.....
g. Concern for the well-being of shipmates is important.....
h. Everyone should serve his or her country in one way or another.....
i. People should always report others who engage in sexual harassment.....
j. When faced with difficult ethical, moral, and/or life choices, people should rely on their religious/ spiritual faith in their decision-making.....

73. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
It is important to me to:					
a. Be honest	○	○	○	○	○
b. Behave in an honorable manner	○	○	○	○	○
c. Be a responsible person	○	○	○	○	○
d. Be competent	○	○	○	○	○
e. Be a good team member	○	○	○	○	○
f. Be loyal to the Navy	○	○	○	○	○
g. Show concern for people	○	○	○	○	○
h. Be patriotic	○	○	○	○	○
i. Be courageous	○	○	○	○	○
j. Use my religious/spiritual faith as guidance in my decision making	○	○	○	○	○

74. **In which of these courses/classes have you had Navy Core Values education? (SELECT AS MANY AS APPLY.)**

- ○ Does not apply/have not had any Core Values education
- ○ Basic Division Officers Course
- ○ Advanced Division Officers Course
- ○ Command Excellence Seminar
- ○ SWO/Submarine Department Head School
- ○ LMET
- ○ NAVLEAD (LPO/CPO)
- ○ Equal Opportunity Training
- ○ Other _____

Equal Opportunity (EO)

Equal opportunity means that Navy men and women have an equal chance to serve, learn, and progress,regardless of their gender, race, or ethnicity.

75. **How much do you AGREE or DISAGREE with the following statements?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
a. I feel my work assignments are fair	○	○	○	○	○
b. My immediate supervisor treats me fairly	○	○	○	○	○
c. My Commanding Officer (CO) actively supports equal opportunity	○	○	○	○	○
d. My Executive Officer (XO) actively supports equal opportunity	○	○	○	○	○
e. I think something is being done to improve equal opportunity in the Navy	○	○	○	○	○
f. The chain of command is an effective way to resolve equal opportunity problems	○	○	○	○	○
g. I feel if I went to Captain's Mast I would receive fair and equitable treatment	○	○	○	○	○
h. I feel that everyone is treated equally when it comes to promotions and advancements	○	○	○	○	○
i. At my command, decisions about reenlistment eligibility are fair	○	○	○	○	○
j. Gender discrimination is not tolerated at my command	○	○	○	○	○
k. Racial discrimination is not tolerated at my command	○	○	○	○	○

Fraternization

Fraternization is defined as "any personal relationship. . .which is unduly familiar and does not respect differences in rank and grade." Fraternization may involve an officer and an enlisted. It may also involve two officers or two enlisted where a senior-subordinate supervisory relationship exists.

76. Have you received training on the subject of fraternization within the past 12 months?

- ○ Yes
- ○ No

77. Please provide an overall evaluation of the fraternization training you have had in the past 12 months.

- ○ Have not received training in the past 12 months
- ○ No opinion
- ○ Very poor
- ○ Poor
- ○ Neutral
- ○ Good
- ○ Very good

78. How much do you AGREE or DISAGREE with the following statements?

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
a. I believe that command members understand what is and what is not fraternization.....	○	○	○	○	○
b. I understand the Navy's definitions and regulations on fraternization.....	○	○	○	○	○
c. I believe that fraternization seriously interferes with good discipline and morale.....	○	○	○	○	○
d. I feel that the Navy's policy on fraternization is a good policy....	○	○	○	○	○

Sexual Harassment

Sexual harassment is a form of sex discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Both men and women can be victims of sexual harassment; both women and men can be sexual harassers; people can sexually harass persons of their own sex.

79. Have you received formal sexual harassment prevention training in the past 12 months (including the Sexual Harassment Stand Down Training)?

- ○ Yes
- ○ No

80. Based on the recent Sexual Harassment Stand Down and other training, how much do you AGREE or DISAGREE with the following statements on sexual harassment?

	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
a. I understand the Navy's definition of sexual harassment.....	○	○	○	○	○
b. I understand the Navy's regulations about sexual harassment.....	○	○	○	○	○
c. Personnel at my command understand the definitions and regulations on sexual harassment.....	○	○	○	○	○
d. If I had a sexual harassment complaint, I feel my complaint would get a fair hearing.....	○	○	○	○	○
e. Sexual harassment is not tolerated at my command.....	○	○	○	○	○
f. I understand my rights and responsibilities concerning sexual harassment.....	○	○	○	○	○
g. I understand the complaint/ grievance procedures I would use to report an incident of sexual harassment.....	○	○	○	○	○

81. **The Sexual Harassment Stand Down helped me better understand the behaviors and attitudes the Navy expects of me.**

- ○ Strongly disagree
- ○ Disagree
- ○ No opinion
- ○ Agree
- ○ Strongly agree

Comments about Organizational Climate

Use this space to make any comments you wish about organizational climate, including job satisfaction, leadership, Navy Core Values, EO issues, fraternization, and sexual harassment (between members of opposite sex or same sex). If you need more space, use the back page of the questionnaire.

Health Issues

Navy Drug and Alcohol Program Policies

82. **How much do you AGREE or DISAGREE with the following statements on the Navy's drug and alcohol policies?**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
a. The Navy's zero-tolerance policy on illegal drug use is a good policy	○	○	○	○	○	○
b. At my command, enforcement of drug regulations is fair to all members	○	○	○	○	○	○
c. I understand the Navy's policy on alcohol abuse	○	○	○	○	○	○
d. The Navy's policy on alcohol use and abuse is a good policy	○	○	○	○	○	○
e. At my command, enforcement of regulations on the use of alcohol is fair to all members	○	○	○	○	○	○
f. My command has strong drug and alcohol abuse prevention programs	○	○	○	○	○	○
g. My command provides a supportive aftercare environment for members who have completed a program of counseling or rehabilitation	○	○	○	○	○	○
n. The Navy's policies on alcohol and other drugs make the Navy a better place to live and work	○	○	○	○	○	○

Health Promotion Programs

83. How much do you AGREE or DISAGREE with the following statements about health promotion programs?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
a. The current physical readiness test standards are a good measure of physical fitness	○	○	○	○	○	○
b. My command supports exercise programs to maintain physical standards	○	○	○	○	○	○
c. The current body fat standards are applied fairly at my command	○	○	○	○	○	○
d. My command supports individuals in a remedial program to return to body fat standards	○	○	○	○	○	○
e. Command-sponsored dining facilities make available fruit, vegetables, low fat meat, and dairy food choices and nutrition information	○	○	○	○	○	○
f. Stress management information and stress reduction programs are available at my command	○	○	○	○	○	○
g. I am aware of my own risk potential for high blood pressure	○	○	○	○	○	○
h. Suicide awareness/prevention/ intervention programs are available at my command	○	○	○	○	○	○
i. My command promotes a tobacco-free environment	○	○	○	○	○	○
j. Information on the effects of cigarettes and smokeless tobacco is available at my command	○	○	○	○	○	○
k. At my command, programs are available to assist individuals who desire to stop smoking	○	○	○	○	○	○
l. On-duty programs that support healthy lifestyles (e.g., NADSAP, smoking cessation classes, MWR exercise classes) are supported by my command	○	○	○	○	○	○

84. What ONE incentive/program would be most useful in your personal efforts to stop using tobacco products?

- ○ Does not apply/do not use tobacco products
- ○ Am not trying/do not plan to stop using tobacco products
- ○ Tuition/fee assistance for any certified stop-smoking clinic
- ○ One-time issuance of a 6 to 9 month supply of Nicorette gum
- ○ One-time free or subsidized supply of nicotine (anti-smoking) patches
- ○ Don't know which incentive would be most helpful
- ○ Other _____

AIDS Education

85. Have you received training specifically addressing HIV/AIDS in the past 12 months? (SELECT AS MANY AS APPLY.)

- ○ Yes, Navy training
- ○ Yes, other military service training
- ○ Yes, civilian (local community) training
- ○ No

86. How much AIDS information have you received *from each of the following sources* in the past 12 months?

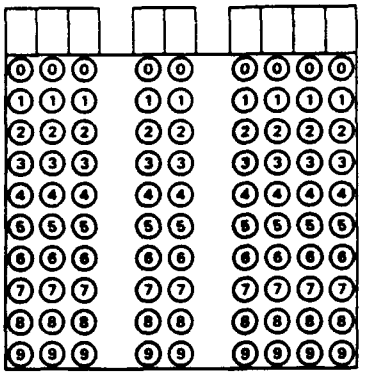
	A great deal of information	Some information	Very little information	No information at all	No experience/have not used
a. Military classroom training	○	○	○	○	○
b. Commercial media (TV, radio, newspapers, magazines)	○	○	○	○	○
c. Drug/alcohol counselors/training	○	○	○	○	○
d. Armed Forces Radio and Television	○	○	○	○	○
e. Chaplains	○	○	○	○	○
f. Training videos	○	○	○	○	○
g. Counseling/treatment at Sexually Transmitted Disease (STD) Clinic	○	○	○	○	○

Comments about Health Issues

Use the space below to make any comments you wish about health issues, including drug and alcohol programs, health promotion programs, or AIDS education. If you need more space, use the back page of the questionnaire.

22

87. (OPTIONAL) Your Social Security Number. It will help us conduct follow-on research.



General Comments

Use this space to make any comments you wish about any of the topics addressed in this survey. Use additional sheets as needed. DO NOT staple additional sheets to this booklet.

Thank you for completing this survey!

23

Appendix B

Enlisted Ratings Divided Into Categories

Rating Groups for Enlisted Personnel[a]

Administrative/Media	
DM	Illustrator Draftsman
IM	Instrumentman
JO	Journalist
OM	Opticalman
PH	Photographer's Mate
PN	Personnelman
RP	Religious Program Specialist
YN	Yeoman
Aviation Avionics/Aircrew	
AC	Air Traffic Controller
AE	Aviation Electrician's Mate
AG	Aerographer's Mate
AT	Aviation's Electronics Technician
AV	AE and AT at the E-9 level
AW	Aviation Antisubmarine Warfare Operator
AZ	Aviation Maintenance Administrative
Aviation Mechanical	
AB	Aviation Boatswain's Mate
AD	Aviation Machinist's Mate
AF	AD and AMH, AMS at the E-9 level
AM	Aviation Structural Mechanic
AME	Aviation Structural Mechanic (Safety Equipment)
AMH	Aviation Structural Mechanic (Hydraulics)
AMS	Aviation Structural Mechanic (Structural)
AO	Aviation Ordnancemam
AS	Aviation Support Equipment Technician
PR	Aircrew Survival Equipment
Cryptology/Intelligence/Foreign Language	
CTA	Cryptologic Technician (Administrative)
CTI	Cryptologic Technician (Interpretive)
CTM	Cryptologic Technician (Maintainer)
CTO	Cryptologic Technician
CTR	Cryptologic Technician (Collection)
CTT	Cryptologic Technician (Technician)
IS	Intelligence Specialist
Legal/Law Enforcement	
LN	Legalman
MA	Master-at-Arms

[a]This listing was obtained from the Enlisted Community Management Branch (PERS-221).

Medical/Dental	
HM	Hospital Corpsman
DT	Dental Technician
Nuclear Programs	
EM	Electrician's Mate
ET	Electronic's Mate
MM	Mineman
Seabees	
BU	Builder
CE	Construction Electrician
CM	Construction Mechanic
CN	Constructionman
EA	Engineering Aid
EO	Equipment Operator
SW	Steel Worker
UT	Utilitiesman
Special Warfare/Explosive Ordinance Disposal/Diver	
Divers (Master, Saturation, 1st and 2nd Class)	
EOD	Explosive Ordinance Disposal
SEALS	Sea, Air, and Land
Submarine Personnel	
EM	Electrician's Mate
ET	Electronic's Technician
FT	Fire Control Technician
FTB	Fire Control Technician (Ballistic)
FTG	Fire Control Technician (Guns)
IC	Interior Communications Technician
MM	Machinist's Mate
MS	Mess Management Specialist
MT	Missile Technician
PN	Personnelman
QM	Quartermaster
RM	Radioman
SK	Storekeeper
STS	Sonar Technician (Submarine)
TM	Torpedoman's Mate
YN	Yeoman
Supply	
AK	Aviation Storekeeper
DK	Disbursing Clerk
LI	Lithographer
MS	Mess Management Specialist

Supply (Cont'd)	
PC	Postal Clerk
SH	Ship's Serviceman
SK	Storekeeper
Surface Combat Systems	
EW	Electronics Warfare Technician
FC	Fire Controlman
GM	Gunner's Mate
GMG	Gunner's Mate (Guns)
GMM	Gunner's Mate (Missiles)
OTA	Ocean System Technician (Analyst)
OTM	Ocean System Technician (Maintainer)
STG	Sonar Technician (Surface)
MN	Mineman
WT	Weapons Technician
Surface Hull/Electrical	
DC	Damage Control
EM	Electrician's Mate
HT	Hull Maintenance Technician
IC	Interior Communications Technician
ML	Molder
MR	Machinery Repairman
PM	Patternmaker
Surface Main Propulsion	
BT	Boiler Technician
EN	Engineman
GS	Gas Turbine Systems Technician
GSE	Gas Turbine Systems Technician (Electrical)
MM	Machinist's Mate
Surface Operations	
BM	Boatswain's Mate
DP	Data Processing Technician
DS	Data Systems Technician
ET	Electronics Technician
GENDETs	General Detail
OS	Operations Specialist
QM	Quartermaster
RM	Radioman
SM	Signalman
LCAC	Landing Craft Air Cushion

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