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(6) ANALYSIS OF RECRUIT ATTITUDES TOWARD NAVAL RECRUIT TRAINING

by

(10) T. O. Jacobs

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HUMAN RESOURCES RESEARCH ORGANIZATION
300 North Washington Street
Alexandria, Virginia 22314

The Human Resources Research Organization (HumRRO) is a nonprofit corporation established in 1969 to conduct research in the field of training and education. It was established as a continuation of The George Washington University, Human Resources Research Office. HumRRO's general purpose is to improve human performance, particularly in organizational settings, through behavioral and social science research, development, and consultation.

Human Resources Research Organization
300 North Washington Street
Alexandria, Virginia 22314

FOREWORD

This report describes research that was conducted in two phases. The first was to analyze questionnaire data, collected by the Naval Technical Training Command Staff from Recruit Training Centers (RTCs), to measure the extent to which lengthening recruit training would affect the recruit's attitudes toward the training, toward a Naval career, and toward the Navy in general. The second phase was to integrate these findings into the body of existing literature on attitudes toward the service. Results of the first two administrations of the questionnaire were published in an Interim Report dated October 1974. The present report contains an extensive analysis of the data from all three administrations, as well as an extensive discussion of the survey findings in relation to the literature on enlistment motivation. It also recommends training management improvements which might increase both motivation and performance of duty following initial training.

The work described herein was begun in June 1974 and completed in April 1975. It was conducted by personnel of the Columbus, Georgia Office of HumRRO's Central Division. Dr. Joseph A. Olmstead is Director of the Columbus Office. From the beginning of the project until February 1975, Dr. T. O. Jacobs served as Project Director. Dr. Olmstead is presently serving as Project Director.

Other members of the research staff were Mr. Steven R. Stewart and Mrs. Marianna S. Harrison.

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Meredith P. Crawford
President
Human Resources Research Organization

SUMMARY AND CONCLUSIONS

INTRODUCTION

In 1973, as a result of numerous considerations, it was decided to lengthen Naval Recruit Training in order to accomplish several objectives. Among them were to increase the involvement of the recruit, so as to deepen his interests in a Naval Career and to increase his motivation to serve well in his first enlistment. Lengthened Recruit Training was also intended to more effectively serve the purpose of inculcating traditional values among recruits, relating not only to the quality of their duty performance but also to variables of appearance, military courtesy, and other esprit and discipline-related areas. The increased time allocated to the initial training experience was designed, in large part, to increase contact between the recruit and his seniors in order to create increased respect for them and to allow their leadership to accomplish more effectively the task of inculcating the important values and traditions of the Naval Service.

In order to measure the extent to which the lengthened recruit training experience might have accomplished these objectives, a questionnaire was developed by Dr. Norman Kerr and his staff at the Naval Technical Training Center. This questionnaire was administered to very large samples of recruits toward the end of their initial training experience in late 1973, mid-1974, and again in late 1974. In

addition to data pertaining to the personal history and background of the recruit, the questionnaire contained items measuring four major areas:

- Attitudes toward Recruit Training Specifics -- such as haircut, physical training, and the fairness of his treatment -- and toward his superior officers and the Navy in general.
- Attitudes pertaining to self-discipline -- such as concern about good performance, promptness, and observance of military standards of dress, personal appearance, and conduct.
- Attitudes relating to esprit de corps -- particularly feelings of being a part of a team, confidence in superiors, and good adjustment both to the Navy and his peers.
- Attitudes and knowledge about Navy life -- particularly opportunity for further development, especially of an educational or technical training nature, and for obtaining both promotions and the kind of work they really would like to do.

It was assumed that lengthening Recruit Training would improve attitudes in each of these areas, and produce a sailor more competent in the performance of duty. The present report contains the results

of an extensive analysis of the data from the above three administrations. Further, the report contains a review of literature pertaining to motivation to enlist and an extensive discussion of the survey findings in relation to the literature on enlistment motivation. Finally, the report contains recommendations for training management improvements which might increase both motivation and performance of duty following initial training.

MOTIVATION TO ENLIST

The literature concerning enlistment motivation and enlistment incentives is relevant to training management practices primarily because a major objective of recruit training is to produce a sailor who *wants* to please his superiors and to do a good job in the Navy. Hopefully, it would also produce a sailor who is proud to wear the uniform of his service, and who wears it well.

A number of different motivational models could have been used as vehicles for examining how recruit training does or does not lead to successful outcomes on these objectives. However, two were chosen. The report draws heavily on thinking by Glickman, Goodstadt *et al.* (1973) and Jacobs (1970). Glickman has done extensive work on Navy career motivation and Jacobs applied concepts of fair exchange and reciprocity to analysis of motivation and leadership. Both approaches lead to the conclusion that motivation to do well depends on a chain much like the following:

- The individual has certain expectations as to what he is going to get out of his Navy enlistment. These need to be the right expectations. According to Glickman, typical expectations are that Navy work is strongly masculine, that it is important and purposeful, that the Navy operates with efficiency and discipline, that Navy leaders are good leaders who know what they are doing, and that the Navy is a place where valuable skills can be learned for later life.
- These expectations color how he sees his experience in the Navy, including his initial training experiences. Good expectations lead to favorable impressions to a major extent.
- However, the extent to which these expectations are met by his experience in the Navy will also influence his feelings as to whether he has gotten a "good deal" and whether the Navy has come through on its commitments to him, as it expects him to come through on his commitments.
- To the extent that the Navy's treatment of him has been fair and has met his expectations, he feels a personal commitment to be fair and meet the Navy's

expectations of him. It is in this last step that responsibility and self-discipline emerge.

According to this logic, effective training management practices must be based on a deliberate attempt to satisfy the recruit's expectations of the Navy, and his total enlistment experience should be designed to help him achieve those meaningful and legitimate goals that motivated him to enlist in the first place. Thus, a knowledge of these goals is an essential first step.

A substantial number of studies was reviewed to identify these goals. Further, the questionnaire administered in the present project also obtained information concerning reasons for enlistment. There was substantial agreement among the studies, and between them and the results of the present study. The most dominant reason for enlistment is to obtain technical training and/or educational benefits after the first enlistment. While a substantial number of recruits in this study honestly reported that they needed time to find out what they want to do with their lives, on the order of one-fifth of them said that, from the outset, they either wanted a Navy career and/or felt they could get a better job in the Navy than in civilian life.

These findings have clear implications for training management practices. The recruit expects to find important and purposeful things to do. He expects to work for someone he can respect and who

respects him for his efforts. Furthermore, he expects to value what he learns because it will help him later.

Obviously, not all recruits have these wholesome initial expectations. Recruits from inner sections of large cities may have substantial problems, in fact. However, most recruits do have such positive goals and expectations. The suggestion therefore is that these expectations should be met, especially during early training experiences when experience-based impressions of the Navy are just forming. Data in the present report offer evidence as to how well the Navy actually does on this score. As will be seen, it appears to do remarkably well.

METHODOLOGY

The questionnaire by which the data of the present study were obtained was developed at the Naval Technical Training Center. In part, items were drawn from already existing questionnaires; the remainder were developed solely for the purposes of the present study. In addition to questions concerning background and experience information, the questionnaire contained 90 items with Likert response scales for the most part. The questionnaire as a whole, together with response distributions to the various questions asked, for each of the three administrations, is contained in Appendix A.

This questionnaire was administered three times, to a total of over 15,000 recruits nearing the end of their Recruit Training

Center (RTC) experience. The administrations were conducted by staff of the three RTCs at which the study was done, under the general supervision of the Naval Technical Training Center. After administration, the data were delivered to HumRRO for analysis.

The first administration provided a baseline of attitudes, derived from recruits under the 7.6 week program, against which subsequent data could be assessed. The second administration provided the basis for most of the complex statistical analysis procedures, together with an early indication of the probable effectiveness of the extended training. However, it was feared that this sample might be different in terms of background characteristics from the first sample. (This fear was demonstrated by analysis of the data to be well founded.) Consequently, a third sample was drawn at a time period roughly corresponding to the time period at which the first one was drawn. It was hoped thereby to obtain a sample roughly the same on educational and socio-economic status (SES) backgrounds as that of the first, baseline sample. (Data analysis confirmed that this objective was generally achieved.)

Data analyses consisted of the following:

a. For each item, "t" tests were run between first and second administrations, and between first and third, to detect item-by-item changes that might have occurred.

b. For each item, analyses of variance were run across RTCs, at each time of administration, to detect differences between them.

c. An Automatic Interaction Detection (AID) (Sonquist and Morgan, 1964; Sonquist, 1970) analysis was run on the data from the first two administrations, to identify subsets of recruits for whom training management practices might need to differ.

d. A principal components factor analysis with varimax rotation was also accomplished on the questionnaire items.

e. The same type of factor analysis was run on the data from the third administration alone.

Other analyses than these were done, but were subordinate to the above in significance. The main findings of the study were derived from the outcomes of these analyses.

RESULTS

Demographic Data

In the questionnaire, several items requested background information from the recruit, particularly about his educational status, age, reason for enlistment, and geographical region of origin. In order for confident statements to be made concerning possible differences between administrations, and between Recruit Training Centers, it would have been necessary to find that the samples from

one administration to the next were roughly equivalent. Examination of the demographic data revealed that the samples *differed* from administration to administration, and also from RTC to RTC from one administration to the next. Major differences were found to be the following:

a. There were major education and age differences between the first and second administration samples, and between the second and third. The first and third were substantially more similar than either was to the second. In general, the second sample was older, and with a different distribution of ages than either the first or third. (The Results section of the body of the report goes into more detail on this and other topics.) In addition, the educational quality of the second administration sample was lower than that of the other two samples, and the educational quality of the third administration sample was lower than that of the first but higher than the second.

b. There were major geographic region-of-origin differences between the samples. The comparison between education and age suggested that the second administration sample probably should not be used as the primary basis of comparison with the first concerning the impact of extending Recruit Training. So the comparison on point of origin focused on the comparability of the first and third administration samples. In general, the third sample had more Pacific States origins, fewer Middle Atlantic States origins, and fewer North

Central States origins. However, there were also major shifts in the flow of recruits from the various regions to the various RTCs. The differences in total samples were judged to be potentially a problem, and the location of origin variable was tested in several of the analyses without effect. Further, in the AID analyses, RTC location did not have a significant effect. However, location of origin and RTC did emerge combined in one of the factors identified in the factor analysis. The conclusion, therefore, was reached that overall sample comparisons (first vs. third) were legitimate for assessing the impact of extending RTC, but that RTC-to-RTC comparisons would not be legitimate. That is, any RTC-to-RTC differences that might be found could probably be attributed to sample composition changes caused by differences in flow patterns of recruits into RTCs.

c. There was a substantial shift in the racial composition of the samples obtained on the first and third administrations. A considerably larger percentage of blacks were found in the third administration sample. However, this was not thought to pose a major problem because the variable of race did not emerge in the AID analysis. Further, in the only study found which explicitly tested the issue, Stender (1972) found that blacks are slightly more favorable, overall, toward military service than whites. However, the effect was slight.

d. Reasons for enlistment have held remarkably consistent from sample one to sample three, with technical training, need for time, educational benefits, desire for Navy career, and feeling that a Navy job is better than a civilian job leading in that order.

Conclusions reached from study of the demographic information were that the second administration sample should not be used for the major comparisons by which the effectiveness of extending RTC would be assessed, although the first and third administration data were suitable for this purpose. However, differences in the flow of recruits from geographical regions to RTCs were sufficient that it was judged inappropriate to make comparisons among the RTCs.

AID Analyses

The AID analysis technique is designed to identify subgroupings of individuals within a total sample, on the basis of their patterns of response to questions on a questionnaire, or on the basis of other possible types of measures. One of the objectives of the present study was to identify a smaller and simpler (than the whole questionnaire) basis for comparing samples. The AID technique was used for this purpose, and to test several hypotheses about RTC, especially extending the RTC experience.

a. In several preliminary AID analyses, prior to the final one to be described below, demographic variables were tested to determine the extent to which they might be influencing reactions

to the Navy. In this and the major analysis reported below, Questionnaire Item 59, asking how well the recruit likes the Navy thus far, was selected as the criterion variable.

(1) Though several AID analyses were conducted to "force" time of administration, no AID analysis identified time as a key variable.

(2) Similarly, RTC was "forced." It emerged as a variable only to separate Orlando females from all males from all locations. Thus, the difference emerging was a sex difference and not a training management difference.

(3) Reason for joining was always included in the above analyses and always emerged as the controlling variable, suggesting that demographic variables are associated with attitudinal variables only through association with reason for joining.

b. Thus, conclusions from the preliminary analyses were that demographic variables were essentially unrelated to attitudes toward the Navy but that the reason for joining was strongly related to such attitudes. A final AID analysis was then run on combined data from the first and second administrations to isolate key sets of items on which first and third administration data could be compared. This AID analysis

identified nine discrete groups of Navymen. (A more complete detailed description of these groups is provided in the main body of the report, Pages 32-36.)

(1) Intrinsically motivated, career minded. This group constituted 26% of the total group in the analysis. They regarded the Navy as a good end in itself, were career minded in their reason for joining, and were highly favorable toward the Navy.

(2) Instrumentally motivated and happy about their next assignments. Fourteen percent fell into this group--men see the Navy as a means to an end (reason for joining = technical training or education after service, etc.), and are happy about their next assignment and the contribution their boot training will make to it.

(3) Instrumental/fair. Twenty-one percent fell into this group, joining for the same reasons as group (2). However, this group is less satisfied with next assignment, though they view the Navy as fair.

(4) Fairness motivated. Eight percent fell into this group, which is not defined by reason for joining (intrinsic/instrumental), but who consider the Navy fair. (Thus, fair treatment is probably highly important to them.)

(5) Instrumentally motivated, but RTC has been wasted. Only three percent fell into this group. These men see the Navy as a means to an end and like their next assignment, but feel that boot training will not help there. Considering the small size of the group, these men may be technical specialty bound.

(6) Instrumental and disappointed. Eight percent fell into this group who joined for instrumental reasons but are disappointed with the Navy, both the next assignment and the Navy's fairness. (It is possible that these recruits have experienced a major upset in their expectations, perhaps being unable to get into the school of their choice.)

(7) (8) (9) Civilian better. These three groups are described together, because of their similarity. Together, they constitute 21% of the total. All felt that the kind of work they really wanted to do was in civilian life. It consequently may be inferred that they either joined because they had no economic choice, or felt they had made a mistake. Group 7 attitudes were more favorable (responding also that the Navy has treated them all right), while Group 8 attitudes were worse (responding that the Navy has <u>not</u>

treated them all right). Finally, Group 9, with the worst attitudes, frankly admit that for them taking orders is difficult.

c. Conclusions from this AID analysis will be dealt with at more length shortly. For now, it is sufficient to note that the AID analysis has identified probable groupings of items which will provide the basis for meaningful comparisons between Samples One and Three. Further, the groups of recruits identified in this analysis seem remarkably different from one another. The strong suggestion is that RTC fills consist of "streams" of recruits who may differ in major ways from one another. The conventional view of enlistment motivation is that most recruits share most attitudes at least to some extent. That is, it is commonly assumed that one man may give one reason for joining while another gives another reason, but that they really *share* reasons. They both have both reasons, simply feeling these reasons to different degrees. The present findings suggest this may not be a correct picture. For at least some reasons (enlistment motives), the recruit probably gives near zero value to some other possible reasons. For example, a recruit who joins for instrumental reasons may not be patriotic at all. And a recruit who joins for intrinsic reasons, e.g., for patriotic reasons, may not see the Navy as a means to an end at all, but rather as an end in itself. The results of the literature review support this view quite well, and this view consequently will be a basis for making training recommendations later.

Factor Analysis

Factor analyses were also run on the combined data from Administrations One and Two. Seven factors were identified, which essentially confirm the item sets identified in the AID analyses as crucial and as suitable for comparisons of data from Administrations One and Three. The seven factors were:

a. Career positive orientation. Contributors were items concerning reason for joining, liking for next duty assignment, ability to take orders, liking for Navy thus far, and attitude toward a Naval career.

b. Demographic cluster, consisting of age and education.

c. Demographic cluster, consisting of race, geographical point of origin, and RTC location.

d. Attitudes toward recruit training. Contributors were items concerning whether boot training would help in next duty assignment, whether the recruit felt a part of the company in boot, whether he could talk with his superiors, and whether trainers set a good example.

e. Attitudes toward discipline items, contributors being liking for boot haircut, running during boot training, and weekly testing.

f. Navy/civilian comparisons. Contributors were several items with highly similar format, asking for comparisons between the

Navy and civilian life on where technical training, work one likes to do best, and fair treatment can better be obtained.

g. Time and treatment. This is a small cluster composed of time of administration, and one item reflecting how the recruit was treated during his first few days in boot.

Identification of Clusters

These factors, together with the results of the AID analysis, led to identification of six clusters of items on which it was felt that comparisons between Samples One and Three should be based. These clusters, and the items comprising them, were as follows. (Detailed presentation of items and administration differences in responses to them are presented in the body of the report, Pages 46-61.)

a. Positive Orientation Toward Navy Career. (Reason for joining, liking for next duty assignment, difficulty in taking orders, how like Navy thus far, and career orientation toward Navy.)

b. Favorable Boot Impression. (Will Boot help in next assignment, felt part of Boot company, could talk with superiors, trainers set good example.)

c. Reaction to Discipline. (Liking for haircut, running, weekly testing, how treated first few days.)

d. Instrumental Attitudes. (Items of common format asking where best can get technical training, work one likes best, fair treatment, and more important jobs.)

e. Adjustment in Boot. (Challenge of boot training, difficulty of class work, and adjustment to other recruits.)

f. Help in Boot Training. (Help from counseling, help with training problems, information from superiors, help from other recruits.)

Analysis of Clusters

In the body of the report, comparisons were made from first to third administrations for all the items shown above, cluster by cluster. The following conclusions were drawn.

a. Positive Orientation Toward Navy Career. Generally, attitudes expressed by this cluster of items were very highly favorable toward the Navy for both times, and improved from Time 1 to Time 3. At Orlando, where interest in technical training was also unusually high, career intentions were also unusually favorable.

b. Favorable Boot Impressions. There was no consistent pattern of change on these items, except that Orlando males show a consistent improvement.

c. Reaction to Discipline. Again, there was no consistent pattern over time, except trend for Orlando males to improve and Waves to worsen.

d. Instrumental Attitudes. Overall, these items strongly support the "Reasons for joining" analysis, showing the importance of technical training and the content of the job as important factors for

the recruit and expectations he has of the Navy. However, changes over time appear inconsistent.

e. Adjustment in Boot. There is a trend for challenge to have increased, although classwork is not the source. Adjustment to other recruits has become harder at Great Lakes with a similar trend at San Diego.

f. Help in Boot. No consistent changes over time.

g. Summary. It therefore seems appropriate to conclude that lengthening of RTC has not had any noticeable impact on recruits near the end of their RTC experience, as measured by attitudes on the above clusters of items. There have been generally positive trends in attitudes toward the Naval service, but the pattern of these changes suggests that the reason is not lengthening of RTC in itself. Rather, it seems more likely that it is a result of generally improving attitudes toward the military service in the population at large and an increase in the extent to which recruits see the Navy as instrumental in the achieving of personal goals (for technical training or education) or as an important end in itself. As the discussion below will suggest, increased favorability of reaction to the Navy is probably a reaction to the view that the Navy is meeting their expectations of it fairly and well. It was further concluded that the differences *between* RTCs are probably not interpretable as a result of the changes in fill patterns among the RTCs, which produced sample composition changes. Thus, while differences between RTCs are

generally significant, they have no necessarily logical meaning, and other changes in the flow of recruits into the RTCs could change the pattern of differences noted.

DISCUSSION

This study produced three major findings. First, comparison of data from the first and third administrations on key items did not reveal major systematic changes from one time to another. Second, important changes in the flow of recruits into Recruit Training Centers preclude comparisons among RTCs. Third, the combination of findings from the present data and the review of findings in the literature on enlistment incentives and Navy climate has extremely important implications for training management. Each of these three areas will be discussed in turn.

First and Third Administration Comparisons

While there were changes from one administration to the other, these changes were not consistent among all training centers. If the lengthening of RTC had had favorable effects of the attitudinal nature intended, the pattern of changes should have been consistent, for at least some of the items in the key clusters shown in the Results section. That such consistent differences were not found suggests that this kind of impact was not produced by lengthening RTC experience. That it did not is no great surprise. As other parts of this discussion will point out, the favorableness of a recruit's impression of his training experiences comes primarily from the extent

to which he sees it as meaningful, fair, and a vehicle by which he can increase his own self-respect and the respect of others for him by doing well. Admiral Bergner (1968), in a reference discussed in considerably greater length in the main body of the report, discusses his own experiences while commanding the San Diego RTC and work he did to make the experience more meaningful for recruits. Through what appears to have been an excellent program for the cadre, he attempted to develop their skills at communicating a feeling of concern for trainees while at the same time challenging them through their training.

The point is that unless similar changes occurred in training management practices when recruit training was lengthened, there is no reason to believe that attitudes would improve as the result of simply providing more training of the same type. There is reason to expect that the military manner and bearing of the product of Recruit Training would be better as a result of the increased training in customs and courtesies of the service, of course. However, the measure of an impact of this nature would consist of the reactions of commanders under whom these men subsequently serve.

One point should be emphasized, however. The fact that overall attitudes have not improved during the time marked by lengthening of Recruit Training is not a criticism of Naval Recruit Training. First, attitudes toward the Navy (impressions of the Navy thus far and the Navy as a potential for career service) were highly favorable at both

administrations and show trend improvements from the first to the third administrations. Indeed, in the third administration, 57% of all recruits surveyed chose one of the two most favorable responses when asked how they like the Navy thus far and only slightly more than 10% chose the two least favorable responses. These are extremely positive responses, suggesting that the various Recruit Training Centers have been and continue to reinforce the development of favorable attitudes toward the Navy. Implications for further "fine tuning" are presented later. The extent to which the RTCs develop military skills is not addressed in this report; however, insofar as *attitudes* are concerned, it can only be concluded that the RTCs have been doing very well indeed.

Comparisons Among RTCs

In the interim report of early analyses of data from the first two administrations, and before data were even collected for the third administration, substantial differences between the RTCs were presented. While the caution was urged that sample composition differences might have been responsible, the between-RTC differences were still discussed. The much more intensive analysis of data presented in the present report included examination of key demographic data, including differences in geographical point of origin, and education. The finding was very clear that the overall differences between first and third samples did not influence overall comparisons. However, it was equally clear that patterns of flow from the various

geographical regions to the three RTCs did influence patterns of response from these centers taken individually. As a consequence, the differences between RTCs, which were found in these analyses as they had been found in the earlier analyses, were not discussed as meaningful. The necessary conclusion was reached that a change in the flow of recruits could easily change any given pattern of responses at any given center. It should also be concluded that the discussion of differences between RTCs found in the interim report may well be invalid.

This does not mean that individual RTCs cannot adjust to the patterns found in the recruit "streams" they receive. Indeed, they should, and suggestions for adjustment to various elements of the total "stream" were presented in the body of the report. However, it is extremely likely that between-RTC differences would be found even with such adjustment. The more meaningful approach would be for each RTC to be compared only with its own past performance and not with the other RTCs. Further, such comparisons should be made only after the influence of possible changes in the composition of the total recruit mix had been assessed. The principal factors governing recruit reactions were described in the body of the report and relate primarily to reason for joining. While this is also related to education, age, and point of origin, reason for joining appears to be the dominant variable in this total mix of variables and, thus, is the primary one for assessing the impact of composition changes.

Training Management Implications

One of the most important conclusions drawn in the main body of the report was that the total recruit mix entering recruit training probably consists of different "streams," each differing from others in very major ways. It was suggested further that these streams differ mainly in terms of what they expect from the Navy. Finally, it was suggested that training management practices may well need to differ from the different streams.

The probability that such "streams" exist is suggested not only by the results of the present study, but also by the literature on enlistment motivations, which is also discussed in the main body of the report. Further, it appears that these streams have existed for a long time. Two major streams consist of (1) young men who are attracted to the Navy and to Navy life as an end in itself and (2) of young men who see the Navy as a means to other ends such as vocational training.

The key items identifying these streams constitute the basis for recommendations concerning training management. These recommendations are based on the more general notion that, in skill training, effective training management consists of taking individual differences among learners into account and providing training experiences that maximally enhance learning for each individual. Obviously, there are limits to the extent that this ideal can be pursued. However, the

ideal is clear. The same principle of individual differences holds for motivational treatments.

One of the main goals of the individual recruit is self-respect, which is communicated to him in terms of the respect others show for him. The basic training experience of the military service has traditionally been thought by observers to aim at stripping the individual of his identity, his individuality, and to make him "uniform" and compliant. While these are no longer the goals of basic training, at least in toto, some of the original training treatments designed to produce these outcomes linger as traditional elements of the first training experience in all of the military services. Understanding their purpose, superiors and trainers feel them reasonable. Failing to understand their purpose, the recruit may feel they are working against his search for identity and self-respect. The difference between a feeling of psychological insult and a feeling of meaningful challenge is the quality of leadership expressed by his superiors and trainers in RTC.

It is clearly beyond the scope of the present report to address leadership in detail. However, Admiral Bergner (1968) identified the central variable when he noted that the most important thing was in communicating to the recruit that his superiors in fact do care about him. Jacobs (1970), in describing the exchange between leader and led, makes a similar point. A subordinate can afford to try to please only that superior who cares about that subordinate. If the subordinate

feels his superior is not concerned about him as a person, then he turns to his peer group to find someone who does. When the superior *is* concerned, the loyalty and motivation of the subordinate are thereby sparked. Admiral Bergner's contribution, based on reading of the account he presented, was that he recognized the importance of this need and developed training for the training cadre to communicate to them the importance of the need and ways they could express their concern for the recruit while at the same time teaching him to fulfill his military responsibilities no less well.

While the following are almost bromides, they indicate the directions that "fine tuning" could take:

a. The nature of the work they will be doing is quite important to members of five of the six "streams" of Naval recruits who stand at the top in favorability of impression of the Navy. Every attempt should be made to be sure that initial interviews with them succeed in learning their aptitudes and interests, and in their assignment to subsequent duty of their choice, within the limits of the service to provide it. Recognizing that the Navy is already doing pretty well at this, and that some disappointment is inevitable, improvement in the interviewer's role may be difficult. Communicating interest in each of hundreds of interviews is difficult. However, many recruits felt the interviewer was not really interested, and this may be the first really significant contact with the "operational" Navy for the recruit. If the interviewer is interested, the recruit's

feeling that he can control his outcomes should be enhanced, even if his subsequent assignments are not exactly what he wants. Even then, a careful and thoughtful explanation of why he cannot get what he wants communicates concern. The same principle applies to his other contacts with the formal Navy during his training experience. (Much has been made of this single point as an illustration. It could, in fact, be treated at considerably greater length. The essence of good leadership consists of the extent to which the techniques applied succeed in impressing the subordinate. It is this attention to detail, and to the objective of enhancing the feeling of self-worth of the subordinate, that marks the effective leader.)

b. The reason for joining determines in major ways the expectations the recruit has of the Navy. Satisfaction of these expectations will produce the feeling of reciprocal responsibility to satisfy the Navy's expectations of him. The body of the report discusses these expectations in detail. Their essence, for the main "streams" of recruits, is a feeling of meaningfulness in what he does and a feeling of opportunity for personal growth through his experiences in the Navy. The implication is for substantial opportunity for communication with his superiors and trainers, in which he perhaps has the opportunity to question the meaningfulness of his training experiences and be reassured. It should be emphasized that this does not mean that challenge should be decreased. For the maximum in personal growth, the *meaningful challenge* given the recruit must be

near the maximum he can take. This, of course, does not mean harassment. For maximum effectiveness, trainers must clearly know the difference and also be trained to recognize and appreciate individual differences in capacity to accept challenge. There are probably major differences among the various "streams" in desire for challenge and personal growth.

c. Perhaps the single most important barrier to Naval service for many highly qualified young men is their concern about interference in their right to control their own lives during off-duty periods. Allowing for the expression of individuality is extremely tricky because it is difficult -- especially for a young man -- to know where to draw the line between the right to express individuality and the need to conform for the good of the service. However, it is the position of the present author that a crucial responsibility of leadership is to *teach* just such things, through patience, example, and effective two-way communication. Effective leadership can communicate that there are areas in which the subordinate must yield, just as there are areas in which the organization will yield -- each in the other's interest. Such understandings, which come through *two-way* communication only, produce mutual commitment and heightened desire to serve well among subordinates. The implication is that trainers must share understandings also as to where such lines are drawn, and these lines must be acceptable also to commanders who subsequently will receive output from RTCs.

d. Perhaps the single most important reward that can be given by superiors is respect for superior performance by subordinates. Conferring differential recognition and respect for a job well done in an RTC environment is extremely difficult, both because of the rate and volume of throughput. However, it is the type of incentive which should be used throughout the sailor's enlistment and career. Training in the techniques for accomplishing this type of objective in RTC would enhance the ability of trainers to produce and differentially reward superior accomplishment even at this early stage of a recruit's service.

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TABLES

ANALYSIS OF RECRUIT ATTITUDES TOWARD NAVAL RECRUIT TRAINING

INTRODUCTION

In 1973, as a result of numerous considerations, the decision was made to increase the length of Naval Recruit Training. A primary objective of this decision was to increase the recruit's involvement in the Navy, deepen his interests in a Naval career, and teach him better to serve well in his first enlistment. Lengthened Recruit Training was also intended to serve more effectively the purpose of inculcating traditional values among recruits, relating not only to the quality of performance but also to variables of appearance, military courtesy, and other esprit and discipline-related considerations. The increase in time for Recruit Training was designed, in large part, to provide for increased contact between the recruit and his seniors, in order that he might develop increased respect for them and to allow their leadership to accomplish more effectively the task of inculcating the important values and traditions of the Naval service.

In order to measure the extent to which extension of Recruit Training accomplished these objectives, a questionnaire was developed by Dr. Norman J. Kerr and his staff at the Naval Technical Training Center. This questionnaire was administered to very large samples of Naval Recruits toward the end of their initial training experience in late 1973, in mid-1974, and in late 1974, at a time corresponding to the first administration in 1973. The questionnaire contained items dealing with four major areas, in addition to data pertaining to the personal history or background of the recruit. The four areas were attitudes concerning Recruit Training

specifics (including seniors), attitudes and feelings of self-discipline, attitudes pertaining to esprit de corps (personal identification as a part of the Navy team), and attitudes toward Navy life and how he perceives it. It was assumed that lengthened Recruit Training would improve recruit attitudes in all of these areas. Because of extensive prior experience in the analysis of data of this sort, the Human Resources Research Organization proposed that it be permitted to conduct a computer analysis of these data. An initial analysis of data from Administrations One and Two was written in October 1974 (Jacobs, 1974). The present report contains the results of a considerably more comprehensive analysis which includes not only those two administrations but also the third administration. It also includes the results of an extensive review of literature pertaining to recruits' motivation for enlistment, their values and expectations of the Naval service, Naval climate and values to which they are expected to accommodate, and concepts of training management in terms of which data from the questionnaire administrations will be analyzed.

In broad overview, the remainder of this report will fall into three major sections. In the first, the literature pertaining to recruit values and expectations will be summarized. It is important that these findings be made explicit before the findings from the questionnaire administrations are presented. Preceding research will serve both as a frame of reference for examination of the present data, and also as a guide to recommendations based on analysis of these data.

In the second broad section, the analyses of the questionnaire data will be described and findings from these analyses will be presented. Finally, in the third section, a substantial discussion of the findings in

terms of existing knowledge concerning training management techniques will be presented.

THE NAVAL RECRUIT -- HIS EXPECTATIONS AND VALUES

A major command objective for the initial training experience is to develop within the recruit a set of values and attitudes such that he will perform well in his later service, and will -- in a reasonable number of cases -- desire a career with the Navy. It is unquestioned that the initial training experience does have profound effects. However, in some cases, it is not the effect desired. To understand why the initial experience sometimes has unfavorable outcomes, it is necessary to examine the reasons why young men elect to join the Navy. The basic assumption underlying this approach is that individuals join for varying reasons. These reasons then define their expectations from the Navy -- what they expect to receive in return for their service to the Navy. If their expectations are fulfilled, it is assumed further that they will then conclude that the relationship with the Navy is a good one because their outcomes are fair in relation to their investments in the Navy.[1]

This section therefore will summarize the result of surveying a substantial number of studies, which have studied the expectations of young men who either have enlisted in the Navy or who might. As will be seen,

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[1]This essentially is an *exchange theory* approach, which is believed by the author to be an extremely good way to understand motivation and leadership in formal organizations. It has also become an implicit part of the leadership thought in another service - the Army -- in the form of "The Informal Contract." This body of thought has grown from research conducted by a number of researchers at the Army War College.

a variety of reasons exists for enlistment. However, it will also be seen that there is a surprising degree of agreement on the major reasons. Further, some major additional conclusions will be apparent from examination of these studies. These conclusions will have major implications for training management within Recruit Training Centers.

As might be expected, the number of studies accomplished within the past fifteen years on enlistment incentives is huge. It was pointless for the present report to survey the entire number, because the degree of agreement among them is so great. Accordingly, some 21 references were identified for inclusion in the present report, chosen primarily because they contained numerical data in one form or another.

To show the consensus produced by study of these reports as a whole, 12 have been extracted for presentation in Table 1. For reasons explained in the footnotes to the table, some comparisons are difficult for one reason or another. However, examination of the table entries shows a remarkable degree of agreement even though the respondents in the studies were fairly diverse, i.e., some surveys reached Navymen on active duty while others reached high school students, and so on.

Six major clusters of reasons can be identified. The first consists of vocational or educational development objectives. (The frequency of mention of this objective is shown in the column labeled "Totals." Thus, Education and Training was mentioned within the top four or five reasons for enlistment in 11 of the 12 studies used to construct the table. Note, however, that some of the studies surveyed more than one group, or reported data for subgroups, with the result that the total number of mentions may exceed 12.) The cluster dealing with vocational

Table 1

Reasons for Enlistment
(Based on Results of 12 Research Studies)

Incentive	Rank Order by Study														Totals
	Fisher & Harford (1974)	Braun-stein (1972)	Soboda et al. (1973)[a]	Dupuy & Deimel (1967)	Fisher (1973)[b]	Goral & Lipowitz (1974)[c]	Braun-stein (1970)[d]	Muldrow (1970)	Glickman, Korman et al(1973)[e]	Korman et al. (1973)[f]	Fisher & Rigg (1974)[b]	Fisher et al. (1974)[g]			
Vocational Development	*h*	*i*										2			3
Education & Training			2	4	1	2	2	1,2	1		2	3,5			11
Education After Enlistment						1	4			4,5		2,4	4		7
Help Vets Get Job After Enlistment, Including Civilian Job Skill Training												1			1
Service Choice	*h*	*i*			3		3		5						5
Get Out After Three Months If Not Satisfied										1					1
Fate Control (Self-Determination)											1		1		2
Individual Development And Change	*h*														1
Travel		*i*			2			2	2						3
Excitement			3	2			1								2
New Experience															1
Build Character			4		5				4						3

(Continued)

Table 1 (Continued)

Incentive	Rank Order by Study												Totals
	Fisher & Harford (1974)	Braun-stein (1972)	Soboda et al. (1973)[a]	Dupuy & Deimel (1967)	Fisher (1973)[b]	Goral & Lipowitz (1974)[c]	Braun-stein (1970)[d]	Muldrow (1970)	Glickman, Korman et al (1973)[e]	Korman et al. (1973)[f]	Fisher & Rigg (1974)[b]	Fisher et al. (1974)[g]	
Military Personnel Benefits	*h*		1 1										3
Bonus					5				2,3			3	4
Retirement Benefits							5			3			2
Military Job													
Better (Good Pay)			5 3		3					2			2
No Alternative													
Lifestyle			5										1
Desire to Serve Country				4		5		3					3
Assignment of Choice											6		1
Work of Choice					4								1
Advancement Opportunity							4						1

(Continued)

Table 1 (Continued)

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[a] First number in column is from interested subjects; second number from disinterested.

[b] This and several other studies by Fisher were analyses of Gilbert Youth Survey data which assessed attitudes of youth toward incentives which might be instrumental in persuading them to enlist.

[c] These authors report data taken at five different points from May 1971 through May 1973. Only the last reporting point is shown in this table.

[d] This study reported incentives toward a career.

[e] An "experimental" study of incentives.

[f] This study reports the results of a factor analysis of incentives.

[g] This study reports the results of a factor analysis of incentives.

[h] Clusters of individual incentives.

[i] More than 70% of sample joined for one of these reasons.

and educational objectives receives by far the most consistent mention, and thus might reasonably be thought to be one of the most important reasons for enlistment, at least within the samples surveyed in these studies. This conclusion is strengthened by examination of the ranks which fall within this cluster. Education and Training (within the service) receives first or second mention in a substantial number of cases. Further, several of the studies cited also used the "cluster of reasons" approach, yielding this cluster as a major *set* of reasons for enlistment. It thus can be concluded that one very major reason for enlistment is that the recruit believes that the Navy will provide an opportunity for him to obtain education and training that will be of vocational value to him. A smaller number clearly plan to leave the service after an initial enlistment, to take advantage of educational opportunities which they will have earned by means of that enlistment.

It is difficult to identify a second major cluster that follows even reasonably close in importance to the first. In a substantial number of studies, the third cluster which deals with individual development ranks near the top. As the table shows, some studies list travel, excitement, and new experience as one single reason. In other studies, these are listed separately. Considering the relative frequency of mention, this might be thought to be at least a strong contender for second in importance.

However, at least two other clusters are contenders for second in importance. They are the second and fourth clusters, which deal, respectively, with service choice (or fate control in general) and the material benefits of military life.

This last cluster might reasonably be thought to reflect the needs of those in the sample who are seeking security, and are basically attracted toward the Navy as a job, and not as a means to some other end. To that extent, they might be similar to those who endorse the cluster of reasons immediately following, which in essence addresses patriotic reasons and expresses an opinion that the military job is simply a better job.

These two clusters are emphasized at the expense of that pertaining to service choice, because service choice itself is a reflection of draft pressures which no longer exist. The fate control is not, however. Fate control is a concept which has been defined by a number of studies as related to the need for self determination and control over one's fate, hence the name. A substantial number of authors (for example, Glickman, Goodstadt, Korman, and Romanczuk , 1973; Glickman, Korman, Goodstadt, Frey, and Romanczuk , 1973; Korman, Goodstadt, Glickman, and Romanczuk 1973; Fisher, Orend, and Riggs, 1974; Cunningham , 1972) have commented that the need for fate control -- a feeling of ability to control one's outcomes -- is an increasingly strong need for today's youth. This is a point which will be discussed again at a later point in this report.

In summary, then, it appears that one of the major incentives for young men to join the Navy is the opportunity to obtain education or training which will be of value to them in their later years. This certainly is not new information to the Navy. However, some of the other conclusions to be drawn from these studies, in conjunction with analysis of data in the present project, may be both new and unexpected.

One such kind of conclusion which appears to emerge from examining Table 1 is that it may possibly be that different types of persons are responding to the different clusters of reasons. That is, one possible way of interpreting this table is that each person has several possible reasons for enlisting, some of which are more important than others. On the other hand, it is also possible to interpret the table as reflecting the primary reasons for joining of different types of recruits, types which may differ very substantially from one another and which may require different training management approaches in order for their optimum potential to be realized by the Navy. Support for the concept that different types of individuals are being revealed comes from a study by Soboda *et al.* (1973), which is included in the table. Soboda first classified her sample into two subsamples, based on their expression of interest or disinterest in the Navy. What she found was that the two subsamples were looking at somewhat different goals to be achieved through Naval service. One was more concerned with freedom and life style, while the other appeared to be more concerned with security. Nealey (1972), in a complex analysis of Navymen serving in the fleet, identified three clusters of individuals. For one cluster, which constituted one-third of his sample, pay was highly important and other factors much less so. Another cluster, of almost 45%, consisted of Navymen who assigned relatively even important weights across the factors surveyed, but with slightly elevated weights for supervision and slightly low ones for pay. A third cluster, relatively small, rated work and co-workers as most important, and rated both pay and supervision relatively lower.

While these two studies do not in themselves prove the existence of discrete types of individuals among Navy recruits, they are at least suggestive. Further, the analyses to which the present data were subjected clearly suggest the presence of such clusters of individuals, who may well be basically different from one another, both in terms of what they look for in life, and how they react to their training experiences.

An additional conclusion drawn from analysis of the studies surveyed for this section is that career motivation is not a well organized and stable thing at the age level of the average recruit. This appeared clearly to be the case in the study reported by Glickman and Learner (1959) and was reemphasized in a later and considerably more elaborate study (Glickman, Goodstadt, Korman, and Romanczuk, 1973). The same point was made by Marconi (1974), who studied the employment patterns of youth. Key points made in that study were that the occupational aspirations among young people (goal-directed attitudes) are unstable, and many young people take the course of least resistance into whatever slots the economy makes available. It would seem reasonable that at least some of these youth also find their way into the Navy. Clearly, training management concepts applied to the highly goal-directed young man who is seeking vocational training would not have the same impact on the relatively goalless young person referenced by Marconi.

Yet a fourth major kind of finding in the studies surveyed is that there is an interaction between the primary motivators discussed in Table 1 and education. This is perhaps most clearly demonstrated by Fisher's study (1973) and by two separate studies in which Glickman is the senior author (Glickman, Goodstadt *et al.*, 1973, and Glickman, Korman *et al.*, 1973).

Fisher's study reported analyses of the Gilbert Youth Survey data, and thus are findings based on high school students who might or might not potentially enlist in the Navy. There were clear indications in his data that older youths and youths with more education showed lower inclination to enlist. High school students were most likely to be favorable toward enlistment, and blacks more favorable than whites. The same general kinds of findings were obtained in the two studies authored by Glickman and his co-workers. However, all three studies reported yet another finding with regard to economic incentives. Perhaps as might have been expected, educational and vocational objectives were relatively less important for sample members of relatively lower education and lower socioeconomic status. By the same token, for these sample members, bonuses and financial incentives stood relatively higher as potent incentives.

Finally, several studies have questioned sample members as to the primary benefits they see obtaining from Naval service, as opposed to a civilian job. One of the most typical of these is the study of Johnston and Bachman (1970). Characteristically, lower ranking enlisted men see the main advantages of Navy life as tangible and financial, factors that Herzberg *et al.* (1959) called hygiene factors. In contrast, the main advantages seen for civilian jobs are frequently what Herzberg classified as motivators. This is a particularly important kind of finding, because it relates to other studies which will be cited in the Discussion Section of the report, pertaining to Navy climate and values. Several authors have made rather searching comments about military service in general, from the point of view of the extent to which it challenges the lower

ranking enlisted man toward high achievement. As will be seen in the Discussion Section, this is not a condemnation of military values, but rather a mature reflection of the conflict that exists between motivational treatments required to produce a self-initiating and technologically competent lower ranking enlisted man, but yet one who is disciplined to immediate response when conditions, e.g., combat, require. It can be said at the outset that training treatments which produce the one by and large are suppressive of the other. (Moskos (1974) makes precisely this same comment. Examination of the results of the analysis performed in the present study, together with the additional references to be cited in the Discussion Section, will permit the development of constructive recommendations for training management practices.)

METHODOLOGY

QUESTIONNAIRE DEVELOPMENT

As was noted in the Introduction, the purpose of the present research was to compare the 7.6 week Recruit Training Program with the 9.0 Program by assessing the attitudes of recruits near their graduation from Recruit Training. Accordingly, a questionnaire instrument was developed by Dr. Norman J. Kerr and his staff at the Naval Technical Training Center, to serve as the primary criterion in this area. The primary complaint from the fleet and other users of Naval Recruit Training output had been that the new recruit had not effectively made the transition from civilian to military life. It was felt that he lacked self-discipline, and generally did not behave in a military manner. Recruits had complained, further, that they had not been given a real idea of what Navy life is really like.

The questionnaire consequently was structured around five specific areas, to assess those general areas just described:

Area I - Personal History and Background.

Items in this section request demographic data such as the nature of the respondent's obligation, ethnic group, geographical area of origin, education, age, and type of duty assignment to which next assigned.

Area II - Attitude Toward Recruit Training Specifics, and Toward the Navy in General.

Specifics pertaining to Recruit Training consist of items covering haircut, physical training, fairness of

treatment, and reactions toward the physical conditions under which he trains, among other aspects. General items pertain to superior officers, Navy in general, and motivation.

Area III - Self-Discipline.

A number of items assess the recruit's self reports of conforming to expected performance standards, promptness, observation of military standards of dress, personal appearance, conduct, etc.

Area IV - Esprit De Corps.

Several items in this area assess recruit attitudes signifying personal identification with the Navy, his feeling of being "part of the team," attitudes of cooperation with peers and superiors, and confidence in superiors.

Area V - Navy Life.

Several items in this area assess recruit concepts of Navy life, and also recruit attitudes toward several aspects of Navy life as compared with civilian life.

The items which constituted these categories were in part drawn from previously administered questionnaires and in part were original items developed for the specific purposes of this project. Except for demographic items, most response scales were of a Likert type. (The entire questionnaire is reproduced in Appendix A.)

ADMINISTRATION

Data were collected from Naval Recruit Training Centers (RTCs) at three locations, at three different times. The locations were the San Diego RTC, the Great Lakes RTC, and the Orlando RTC, where both males and females were tested. Times of administration were approximately September 1973, July-August 1974, and September-October 1974. Sample sizes are shown, together with the distribution across different locations, in Table 2. As the table shows, the first sample consisted of somewhat more than 4,500, the second of slightly more than 7,800, and the third of somewhat more than 2,700. The numbers of cases drawn from each of the three locations were not equal, and did not need to be equal for the analyses performed. Questionnaires were administered by Naval personnel, under the direction of the Naval Technical Training Center (NTTC). Completed questionnaire results were furnished HumRRO by NTTC in two different forms. From Administration One, both optical scan sheets and IBM cards punched from them were provided. (Cross comparisons showed a very low error rate in the IBM punched cards, so these were used.) For second and third administrations, optical scan sheets alone were provided. IBM cards were punched from the optical scan sheets using a reader for the second administration. The overall error rate was higher for this run and problems were found with the reliability of the optical reader which delayed the completion of card punching. Accordingly, the optical scan sheets from the third administration -- particularly because of their smaller number -- were punched and verified manually, to assure a virtually zero error rate.

Table 2

Distribution of Sample on Administrations
One, Two, and Three

RTC	Time One	Time Two	Time Three
San Diego	1335	2514	967
Great Lakes	1453	2586	857
Orlando (Males)	1248	1403	678
Orlando (Females)	512	1348	264
Total	4548	7851	2766

The rationale for the three administrations is as follows. The first administration data were obtained from among the last recruit groups to receive the shorter RTC of 7.6 weeks. The data from the second administration were obtained from recruits who had experienced the longer nine-week training course, but after a sufficient time for training center cadre to "shake down" the longer course. However, it was thought possible that the samples, drawn at different times during the year, might not be comparable. Consequently, data at the third administration were drawn from recruits who had undergone nine weeks of RTC, but who had entered the Navy at approximately the same time in 1974 as recruits in the first sample had entered in 1973. It was felt this would make for greater comparability between the samples with regard to such variables as education, reason for enlisting, and so on.

ANALYSIS

A variety of analyses were performed on the data. An Interim Report (Jacobs, 1974) was written, in which the results of analyses of variance across locations and t-tests between Times One and Two were provided NTTC. The report described a number of differences that appeared in the data between Recruit Training Centers, and between times of administration. For purposes of the present report, similar analyses have been done between Times One and Three. In addition, more substantive analyses were performed, of the following type.

a. Because review of literature on enlistment motivation had led to the conclusion that input to Navy RTCs might consist of

different "streams" of recruits, an AID (Automatic Interaction Detection) analysis (Sonquist and Morgan, 1964; Sonquist, 1970) was conducted of the data from Administrations One and Two in combination. This analysis not only permitted the identification of different subgroups within the total sample, based on response to various questions, but also permitted a powerful test of the extent to which time of administration influenced overall attitudes toward the Navy, and career intentions.

b. Factor Analysis of Item Content. Factor analyses were conducted on both the critical items identified by the AID analysis from Administrations One and Two and also the total items set from the third administration.

c. Stepwise Multiple Correlation. Both a stepwise multiple correlation and a conventional multiple correlation were performed with the critical items identified using the AID analysis.

RESULTS

DEMOGRAPHIC DATA

Demographic data from the three administrations are shown in Table 3. From this table, it can be seen that there are not only differences on the variables shown from one RTC to another (Times One and Three), but also major changes in total sample composition across the three time periods. This confirms the rationale advanced earlier for collecting the third administration data, in that Samples One and Three are seen to be considerably more similar than either in relation to Sample Two.

Differences between Sample Two and data obtained from the other two administrations might well be discussed first. Sample Two differs from the other two samples primarily on Age and Education. Considerably fewer members of Sample Two had a high school diploma, and their age distribution was substantially different, as well. While other differences are apparent from examination of the table, these are the two major differences.

Differences also exist between Samples One and Three. Those differences described in the preceding paragraph, characterizing Sample Two, can probably be ascribed to gross sample characteristics attributable to time of entry into the service, with relation to the regular high school year. In contrast, those differences between Samples One and Three probably can be ascribed only to differences originating in the economy, cultural influences, and so on.

With this, it is clear from examination of Table 3 that the average age in Sample Three is higher than in Sample One, with the

Table 3

Summaries of CROSSTABS Percentages:
Demographic Data

Variable	Recruit Training Center								Total Sample		
	San Diego		Great Lakes		Orlando (M)		Orlando (F)				
	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 2	Time 3
AGE											
0. 17	20	17	26	24	20	20	1	1	20	21	18
1. 18	42	41	45	35	46	39	41	38	44	23	38
2. 19	18	21	16	20	18	20	23	25	18	20	20
3. 20	8	6	6	8	7	9	10	10	7	11	8
4. 21	3	4	3	3	4	4	9	7	4	6	4
5. 22	2	3	1	2	2	2	5	3	2	4	2
6. 23	1	1	1	1	1	1	2	3	1	3	1
7. 24	3	1	1	1	1	1	2	3	2	2	1
8. 25 and older	3	1	1	1	1	1	6	4	2	2	1
RACE											
0. White	82	72	88	78	85	78	88	81	85	78	76
1. Black	6	9	8	13	11	15	6	14	8	10	12
2. American Indian	1	2	1	2	1	1	1	1	1	1	2
3. Oriental	1	1	0	0	0	1	0	0	0	0	1
4. Puerto Rican	0	0	1	2	1	1	0	2	0	1	1
5. Mexican American	6	6	0	2	2	2	2	1	3	3	3
6. Filipino	3	5	0	0	0	0	0	0	1	3	2
7. Other	2	4	1	3	1	2	1	2	1	2	3

(Continued)

Table 3 (Continued)

Variable	Recruit Training Center								Total Sample		
	San Diego		Great Lakes		Orlando (M)		Orlando (F)				
	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 2	Time 3
ORIGIN											
0. New England	1	1	12	6	3	6	6	6	6	6	5
1. Middle Atlantic	4	3	32	22	11	12	15	19	16	16	13
2. South Atlantic	2	5	11	13	28	28	9	11	13	12	14
3. North Central	25	18	36	37	18	22	34	30	28	29	26
4. South Central	16	14	6	14	35	26	14	12	18	10	17
5. Mountain	15	13	1	3	1	2	6	5	5	6	6
6. Pacific	33	37	1	2	2	2	16	16	12	14	16
7. Phillipine Islands	2	5	0	0	0	0	0	0	1	3	2
8. Puerto Rico	0	0	0	0	0	1	0	0	0	0	0
9. Other	1	4	1	3	1	0	1	2	1	1	3
EDUCATION											
0. Less than 8th Grade	0	0	0	0	0	0	0	0	0	0	0
1. 8th Grade	0	1	1	2	0	1	0	0	0	1	1
2. 9th, 10th, or 11th, but not graduate	16	18	27	33	22	23	0	0	20	31	22
3. High School Grad. or passed GED	66	65	60	48	62	58	64	66	63	38	58
4. Voc/Tech School after High School	4	2	3	3	3	3	9	7	4	4	3
5. Less than 2 Years of College	8	9	5	6	10	10	16	16	8	13	9
6. Two Years Plus, But No Degree	4	2	2	2	2	2	7	7	3	4	3
7. Associate Degree	1	1	1	0	1	1	2	1	1	1	1
8. BA	0	1	0	0	0	0	1	2	0	2	0

major decreases occurring among 17 and 18 year olds, and the major increase among 19 year olds. Again, this suggests a possible reflection of general economic conditions, perhaps with more stringent selection factors associated. There has also been a sharp drop in the relative proportion of whites in Sample Three, compared to Sample One. There is a related increase in the number of non-whites, particularly blacks.

Sectional representation has not changed much, except that there are fewer Middle Atlantic and more Pacific originations in the sample as a whole. There has been a change in the flow of acquisitions from various regions to the various training centers, however. The increase in Pacific originations apparently has tended to fill the San Diego RTC, with the result that there has been a sharp drop in North Central originations going to San Diego. These are going instead to Orlando. By the same token, there has been a sharp increase in South Central acquisitions going to Great Lakes, and a corresponding reduction of these persons going to Orlando. These changes in region of origin at the various RTCs will obviously change the responses of personnel by location, when taken on the whole. This accordingly would show changes between times of administration among the RTCs, or differences between their relative standings from the time of the first administration. By the same token, however, the knowledge that such differences can be attributed to different points of origin for recruits going to them would make such differences largely meaningless.

With regard to education, there has been an overall drop in educational quality over the year separating the first and third adminstrations.

This drop in educational quality is surprising, in view of economic conditions. (However, the impact of the economy on acquisitions appears to be felt most strongly only after unemployment goes beyond approximately 6%. It had not yet done so at the time the recruits in Sample Three entered service, which may account for present findings. One would expect that recruit samples drawn from time periods reflecting later entry on active duty would reflect also greater selectivity by recruiters.) Examination of educational quality from location to location shows that the drop is less substantial at San Diego than at the other locations, but was particularly sharp at Great Lakes and at Orlando for men. At Great Lakes, there was a 6% increase in non-high school graduates, and a corresponding decrease in high school graduates and GED qualifications. (As subsequent studies, to be cited in the Discussion Section, will show, non-high school graduates pose a substantial problem, both for discipline and achievement. Because the change in quality of recruit, as measured by education, has changed in uneven ways from one location to another, there are yet additional reasons for exercising caution in the interpretation of RTC-to-RTC differences which may be presented later in this Results Section.)

Table 4 shows Reasons for Enlisting From Time One to Time Three, as well as by location. As can be seen, reasons for enlisting -- overall -- are remarkably similar from one time to another. There are some differences from RTC to RTC. For example, responses noted among recruits at San Diego are inconsistent. There is a strong drop in desire for Navy career, but an increase in "Navy job better than civilian." In

Table 4

Summary of CROSSTABS Percentages:
Reasons for Enlisting

Reason	Recruit Training Center								Total Sample		
	San Diego		Great Lakes		Orlando (M)		Orlando (F)				
	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 3	Time 1	Time 2	Time 3
0. Wanted Navy Career	12	8	10	12	14	18	12	13	12	12	12
1. Wanted to Travel	7	8	9	13	8	8	10	10	8	8	9
2. Needed a Job	2	3	2	2	1	1	0	2	2	3	2
3. Wanted to Get Technical Training	30	30	29	23	30	29	16	12	28	25	26
4. Wanted to Live A Military Life	1	1	1	1	0	1	2	2	1	1	1
5. Wanted to Serve Country	4	3	4	2	5	4	6	3	4	4	3
6. Wanted to be More on My Own	4	4	4	5	4	3	6	8	4	4	4
7. Needed Time to Find Out What Do w/Life	14	14	15	13	15	12	15	16	15	14	14
8. Navy Job Better Than Civilian	8	10	9	8	8	10	18	17	9	11	10
9. Educational Benefits After Service	12	12	12	10	12	10	11	10	12	10	11
10. None of Above	6	6	4	11	3	4	4	8	4	4	7

general, respondents at the other three locations showed an increase in a desire for Navy career, and a decrease in desire for technical training. However, the differences in geographical point of origin discussed above could well have mediated these differences in pattern of response from one location to another. Thus, they should be interpreted with extreme caution.

QUESTIONNAIRE ANALYSES

Three major analyses were run on the questionnaire itself. Two of these involved an analysis of data from Time One and Time Two alone. The third involved analysis of data from the third sample, and from that sample in relation to Sample One. Mean Responses for all items for each administration and each RTC location are listed in Appendix B.

Analyses of Data from First and Second Samples

Because of time constraints in the scheduling of the project, it was decided to conduct the major analyses on the data from the first two administrations, and then to confirm these analyses using the data from the third administration. (It was assumed that adequate statistical controls could be imposed to eliminate sampling differences as a source of major variation pertaining to the questions of primary importance.) It will be recalled that the central question underlying the analyses was the extent to which extending RTC training from 7.6 to 9.0 weeks would influence attitudes and performance as a Navyman. Secondary questions pertained to differences between RTCs on the variables assessed by the questionnaire. The first major analysis of the questionnaire data was an AID (Automatic Interaction Detection) analysis.

Because of limitations in the number of variables that can be entered at any one time, the questionnaire variables were divided into three subsets. AID was run on these three subsets initially, and then the variables identified in these separate runs were entered into a final run. The result was 21 predictor variables, which included the five demographic variables, time of administration, and location. (The complete set of variables is shown in Table 5.)

Before the terminal AID run was accomplished, substantial preliminary work was done. First, a substantial amount of work was done with demographic variables, because it was thought that these might exert a strong effect on the analysis. Two separate criterion variables were used. The first of these was one questionnaire item which asked respondents how well they liked the Navy thus far (Questionnaire Item 59). The second criterion variable was a combination of Questionnaire Items 89 and 90, which assess respondents' expressed intentions toward the Navy as a career. (Both Proctor (1963) and Fredricks (1973) present data showing that answers to such questions are reasonably predictive of later actions.) Of these two, the first was used in most of the work, because it appeared to be a more immediate criterion and perhaps more reliable than the second.

In AID analyses not shown in this section, substantial work was done to try to "force" splits in the AID analysis on the demographic variables and/or time of administration and/or location. In general, splits occurred on Reason for Joining Navy and on Location, but not on the other variables. As will be seen in the subsequent analyses, the splits on Reason for Joining are meaningful. The split on Location

Table 5

Variables Included in Terminal AID Analysis

Reason Codes[a]
Race
Geographical Origin
Education
Location Code
Questionnaire Variables
11. What do you think of your next duty assignment?
12. Do you feel that the training you received in boot camp will help you in your next duty assignment?
14. How do you feel you were treated during the first few days in boot camp before your company was formed?
21. How do you feel about the haircut you were given in boot training?
25. How much of a feeling did you get that you were part of a company while in boot training?
30. How did you feel about having to run from one activity to the next activity while in boot training?
32. How did you feel about being tested each week to find out how much you had learned?
51. How much of a chance did you get to talk things over with those above you while in boot training?
58. Did you feel that those who trained you set a good example for recruits to follow?
59. How much do you like Navy life in general so far?
60. Where do you think you get more technical training - in the Navy or in civilian life?
64. Where do you think you are more likely to do the kind of work you like best - in the Navy or in civilian life?
66. Where do you think you can get fairer treatment - in the Navy or in civilian life?
80. I find it hard to take orders from other people.
Variable 98 - Time of Administration
Age

[a]Reason Code; 1 = Career,Military Life; 2 = Serve Country, Better Job; 3 = Travel, Technical Training, Be More on Own, Needed Time, Later Educational Benefits; 4 = Needed Job; 0 = Other.

typically separates males in all locations from females at Orlando In general, time of administration consistently failed to produce splits in the AID analysis. Conclusions from this analysis are that recruits differ in their general reaction to the Navy and in their career intentions not by virtue of the demographic variables, or by virtue of any kinds of different experience they might have had from one location to another, or by virtue of differences attributable solely to length of initial training experience. The attitudes of recruits toward RTC and toward the Navy in general do appear to be governed very substantially by reason for joining.

Substantial work was also done to develop categories of reasons for joining to reduce the number of reasons in the initial questionnaire to a more manageable number. AID runs led to the reason codes shown in Table 5 as a footnote.

Figure 1 shows one of the several terminal AID analyses which were run with the entire variable set. (Virtually identical results were obtained in each of the several terminal runs made. Consequently, not all of the terminal runs are included in this report.) As the figure shows, the sample split first on Question 64, which asks for a comparison of the Navy and civilian life as to where one can find the kind of work one likes best. The next split occurred on reason for joining Navy. Successive splits then occurred on opinion of next duty assignment, opinion as to whether boot training will help, the question of where one can find fairer treatment, the question of how hard it is to take orders from other people, and the question of how

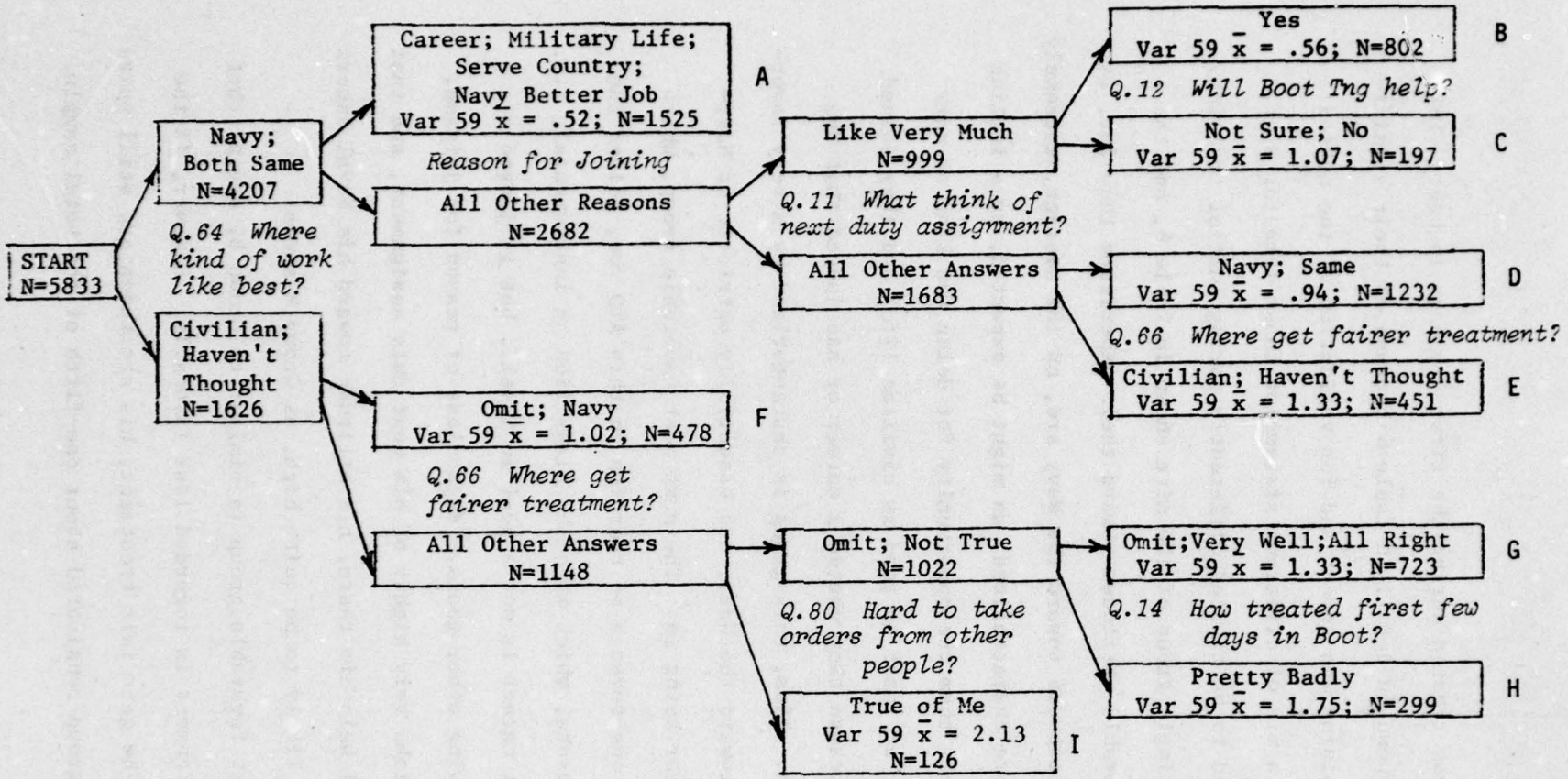

Figure 1. A Representative AID Run

well the recruit was treated during the first few days in boot. Terminal groups are shown in detail in Table 6 because of their significance both for training management and for validation of the notion that recruits are a mix of different streams of input into the Navy, which probably need to be treated differently during initial training.

The largest single group of the nine shown in Table 6, and the one with most favorable attitudes toward their experience thus far, is Group A. Their attitudes toward the Navy are, on the average, extremely favorable. They are characterized, as might be expected, by a feeling that the Navy offers them the opportunity for doing the kind of work they like best (or at least as good as civilian life) and they joined the Navy either because they wanted a career or had judged that the Navy job is better. Thus, this group is characterized by a very favorable orientation toward the Navy, and essentially patriotic or Navy-oriented reasons for being in. The next most favorable group, which constitutes about one-seventh of recruits in this AlD run, joined the Navy for other reasons, which might be classified as instrumental, i.e., where Navy life or career is not a goal in itself, but is judged a vehicle for achieving other goals. Regardless of reason for joining, if the recruit thinks very highly of his next duty assignment, and that boot training will help him there, his attitude toward his Naval experiences thus far is likely to be quite high, as Group B shows.

The third most favorable group is similar to Group B, except that the next duty assignment is regarded less favorably. However, if the individual thinks he gets fair treatment, his attitudes are still quite favorable. This group consituted about one-fifth of the total sample.

Table 6

Characteristics of Recruits in Terminal AID Groups

GROUP A — MEAN ON Q 59[a] = .52 — 26% OF TOTAL

Where kind of work like best? (Navy, Both Same)
Reason for joining? (Wanted Career, Liked Military Life, Wanted to Serve Country, Navy Job is Better)

GROUP B — MEAN ON Q 59 = .56 — 14% OF TOTAL

Where kind of work like best? (Navy, Both Same)
Why join Navy? (All Other Reasons (Instrumental))
What think of next duty assignment? (Like Very Much)
Will Boot Training Help? (Yes)

GROUP D — MEAN ON Q 59 = .94 — 21% OF TOTAL

Where kind of work like best? (Navy, Both Same)
Reason for joining? (Instrumental)
What think of next duty assignment? (All answers other than most favorable)
Where get fairer treatment? (Navy, Both Same)

GROUP F — MEAN ON Q 59 = 1.02 — 8% OF TOTAL

Where kind of work like best? (Civilian, Haven't Thought)
Where get fairer treatment? (Navy, Omitted)

GROUP C — MEAN ON Q 59 = 1.07 — 3% OF TOTAL

Where kind of work like best? (Navy, Both Same)
Reason for joining? (Instrumental)
What think of next duty assignment? (Like Very Much)
Will Boot Training help? (Not Sure, No)

GROUP E — MEAN ON Q 59 = 1.33 — 8% OF TOTAL

Where kind of work like best? (Navy, Both Same)
Reason for joining? (Instrumental)
What think of next duty assignment? (All answers other than most favorable)
Where get fairer treatment? (Civilian, Haven't Thought)

(Continued)

[a] Q 59: How much do you like Navy life in general so far? (A. Like it a lot; B. Like it a little; C. Not sure; D. Dislike it a little; E. Dislike it a lot)

Table 6 (Continued)

GROUP G	MEAN ON Q 59 = 1.33	12% OF TOTAL

Where kind of work like best? (Civilian, Haven't Thought)
Where get fairer treatment? (Civilian, Haven't Thought)
Hard to take orders from other people? (Not True of Me, Omitted)
How treated during first few days? (Omitted, Very Well, All Right)

GROUP H	MEAN ON Q 59 = 1.75	5% OF TOTAL

Where kind of work like best? (Civilian, Haven't Thought)
Where get fairer treatment? (Civilian, Haven't Thought)
Hard to take orders from other people? (Not True of Me, Omitted)
How treated during first few days? (Pretty Badly)

GROUP I	MEAN ON Q 59 = 2.13	2% OF TOTAL

Where kind of work like best? (Civilian, Haven't Thought)
Where get fairer treatment? (Civilian, Haven't Thought)
Hard to take orders from other people? (Not True of Me, Omitted)
How treated during first few days? (True of Me)

The fourth group is relatively small, only about one-twelfth of the total sample in the AID run. These individuals appear to have lingering regrets about their decision to join the Navy, but have been treated fairly. (A contrast is with Group H, which is characterized by the judgment that civilian life provides fairer treatment, and better treatment.)

Group C, the fifth from the top in favorability of attitudes, is quite small. Their principal difference from Group B, which had a very substantially more favorable attitude toward the Navy, is that Group C members are not sure that boot training will help, or think it will not help in their next duty assignment. These probably are recruits who have had an unfavorable experience in boot training or who are headed for specialized assignments for which they judge boot training to be irrelevant.

The remaining four groups have relatively less favorable attitudes toward their Naval experience thus far. Group E appears to be distinguished by a feeling that the Navy provides less fair treatment, and a lower opinion of their next duty assignment. This group constitutes 8% of the total sample. It is tempting to conclude that these recruits did not get the assignment they desire, and feel that they have been unfairly treated as a result.

Group G, constituting about 12% of the total, consists of individuals who think more highly of civilian life than Navy life, but concede that they have been treated either very well or all right during their first days. Apparently, as other have shown, perception of initial treatment is very important in determining subsequent attitudes.

Finally, Groups H and I show substantially negative attitudes toward the Navy, though they constitute only very small portions of the total. Group H is identical to Group G, except that they feel they have been treated pretty badly. Group I is characterized, probably, primarily by a problem in taking orders from other people. Fortunately, they constitute an extremely small subgroup of the total sample.

It is significant that the items characterizing these groups appear to form an approximate set of dimensions along which attitudes toward the Navy can be placed. Thus, there are probably four basic kinds of individuals in this total sample:

(1) Individuals for whom the Navy is an end in itself.

(2) Individuals who have joined the Navy because they see that it is instrumental to attaining other goals, but who are quite well pleased with the kind of work they will be doing in the Navy.

(3) Individuals for whom the Navy is not an end in itself, and who are not particularly impressed with the work they will be doing, but who have been treated well and fairly thus far.

(4) Individuals to whom the Navy is not an end in itself, who do not value the work they will be doing, and who either feel they have not been treated well (or fairly) or who have problems taking orders.

It could thus be concluded that the nature of the assignment an individual receives, whether it is the assignment he enlisted for, and the fairness with which he is treated during his RTC training are extremely important variables in the formation of attitudes toward the Navy.

Factor Analyses

Three different factor analyses will be reported in this section. Two are analyses of the AID-selected predictors from Administrations One and Two. The third is an analysis of the same variables from Administration Three. All analyses were principal component solutions with varimax rotations.

The two solutions performed on data from Administrations One and Two are shown in Tables 7 and 8. The difference between the two is that in the second (Table 8) the two criterion variables were included, together with predictor variables. Their inclusion provided the opportunity to determine whether they would load, in relation to other variables, and to determine the impact of their addition on factor structure.

Comparison of Tables 7 and 8 shows that factor structures were virtually identical, the basic difference being the order of emergence of factors. Table 8 consequently appears to be the more meaningful one to discuss.

In both analyses, seven factors emerged. These have been labeled in Table 8 by virtue of reference to the items loading on the factors. The factors, and brief descriptions of them, are listed below.

Factor 1 - Career Orientation. This factor is loaded by reason for joining (as coded in the last AID run, which forms a continuum from intrinsic to extremely instrumental), liking for next duty assignment, the two criterion variables, and (negatively) by feelings about taking orders from other people.

Table 7

Factor Analysis of AID-Selected Variables

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Reason Join Navy	0.08043	0.07890	0.09796	-0.14769	-0.00904	0.62593	-0.06536
Age	0.05525	0.84136	-0.04646	-0.00301	0.05567	-0.04687	0.14094
Race	0.07169	0.26515	-0.62305	-0.02006	0.18427	0.09260	0.02667
Geographic Origin	0.00920	0.12989	-0.72893	-0.00352	0.01592	-0.03366	0.06488
Education	0.03208	0.86651	-0.07293	-0.03377	0.05259	-0.03229	-0.03475
Location	0.06450	0.29665	0.69221	0.05952	0.13495	0.02759	0.05322
Q.11 What do you think of your next duty assignment?	-0.12128	-0.11971	-0.07465	-0.13455	-0.07999	0.51800	-0.14668
Q.12 Do you feel that the training you rec'd in Boot will help?	-0.50504	0.01400	-0.07153	-0.8889	-0.16500	0.16429	0.12955
Q.14 How treated during first few days in Boot before company formed?	-0.25858	-0.04430	-0.15023	0.09202	-0.35018	0.10659	-0.48398
Q.21 How do you feel about Boot haircut?	-0.11863	-0.00029	-0.11765	0.08081	-0.59098	0.14464	-0.21218
Q.25 Feel part of company during Boot Training?	-0.63484	-0.07316	0.00638	-0.10060	0.08272	0.13993	0.03044
Q.30 How feel about running from one activity to the next?	-0.01301	0.01128	0.06014	-0.12279	-0.70446	-0.08289	0.05149
Q.32 How feel about weekly testing?	-0.05748	-0.15812	0.11966	-0.14572	-0.60216	0.09537	0.12123
Q.51 Chance to talk things over with those above you in Boot?	-0.65179	-0.09864	0.07186	-0.04398	-0.00965	-0.02728	-0.13193
Q.58 Did trainers set a good example for recruits?	-0.64375	0.05132	-0.00134	-0.02720	-0.14020	-0.02027	-0.06009

(Continued)

Table 7 (Continued)

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Q.60 Where get more technical training, Navy or civilian?	-0.15335	-0.01198	-0.04274	-0.49978	-0.04280	0.30802	0.08716
Q.64 Where get the kind of work you like best, Navy or civilian?	-0.04557	0.00693	-0.04101	-0.71447	-0.02473	0.07646	-0.06400
Q.66 Where get fairer treatment, Navy or civilian?	-0.07294	0.02802	0.00883	-0.68447	-0.09957	-0.08571	0.00649
Q.80 I find it hard to take orders from other people.	0.18547	0.04946	0.04357	-0.16447	0.03838	-0.61009	-0.13812
Time of Administration	-0.05237	0.07611	-0.12019	0.04957	-0.09955	-0.01038	0.81761

Table 8

Factor Analysis of AID-Selected Variables, Criterion Variables Included

Variable	Factor 1 Career Orient.	Factor 2 Demo-graph I	Factor 3 Demo-graph II	Factor 4 RTC Attitude	Factor 5 Discipline Attitude	Factor 6 Navy/Civ Balance	Factor 7 Time of Admin
Reason Join Navy	0.60430	0.06759	-0.11326	0.09807	-0.06474	-0.08836	-0.00372
Age	-0.06171	0.84265	0.04688	0.05056	-0.05518	-0.00841	0.13577
Race	0.03712	0.26169	0.62499	0.05285	-0.19874	-0.01963	0.02610
Geographic Origin	-0.02975	0.12520	0.72840	0.01540	-0.01728	-0.01304	0.07029
Education	-0.03839	0.86646	0.07189	0.03378	-0.05445	-0.03633	-0.03428
Location	-0.02038	0.29012	-0.69219	0.05672	-0.14596	0.05155	0.05846
Q.11 What do you think of your next duty assignment?	0.44651	-0.11672	0.07356	-0.15395	0.02574	-0.10251	-0.14755
Q.12 Do you feel that the training you rec'd in Boot will help?	0.16284	0.01777	0.06910	-0.50657	0.15433	-0.07335	0.12951
Q.14 How treated during first few days in Boot before company formed?	0.15969	-0.03819	0.14109	-0.23480	0.34532	0.13213	-0.46218
Q.21 How do you feel about haircut?	0.21921	0.00722	0.10562	-0.08849	0.57873	0.12915	-0.18402
Q.25 Feel part of company during Boot Training?	0.08636	-0.07430	-0.00307	-0.65519	-0.09190	-0.10436	0.01912
Q.30 How feel about running from one activity to the next?	-0.08224	0.00693	-0.05696	-0.02510	0.69662	-0.14060	0.04648
Q.32 How feel about weekly testing?	0.06354	-0.16257	-0.11638	-0.08196	0.57816	-0.15342	0.11746
Q.51 Chance to talk things over with those above you in Boot?	0.01952	-0.09590	-0.07345	-0.63079	0.02409	-0.05116	-0.13709
Q.58 Did trainers set a good example for recruits?	0.02494	0.05191	-0.00323	-0.61933	0.15045	-0.02140	-0.05048
Q.60 Where get more technical training, Navy or civilian?	0.24199	-0.01421	0.04608	-0.18804	0.00758	-0.48200	0.08397

(Continued)

Table 8 (Continued)

Variable	Factor 1 Career Orient.	Factor 2 Demo-graph I	Factor 3 Demo-graph II	Factor 4 RTC Attitude	Factor 5 Discipline Attitude	Factor 6 Navy/Civ Balance	Factor 7 Time of Admin.
Q.64 Where get the kind of work you like best, Navy or civilian?	0.13244	0.01130	0.04045	-0.03500	0.02281	-0.69188	-0.06462
Q.66 Where get fairer treatment, Navy or civilian?	-0.01500	0.03246	-0.00788	-0.05868	0.11408	-0.67241	0.00144
Q.80 I find it hard to take orders from other people.	-0.49838	0.05276	-0.03768	0.21775	0.02933	-0.20300	-0.15850
Time of Administration	0.02042	0.07690	0.11470	-0.03463	0.10331	0.05939	0.83164
Q.59 How much do you like Navy life in general so far?	0.53879	-0.01873	0.08616	-0.31816	0.30846	-0.16617	-0.12081
Navy Career Fav.	0.64269	-0.04186	0.00571	-0.02179	0.18292	-0.24416	0.01009

Factor 2 - Demographic I. This factor is defined by age and education, which are moderately correlated and emerge as a factor apparently unrelated to career intentions and reaction to the Navy.

Factor 3 - Demographic II. This factor is defined by race, geographical origin, and RTC to which the individual was assigned. This factor is also quasi-artifact in nature, and is unrelated to career orientation.

Factor 4 - RTC Attitude. This factor is defined by four questionnaire variables which reflect the attitude of the recruit toward the training he received in Boot, his belongingness to his company, his opportunity to talk with his superiors, and the example set by trainers. It is extremely interesting that this factor is not also loaded by one or another of the criterion variables. The question of how the recruit likes the Navy thus far (Variable 59) loads only .318 on this factor, though in the same direction with the items which define it. The loading of career intentions is virtually zero.

Factor 5 - Discipline Attitudes. It probably is necessary to interpret this factor with caution because communication with some of the project officers suggests that recruits, at least at one testing, could not respond correctly to the item about running because recruits are not required to run at that location. Nonetheless, it appears that these three items reflect the attitudes of the individual toward the regimentation aspects of RTC. Significantly, Questionnaire Variable 59 loads .308 on this factor, and in the same direction as the items which define it.

Factor 6 - Navy/Civilian Balance. This cluster of three items reflects the relative assessment of Navy and civilian opportunities for technical training, the kind of work one likes best, and fairer treatment.

Factor 7 - Time of Administration. This factor is defined by the time of administration almost entirely, and thus is quasi-artifactual in nature. It is significant that neither of the two criterion variables loads on this factor at all. This consequently is an indirect test of the question of how much lengthening recruit training has impacted on motivation and attitudes toward the Navy.

Table 9 shows the results of a similar factor analysis based on the data from Administration Three alone. In contrast to the factor analyses shown in Tables 7 and 8, the factor structure shown in Table 9 seems remarkably unstable. Further, examination of the matrix of intercorrelations which served as a basis for this factor analysis shows that the correlations are generally low. The analysis consequently is not interpreted in this section, though it is presented for the reader's inspection. The only possible hypothesis the author can offer as to the low intercorrelations and corresponding lack of trustworthiness of the factor analysis is that, if the hypothesis that "streams" of recruits compose the total sample, then differences among the "streams" may have been sufficiently large in this sample that the variables may have correlated differently from one stream to another.

Table 9

Factor Analysis of AID-Selected Variables,
Criterion Variables Included
Administration Three

Variable	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Wanted Travel	0.01534	-0.04034	-0.06118	0.04510	-0.07163	0.84371
Needed A Job	-0.00915	-0.01835	-0.01961	0.02147	-0.00490	-0.06361
Wanted Technical Training	-0.01297	-0.03450	0.79867	0.00173	-0.13834	-0.07721
Wanted to Live Military Life	-0.03619	-0.00970	0.04197	0.59077	0.03547	0.12625
Wanted to Serve Country	-0.03917	-0.00666	-0.08733	-0.03757	-0.00093	0.04006
Be More on Own	0.00933	-0.01888	-0.00507	-0.02804	-0.02573	-0.05955
Needed Time to Find Out What To Do With Life	0.00767	-0.03750	-0.08623	0.02854	-0.08538	-0.13579
Could Get Better Job in Navy	-0.00230	-0.01970	-0.07935	-0.02052	-0.03674	-0.03828
Educational Benefits After Leaving Service	-0.00080	-0.01990	-0.11835	0.00142	0.83627	-0.07163
None of Above	0.04086	0.52760	-0.04568	-0.05167	-0.14558	-0.00364
Age	-0.01650	0.53767	-0.05007	0.01829	-0.01056	-0.04787
Education	-0.05035	0.57102	-0.00790	0.02721	0.04798	-0.09024
Location	-0.12308	0.06657	-0.06396	0.44194	-0.01069	0.08385
Q.11 What think of next duty assignment?	0.03900	-0.09232	0.20055	0.15022	0.09778	-0.12568
Q.12 Do you feel tng rec'd in Boot will help?	0.03593	-0.00807	0.04601	-0.09535	-0.02913	0.00100
Q.14 How treated first few days in Boot?	0.50068	-0.00747	-0.05642	-0.07124	0.02095	0.08732
Q.21 How do you feel about Boot haircut?	0.47384	-0.05522	-0.10447	0.14529	-0.06792	-0.00990
Q.25 Feel part of company during Boot Training?	-0.15075	-0.05493	0.10107	0.04785	0.09203	0.04100
Q.30 How feel about running between activities?	0.46259	-0.00272	0.05178	-0.24238	0.00888	0.01817
Q.32 How feel about weekly testing?	0.31709	0.03346	0.14085	-0.04402	0.09331	-0.09495
Q.51 Chance to talk w/those above you in Boot?	-0.00812	0.05850	-0.04163	-0.06014	0.05000	0.04430
Q.58 Did trainers set a good example?	-0.00731	0.02014	-0.01339	-0.13266	-0.06994	0.12225
Q.59 How much do you like Navy life so far?	0.21197	-0.05102	-0.04685	0.22144	-0.09436	-0.08099
Q.60 Where more tech tng--Navy or civilian?	-0.02010	0.05687	0.05699	-0.04377	0.20462	0.20083
Q.64 Where kind of work like best--Navy or civ.?	0.00876	0.04252	0.18175	-0.22688	0.17132	0.21170
Q.66 Where fairer treatment--Navy or civilian?	-0.13208	0.06277	0.30283	-0.06850	0.00214	0.11775
Q.80 Find it hard to take orders from others.	0.04841	-0.03422	0.14663	0.22718	0.23716	-0.09955

(Continued)

Table 9 (Continued)

Variable	Factor 7	Factor 8	Factor 9	Factor 10	Factor 11	Factor 12
Wanted Travel	-0.13962	-0.04260	-0.06818	-0.07318	0.02753	0.03306
Needed A Job	-0.03385	0.01704	0.85331	-0.01603	0.01132	0.01009
Wanted Technical Training	-0.11107	-0.11848	-0.03269	-0.01408	-0.09093	0.01032
Wanted to Live Military Life	0.07991	-0.13629	0.11691	-0.18044	-0.05041	-0.12291
Wanted to Serve Country	-0.00815	-0.04786	0.01914	0.04701	0.80346	-0.01853
Be More On Own	-0.05651	-0.05407	-0.01323	0.89134	0.03292	0.00204
Needed Time to Find Out What To Do With Life	0.85272	-0.06548	-0.03753	-0.06820	-0.00967	0.03098
Could Get Better Job in Navy	-0.05888	0.87841	0.01116	-0.05600	-0.03438	-0.00468
Educational Benefits After Leaving Service	-0.08729	-0.04299	-0.01013	-0.03498	0.00259	0.00036
None of Above	-0.03740	-0.04447	0.06990	0.00982	0.00664	-0.07129
Age	-0.06232	0.00791	-0.05587	-0.04039	-0.03396	0.04895
Education	-0.04315	-0.04715	-0.08199	-0.05291	-0.00306	0.00966
Location	0.06233	0.15162	-0.22017	0.19667	-0.11291	0.04456
Q.11 What think of next duty assignment?	-0.05759	0.06223	-0.16844	-0.02503	0.29085	0.07360
Q.12 Do you feel tng rec'd in Boot will help?	-0.02894	0.15175	0.11178	-0.01359	-0.01452	0.35018
Q.14 How treated first few days in Boot?	-0.03986	-0.05348	0.07450	0.06091	-0.23883	-0.00706
Q.21 How do you feel about Boot haircut?	0.06105	0.05727	-0.06270	0.13820	-0.13773	-0.12759
Q.25 Feel part of company during Boot Training?	0.10056	0.08919	-0.13989	0.02069	-0.04482	0.44228
Q.30 How feel about running between activities?	0.03393	-0.05135	-0.06070	-0.13552	0.13997	0.01348
Q.32 How feel about weekly testing?	-0.01936	0.06566	-0.20955	-0.15763	0.11050	-0.00137
Q.51 Chance to talk w/those above you in Boot?	0.07759	-0.11754	0.02688	0.01633	0.00184	0.43194
Q.58 Did trainers set a good example?	0.06198	-0.05233	0.09834	0.00704	-0.02672	0.49395
Q.59 How much do you like Navy life so far?	-0.04703	-0.00145	0.02258	-0.01408	0.08954	0.18851
Q.60 Where more tech tng--Navy or civilian?	0.20370	-0.03825	0.06773	0.11885	0.02985	-0.21105
Q.64 Where kind of work like best--Navy or civ.?	0.22467	0.10505	0.03175	0.07271	-0.07392	-0.16794
Q.66 Where fairer treatment—Navy or civilian?	0.15604	0.21045	0.10504	0.02247	0.10959	-0.23427
Q.80 Find it hard to take orders from others.	-0.10073	-0.03154	0.11238	0.00812	-0.14491	0.09895

Analysis of Specific Clusters of Items

In the Interim Report which preceded this final report, the analysis included examination of a number of separate clusters of items, which were thought potentially to reflect different issues of interest for training management. The analyses which have been reported in the preceding sections of the present report provide a somewhat better basis for selecting clusters of items for individual examination. These clusters consequently will be presented and discussed in the remaining sections of this part of the report, to provide graphic elaboration of the results thus far described.

Based on the preceding analyses, six separate clusters of items have been identified for detailed discussion. They are:

- Favorable Orientation Toward Naval Service.
- Favorable Impression of Boot Training.
- Rejection of Discipline.
- Intrinsic/Instrumental Motivation for Naval Service.
- Difficulties Experienced.
- Help Received During Boot Training.

Table 10 presents items reflecting a favorable orientation toward the Naval service. This item cluster, like the other item clusters to be discussed in this section, were derived partly from the AID analyses, and partly from the factor analysis work done on the various administration data sets.

Two different kinds of information are presented in Table 10, and in each of the remaining tables in this section. First, the table

Table 10

Items Reflecting Orientation Toward Naval Service

Questionnaire Item	RTC Location	Mean Response[a] Time One	Time Two	Time Three[b]	Correlation with Criteria Var 59	Var 89	Var 90
11. What do you think of your next duty assignment? A. Like very much D. Dislike B. Like E. Dislike very much C. Neither like nor dislike					.25	.18	.13
	San Diego	1.264	1.105***	1.237			
	Great Lakes	1.339	1.211	1.382			
	Orlando (M)	1.091	1.055	1.053			
	Orlando (F)	1.035	.967	1.323***			
				p < .01			
80. I find it hard to take orders from other people. A. True of me B. Not true of me					-.18	-.10	-.09
	San Diego	.855	.858	.801***			
	Great Lakes	.840	.870*	.846			
	Orlando (M)	.891	.894	.862			
	Orlando (F)	.891	*(missing data)*	.879			
				p < .01			
31. How did you feel following orders in boot camp was? A. Very hard D. Easy B. Hard E. Very easy C. Neither hard nor easy					-.18	-.12	-.10
	San Diego	2.360	2.489***	2.327			
	Great Lakes	2.568	2.605	2.582			
	Orlando (M)	2.478	2.559*	2.542			
	Orlando (F)	2.346	2.386	2.341			
				p < .01			

(Continued)

[a]Asterisks show significance of column vs Column 1: * .05, ** .01, *** .001.

[b]Notation p < .01 below each item means t test was significant at .01 level (ANOVA) across locations, Time Three.

Table 10 (Continued)

Questionnaire Item	RTC Location	Mean Response			Correlation with Criteria		
		Time One	Time Two	Time Three	Var 59	Var 89	Var 90
59. How much do you like Navy life in general so far? A. Like it a lot B. Like it a little C. Not sure D. Dislike it a little E. Dislike it a lot					-	.38	.30
	San Diego	1.361	1.283*	1.325			
	Great Lakes	1.331	1.194***	1.401			
	Orlando (M)	1.112	1.082	1.061			
	Orlando (F)	.652	.823***	.966***			
				p < .01			
89. Would you like to stay in the Navy after you have finished your present enlistment? A. Yes B. Not sure C. No					.38	-	.67
	San Diego	.933	.870**	.907			
	Great Lakes	.919	.911	.877			
	Orlando (M)	.844	.828	.750***			
	Orlando (F)	.723	.753	.768			
				p < .01			
90. Would you like to stay in the Navy long enough to collect retirement? A. Yes B. Not sure C. No					.30	.67	-
	San Diego	.901	.882	.855			
	Great Lakes	.875	.872	.821			
	Orlando (M)	.824	.783***	.693***			
	Orlando (F)	.861	.871	.896			
				p < .01			

presents the average response for each of the RTC locations from which data were drawn, for each of the three administrations. Second, each table also presents the correlation, item by item, of those items in the table with the three items from the questionnaire that were taken as representations of long-term career interest in the Navy and satisfaction with the Navy to date. These two kinds of data will permit assessment not only of change from administration to administration, but also the overall relationsip of the item set with generalized attitudes toward the Navy. With this introduction, examination of the items in Table 10 suggests several conclusions. First, there is no major pattern of either positive or negative shifts in attitudes either toward Naval service (Items 59, 89 and 90) or three key items found in earlier analyses to be significant other indicators of these general attitudes (Item 11 - Liking for Next Duty Assignment; Item 80 -- Ability to Take Orders from Others; and Item 31 -- Following Orders in Boot). In general, females at Orlando have shown a steady decrease in favorability of attitudes both toward the Navy as a career, and specifically toward their experiences thus far and their liking for next duty assignment. The opposite trend has been true for males at all three locations, particularly with regard to long term career intentions for Orlando Males.

The discussion on changes in composition of the "streams" entering the various RTCs, based on different point of origin, etc., makes it obvious that discussion of administration-to-administration differences, or RTC-to-RTC differences is risky. However, these trends do appear stable.

Table 11 shows items reflecting the favorability of recruit impressions of RTC training. The significance of this cluster is twofold. First, the extention of recruit training from 7.6 to 9.0 weeks was calculated to produce increased contact between trainers and recruits, and thereby increase recruit identification with the Navy and adoption of Navy values. Second, these items were shown in analyses previously discussed to be strongly related to general attitudes toward Naval experience thus far.

Examination of the items shows that all five do correlate significantly with Questionnaire Item 59, and considerably less so with career intentions. Examination of the pattern of changes, focusing particularly on Time Three as opposed to Time One, shows relatively more significant differences, in proportion, than was found in the preceding item cluster. However, five are in a favorable direction and four are unfavorable. Thus, the pattern of changes is not consistent.

The items shown in Table 12 present a very similar set of conclusions as those in the preceding table. The pattern of changes is not systematic from time to time, nor is it systematic from location to location. There is a general tendency in this table for reactions to have improved for Orlando Males and to have gotten worse for Great Lakes Recruits and Orlando Females. (Similar findings were obtained for two items in the preceding table as well.) It seems reasonable to conclude that the trend for Orlando Females, since it has been stable across three administrations, probably reflects either changes in the values or composition of incoming recruits, or changes that have occurred in the Recruit Training Center at Orlando.

Table 11

Items Reflecting Favorable Impression of Boot Training

Questionnaire Item	RTC Location	Mean Response[a] Time One	Time Two	Time Three[b]	Correlation with Criteria Var 59	Var 89	Var 90
12. Do you feel that the training you received in boot camp will help you in your next duty assignment? A. Yes C. No B. Not sure					.21	.11	.09
	San Diego	.465	.481	.366***			
	Great Lakes	.419	.377*	.495**			
	Orlando (M)	.260	.338***	.274			
	Orlando (F)	.203	.311***	.278*			
				p < .01			
25. How much of a feeling did you get that you were part of a company while in boot training? A. A lot C. Hardly any B. A little D. Not at all					.22	.10	.06
	San Diego	.479	.488	.476			
	Great Lakes	.625	.519***	.596			
	Orlando (M)	.395	.444	.313**			
	Orlando (F)	.350	.351	.265			
				p < .01			
51. How much of a chance did you get to talk things over with those above you while in boot training? A. A lot C. Hardly any B. A little D. None at all					.22	.12	.08
	San Diego	1.545	1.444**	1.440*			
	Great Lakes	1.611	1.412***	1.576			
	Orlando (M)	1.398	1.403	1.349			
	Orlando (F)	1.402	1.396	1.307			
				p < .01			

(Continued)

[a]Asterisks show significance of column vs Column 1: * .05, ** .01, *** .001.

[b]Notation p < .01 below each item means t test was significant at .01 level (ANOVA) across locations, Time Three.

Table 11 (Continued)

Questionnaire Item	RTC Location	Mean Response			Correlation with Criteria		
		Time One	Time Two	Time Three	Var 59	Var 89	Var 90
58. Did you feel that those who trained you set a good example for recruits to follow?					.21	.12	.08
A. Yes C. No	San Diego	.796	.810	.766			
B. Not sure	Great Lakes	.743	.779	.915***			
	Orlando (M)	.810	.846	.688**			
	Orlando (F)	.617	.732**	.725			
				p < .01			
57. While in boot training, how much respect for recruits do you feel was shown by those who did the training?					.25	.14	.09
A. A lot C. Hardly any	San Diego	1.459	1.455	1.366*			
B. A little D. None at all	Great Lakes	1.538	1.455**	1.542			
	Orlando (M)	1.346	1.348	1.308			
	Orlando (F)	1.068	1.216**	1.250**			
				p < .01			

Table 12

Items Reflecting Rejection of Discipline

Questionnaire Item	RTC Location	Mean Response[a] Time One	Time Two	Time Three[b]	Correlation with Criteria Var 59	Var 89	Var 90
21. How do you feel about the haircut you were given in boot training? A. Liked a lot D. Disliked a little B. Liked a little E. Disliked a lot C. Neither liked nor disliked					.25	.21	.14
	San Diego	2.900	2.859	2.953			
	Great Lakes	2.530	2.693***	2.814***			
	Orlando (M)	2.963	2.866*	2.889			
	Orlando (F)	1.998	2.300***	2.088			
				p < .01			
30. How did you feel about having to run from one activity to the next activity while in boot training? A. Liked a lot D. Disliked a little B. Liked a little E. Disliked a lot C. Neither liked nor disliked					.20	.14	.08
	San Diego	2.326	2.194***	2.260			
	Great Lakes	2.456	2.525	2.233***			
	Orlando (M)	2.240	2.323	2.146			
	Orlando (F)	2.309	2.232	2.677***			
				p < .01			

(Continued)

[a] Asterisks show significance of column vs Column 1: * .05, ** .01, *** .001.

[b] Notation p < .01 below each item means t test was significant at .01 level (ANOVA) across locations, Time Three.

Table 12 (Continued)

Questionnaire Item	RTC Location	Mean Response			Correlation with Criteria		
		Time One	Time Two	Time Three	Var 59	Var 89	Var 90
32. How did you feel about being tested each week to find out how much you had learned? A. Like a lot D. Disliked a little B. Liked a little E. Disliked a lot C. Neither liked nor disliked					.22	.15	.13
	San Diego	1.985	1.575***	1.684***			
	Great Lakes	1.542	1.803***	1.855***			
	Orlando (M)	1.387	1.348	1.387			
	Orlando (F)	1.313	1.568***	1.773***			
				$p < .01$			
14. How do you feel you were treated during the first few days in boot camp before your company was formed? A. Very well C. Pretty badly B. All right					.20	.12	.06
	San Diego	1.309	1.239***	1.231**			
	Great Lakes	1.236	1.177**	1.282			
	Orlando (M)	1.438	1.273***	1.347***			
	Orlando (F)	.771	.951***	1.000***			
				$p < .01$			

Because increases in favorability and career attractiveness on the part of Males at Orlando appear also to be stable trends, the same conclusion might be drawn there, though in the opposite direction, with due attention to the possibility that composition changes might have influenced these trends. On the other hand, the reason for changes at Great Lakes are much less clearcut because of the distinct sample composition differences caused by changes in point of origin of many of the recruits being sent there.

Table 13 presents a different type of data for the four items shown there than has been presented in the preceding tables. Each of these four items requests trainees to indicate a choice between Navy or civilian (or both) regarding opportunities described by the item. Item means are relatively less meaningful for this kind of scale; therefore, the table shows the percentage selecting each of the two key choices for each item. Correlations between the four items and Items 59, 89, and 90 are also shown.

Two kinds of conclusions can be drawn from this table. First, opportunities provided by the Navy with regard to the content of the work, the opportunity for technical training, and fair treatment are more strongly related to long-term career intentions (Items 89 and 90) than has been true of the items in preceding tables. To an extent, the relationship with Item 59, reflecting how well the respondent likes the Navy thus far, are less strong. This is also reasonable. The table clearly reflects the kinds of advantages respondents perceive as offered to them by the Navy. The opportunity for technical training and to do more important jobs is clearly expressed. Less strongly expressed, are the opportunity to do the kind of work one likes best, and fair treatment. Majority

Table 13

Items Reflecting Intrinsic/Instrumental Motivation for Naval Service

Questionnaire Item	RTC Location	Percentages						Correlation with Criteria		
		Time 1		Time 2		Time 3				
		Navy	Civ	Navy	Civ	Navy	Civ	Var 59	Var 89	Var 90
60. Where do you think you get more technical training - in the Navy or in civilian life? A. Navy B. Civilian life C. Both the same D. I have not thought about it								.21	.19	.16
	San Diego	70.0	5.9	67.8	5.4	68.9	7.2			
	Great Lakes	69.9	5.7	69.8	6.0	68.4	6.3			
	Orlando (M)	79.2	3.7	75.2	3.7	77.7	3.4			
	Orlando (F)	74.2	1.4	74.1	3.5	76.0	1.9			
64. Where do you think you are more likely to do the kind of work you like best - in the Navy or in civilian life?								.16	.20	.14
	San Diego	43.8	29.0	44.2	26.1	43.9	28.1			
	Great Lakes	42.1	31.3	48.7	23.8	46.0	27.4			
	Orlando (M)	52.6	21.8	51.6	22.7	56.6	18.2			
	Orlando (F)	63.1	10.0	54.9	17.1	52.9	19.1			
66. Where do you think you can get fairer treatment--in the Navy or in civilian life? A. Navy B. Civilian life C. Both the same D. I have not thought about it								.15	.15	.11
	San Diego	38.7	25.5	38.8	23.3	38.7	23.3			
	Great Lakes	36.7	25.8	38.4	22.8	38.4	24.8			
	Orlando (M)	50.6	19.3	45.1	19.6	49.8	16.1			
	Orlando (F)	50.6	5.7	43.9	11.8	48.8	12.4			
68. Where do you think you are more likely to work on important jobs - in the Navy or in civilian life? A. Navy B. Civilian life C. Both the same D. I have not thought about it								.13	.13	.13
	San Diego	64.6	7.6	63.9	7.0	65.6	5.7			
	Great Lakes	68.8	6.3	68.0	6.2	66.4	5.6			
	Orlando (M)	78.0	4.4	73.3	5.9	78.6	3.4			
	Orlando (F)	72.9	2.3	70.2	3.3	70.5	3.5			

opinion strongly favors the Navy even on the last mentioned factor. However, the much stronger majority nominating the Navy with regard to technical training and more important jobs is a clear index of the expectations the recruit brings with him into the Navy and obviously, what he therefore hopes to gain from his enlistment. That these expectations are more highly related to long term career interests suggests that their satisfaction would be important in the formation of long-term favorable attitudes toward the Navy.

Examination of time-to-time changes and location-to-location differences must be done with caution because of demographic reasons cited earlier. However, there has been a consistent trend for Orlando Males to be more favorably disposed toward the Navy, and at the same time to be more technically oriented. The items in Table 13 reflect these differences. Interestingly, Orlando Females are very nearly as high as Orlando Males in their assessment of opportunities offered by the Navy. Overall, there appear to have been few changes over time on any of the four items.

Table 14 presents three items which were not necessarily identified in the previous analyses as critical but which were thought nonetheless worthy of noting from the point of view that they might reflect adjustment difficulties in boot training tor Naval recruits. However, the pattern of changes, considered all three items, is not consistent. There appears to be a trend for boot training to be regarded as a greater challenge (Item 28). However, the opposite trend seems to be occurring for class work, at least at two locations. Finally, adjustment, as

Table 14

Items Reflecting Difficulties Experienced

Questionnaire Item	RTC Location	Mean Response[a] Time One	Time Two	Time Three[b]	Correlation with Criteria Var 59	Var 89	Var 90
28. How much of a challenge did you find boot training?					.10	.08	.06
A. It was too easy C. It was too hard	San Diego	.597	.632	.663**			
B. It was just about all I could do to get by	Great Lakes	.433	.615***	.575***			
	Orlando (M)	.568	.570	.632*			
	Orlando (F)	.846	.750***	.862			
				p < .01			
36. How do you feel the class work in boot camp was?					-.09	-.08	-.06
A. Very hard D. Easy	San Diego	2.275	2.351*	2.204*			
B. Hard E. Very easy	Great Lakes	2.405	2.297***	2.362			
C. Neither hard nor easy	Orlando (M)	2.475	2.508	2.492			
	Orlando (F)	2.348	2.423	2.360			
				p < .01			
50. How well did you get along with other recruits with whom you were trained?					.20	.06	.04
A. Very well D. Somewhat poorly	San Diego	.876	.884	.939			
B. Fairly well	Great Lakes	.827	.750**	.911*			
C. All right E. Very poorly	Orlando (M)	.709	.714	.712			
	Orlando (F)	.682	.686	.553*			
				p < .01			

[a] Asterisks show significance of column vs Column 1: * .05, ** .01, *** .001.

[b] Notation p < .01 below each item means t test was significant at .01 level (ANOVA) across locations, Time Three.

measured by ability to get along with other recruits, seems to be slightly less good for males and better for females. Again, the lack of overall consistency suggests that the few differences which have occurred should not be interpreted meaningfully.

The items shown in Table 15 are also key items, in that they should reflect the help recruits feel they have gotten, or had available to them, from various sources in boot training. However, without considering significance, there are 10 changes between Time One and Time Three in a negative direction, five in the positive direction, and one which stayed virtually the same. Considering only significant changes, four were negative and one was positive. Overall, it would appear that lengthening recruit training probably has not materially influenced the help recruits feel they either have received or could get.

It is probably not appropriate to complete discussion of these clusters without noting that there are highly significant differences from one RTC to another on almost all items. These differences are noted in the tables where they occur. The differences should, however, be interpreted with substantial caution. In fact, the differences were noted only with hesitation in the tables. The problem with inferring why such differences exist is that recruits are not the same from one RTC to another. They differ in career orientation, in education, in racial composition, and probably in socioeconomic status. All of these have been shown in previous research to influence the expectations of recruits and their reactions to their military experiences. Consequently, it would be possible for two recruits to experience identical treatment in an RTC, and respond to the questionnaire differently because of background differences such as those just mentioned.

Table 15

Items Reflecting Help Received During Boot Training

Questionnaire Item	RTC Location	Mean Response[a] Time One	Time Two	Time Three[b]	Correlation with Criteria Var 59	Var 89	Var 90
52. How much help did you feel you got from the counseling you received while in boot training?					.12	.07	.07
	San Diego	1.187	1.173	1.270			
	Great Lakes	1.180	1.179	1.405***			
	Orlando (M)	1.029	1.019	1.069			
	Orlando (F)	.908	.875	.825			
A. Does not apply - did not receive any counseling.							
B. A lot D. Hardly any				p < .01			
C. A little E. None at all							
54. Did you feel that you could go to your company commander for help with a training problem while in boot training?					.19	.10	.08
	San Diego	.634	.634	.597			
	Great Lakes	.679	.621*	.744			
	Orlando (M)	.501	.625***	.527			
	Orlando (F)	.424	.582***	.637***			
A. Yes C. No							
B. Sometimes				p < .01			

(Continued)

[a] Asterisks show significance of column vs Column 1: * .05, ** .01, *** .001.

[b] Notation p < .01 below each item means t test was significant at .01 level (ANOVA) across locations, Time Three.

Table 15 (Continued)

Questionnaire Item	RTC Location	Mean Response			Correlation with Criteria		
		Time One	Time Two	Time Three	Var 59	Var 89	Var 90
38. How much information about the Navy did you learn from your company commander while in boot training? A. A lot C. Hardly anything B. A little D. Nothing at all					.21	.14	.12
	San Diego	.509	.398***	.563			
	Great Lakes	.512	.392***	.619***			
	Orlando (M)	.494	.587**	.451			
	Orlando (F)	.467	.560*	.644**			
				p < .01			
55. How much help have other recruits given you in learning the things you had to know in recruit training? A. Does not apply - I have not needed any help B. A lot D. Hardly any C. A little E. None at all					.12	.05	.06
	San Diego	1.591	1.597	1.496*			
	Great Lakes	1.522	1.510	1.571			
	Orlando (M)	1.451	1.463	1.459			
	Orlando (F)	1.453	1.432	1.417			

DISCUSSION

The research reported herein had two purposes. The first was to assess the impact on recruit attitudes and values of the extension of recruit training from 7.6 to 9.0 weeks. The second was to conduct an analysis of recruit responses to the evaluation questionnaire and offer recommendations for recruit training management based on these responses and a review of the literature pertaining to recruit attitudes, and effective training management practices.

IMPACT OF EXTENSION OF RECRUIT TRAINING TIME

A substantial number of analyses were reported in the Results Section, the purpose of which was to identify an impact, if one existed, which could be attributed to extending the length of recruit training The preliminary results reported in an Interim Report (Jacobs, 1974) suggested that recruit attitudes might possibly have been favorably influenced. However, the more complete data resulting from the more extensive analyses discussed in this report suggests this may well not be the case. There appears to have been a steadily improving trend in recruit attitudes toward the Navy. These attitudes are reflected both in response to two items assessing long range career intentions, and one item assessing immediate reaction to the Navy "thus far." While this point was made in the Results Section, it is necessary to look at response distributions to these three questions to realize just how favorable these responses are. Table 16, below, shows these distributions for the Third Administration sample. However, the patterns of responses to other items which assess reactions toward RTC experiences suggest that

Table 16

Criterion Variable Response Distributions, Administration Three

Questionnaire Item	RTC Location	Response A	B	C	D	E
59. How much do you like Navy life in general so far?	San Diego	30.8	22.6	34.9	6.9	4.9
A. Like it a lot D. Dislike it a little	Great Lakes	27.2	26.7	31.8	7.4	6.9
B. Like it a little E. Dislike it a lot	Orlando (M)	39.3	23.7	30.9	3.7	2.4
C. Not sure	Orlando (F)	44.5	22.8	27.0	3.0	2.7
89. Would you like to stay in the Navy after you have finished your present enlistment?	San Diego	21.1	67.2	11.7		
	Great Lakes	23.3	65.6	11.1		
A. Yes C. No	Orlando (M)	29.3	66.5	4.2		
B. Not sure	Orlando (F)	31.5	60.2	8.3		
90. Would you like to stay in the Navy long enough to collect retirement?	San Diego	28.7	57.1	14.2		
	Great Lakes	31.5	54.9	13.6		
A. Yes C. No	Orlando (M)	36.6	57.4	5.9		
B. Not sure	Orlando (F)	22.8	64.8	12.4		

the increase in favorability of attitudes toward Naval service and toward a Naval career probably cannot be attributed to experience in RTC. Instead, it is probable that other and more general factors are responsible. Possible candidates are not difficult to identify. One possibility is the extent to which the recent unpopular action in Viet Nam is fading from public attention; another is the clearly worsening economy, which in all likelihood will strongly impact (if it has not already) on the quality of applicants from which the Navy can choose.

This is not to say that the extension of recruit training will not produce a better sailor for the fleet. The additional time in RTC will allow substantially more time for teaching the basic skills required of every member of a military service. This should not be questioned; nor should any of the contents of this report be taken to mean that such a process will not yield a sharper sailor who knows better what is expected of him and is better able to meet these expectations.

However, the evidence thus far suggests that lengthened RTC probably does not produce a greater commitment to the service in itself; nor does it probably produce attitudes more in conformity with overall Navy values. There are important reasons why this is so, and these will be discussed in the following section.

TRAINING MANAGEMENT

A number of the findings from the present study have major implications for training management, not only in RTC but also in other, subsequent Navy training experiences. Perhaps the most significant single concept is that the input to the Recruit Training Center consists of discrete, relatively easily distinguishable "streams" of young men, whose needs, backgrounds

and expectations are different. For more than a decade, HumRRO and other training developers have advocated recognition of individual aptitude differences among trainees, and that these differences be taken into account in the design of skill training. As early as 1960, Williams (1962) recommended the establishment of separate programs to capitalize on the aptitudes of more capable trainees. More recently, Caylor and McFann (1968) and Fox, Taylor and Caylor (1969) studied individual differences in aptitude in comparison with the different requirements of various learning tasks and recommended individualized training of a self-paced nature so that different trainees all can learn to the same ultimate performance criterion.

It is reasonable to recommend that individual motivational differences also be taken into account and that training management practices deal as explicitly with these differences as with aptitude differences.

At the risk of oversimplifying findings presented earlier, there are at least four different streams of recruits. One is a stream of young men who are extremely favorably disposed toward a Navy career already. The second is an instrumental-oriented stream, consisting of young men who see the Navy as a means to an end with regard either to vocational training or education after an initial tour of service. Yet a third stream could be called a "no better choice stream" who apparently are joining the Navy because it was at least available to them. Finally, there is a stream which could be called the "I Made a Mistake Stream," whose feelings about the Navy are not particularly

good. These four streams probably should be treated differently in recruit training, because their needs are probably substantially different. These four streams will be discussed below.

a. The Career Stream. In the AID run which identified the various streams discussed herein, 26% of respondents could be classified as belonging to this "stream." A substantial amount of research has been done on individuals who enter the service with a strong career orientation. Glickman, Goodstadt et al. (1973) has done a substantial amount of work to develop a theory of career motivation. He feels that the individual has definite expectations before he comes to the recruiter, and probably acquires additional ones in conversation with him. If the recruiter contact confirms his earlier expectations, he becomes quite favorably disposed toward entry into the service. In a study of young men, Glickman defined a number of these expectations. Among them are that Navy work is a masculine role, is important and purposeful, and that the Navy is a place where valuable job skills can be developed for later life. The potential recruit also would like to believe that the Navy operates with efficiency and discipline, which he may feel that he needs, and that Navy leaders are good leaders who know what they are doing. On the whole, these are extremely favorable expectations. The extent to which these expectations are confirmed then determines whether the individual reaffirms his career commitment, or decides that he has made a mistake. It is to the extreme credit of the cadre in the Recruit Training Centers that the recruits in the career stream and the instrumental stream (to be discussed below), which

together constitute 61% of the total group analyzed, have reacted so favorably to their recruit training experience and to the Navy "thus far."

However, other work suggests that an individual in the career stream presents problems on some counts, though he may be easier to work with on other counts. On the favorable side, research by Federman (1973) shows that a career orientation predicts satisfaction at a later time but that satisfaction does not predict career orientation. While other factors could account for his findings, this suggests that the career oriented recruit expects to like what he finds. Further, he probably communicates these expectations to his trainers, thereby making their job easier.

On the other hand, however, the recruit in the career stream is probably not as competent as the recruit in the instrumental stream, and he may provide greater problems of a disciplinary nature. The demographic data in the present study show that the number of non-high school graduates had increased in the total sample at the time of the third administration. A number of researchers have shown that the non-high school graduate poses major problems. Taylor (1972), in an Air Force study, found that the high school graduate Category IV enlistee was less likely to attrit from initial training than non-high school graduates in Categories I, II, and III combined. Further, as more enlistees were drawn from large urban areas, the potential for elimination also increased. (This has substantial implication for understanding findings obtained at Great Lakes. Taylor's study suggests that there probably will be more training

management problems there than elsewhere, to the extent that Great Lakes draws from large urban areas more than the others do.) Boyd and Jones (1973) found similar problems with non-high school graduates, particularly that more disciplinary problems were likely with them. Similar findings were reported by yet others (Shoemaker, Drucker, and Kriner, 1974; Cisin, 1954). However, these latter two sets of researchers found yet another important point that has implications for dealing with the non-high school graduate who may be in the career stream. Their findings could be interpreted to suggest that these young men may also be less persistent in the face of difficulties and to be less strongly oriented toward achievement -- a conclusion that is almost self-evident by virtue of the fact that they have not graduated from a high school. However, this probably is a persistent tendency and such young men probably are less likely to persist in the face of difficulty in Navy training, and are probably less reliable, at least initially, under difficult circumstances.

The above discussion should not be interpreted as an indictment of career-oriented recruits. However, a number of studies have shown that the career-committed group may contain individuals who enter the service for the wrong reasons. To escape a worse situation outside the Navy might be just such a wrong reason.[1] In particular, Broedling and Goldsamt (1971) conducted a survey of Naval enlisted men, which yielded

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[1]The manner in which the career "stream" was identified in the present study precludes such individuals in this group, in this sample. However, such individuals might appear as "career enlistees" as ordinarily determined.

as a major finding "respect by trainers" as one of the key aspects of recruit training experience. Valentine and Vitola (1970) comment that many young men entering the service may be seeking to establish an identity for themselves. To the extent these two studies suggest that the career-oriented recruit may need a training experience which will increase his self-respect, there are definite implications for trainers. To the extent his training experience can be a source of pride and self esteem, he will be turned into a higher achiever and a more effective member of the Naval service. This point will be raised again later.

b. The Instrumental Stream. The instrumental stream in the present study constituted 35% of the total group analyzed. The primary characteristic of these young men is that they see the enlistment, or the Navy, serving as a means to an end. Vocational or technical training are extremely important goals to a substantial number of recruits. There is evidence also that, for these individuals, challenge and meaningfulness may be an important ingredient of early training experiences (Rae, 1972). Further, the initial assignment, and degree of satisfaction with it, has been found to be related to career intentions (Hoehn, Wilson, and Richards, 1972), a finding probably based at least in part on the instrumental stream. The major implication for training management provided by this stream is that the initial training experience should be meaningfully related to their expectations, i.e., what they expect to get out of the Navy, and should be seen as relevant to their

next assignment. (This probably is also important for the career stream.) The challenge for trainers here is that effective leadership be provided, to explain the relevance of recruit training experiences for his subsequent Navy life, where the relevance may not be immediately apparent.

c. The "No Better Choice" Stream. This stream consists of individuals who, by inference, may well have chosen the Navy because the non-Navy world did not offer them a suitable opportunity. They tend to see the Navy in a light of intermediate favorability. They probably are not good prospects for a Navy career but seem to respond to fairness and to good treatment during their early days in the Navy.

d. The "I Made A Mistake" Stream. This subgroup constituted approximately 22% of the total group analyzed. These are individuals who either have not liked their initial training experiences, feel they have been treated unfairly, or simply have trouble taking orders. It is unclear why this stream exists. In all probability, some of them would be dissatisfied with any experience they had and some additional ones among them probably simply are constitutionally incapable of submitting to the discipline which is a necessary part of military service. However, it is quite likely that still others among this stream have experienced non-fulfillment of expectations. Glickman, Goldstadt et al.(1973) suggests that an extremely important ingredient in the overall management of the trainee is to be certain that his expectations are realistic, to the extent that this can be managed.

STUDIES OF NAVY CLIMATE

One of the basic questions the trainee must answer for himself is whether he likes his total situation. In any such total situation, it is obvious that there are pluses and minuses. In discussion of incentives, and in presentation of the expectations individuals in the present samples have, many of these pluses have been presented. Further, the extremely favorable attitudes members of this sample have toward the Navy suggests that the Navy has done an extremely good job of satisfying their expectations to the point in time at which the surveys were made. However, there is one additional ingredient that might be mentioned. Federico (1970) in a survey of Navy enlisted men identified by factor analytic techniques several factors which they found extremely important in their training experiences. The first three factors in importance were, respectively, instructor competence, training management (degree of pressure), and pertinence of the training experience to the individual's needs.

In an unusually excellent presentation, concern for the needs of the individual was presented as a factor of prime importance by Admiral Bergner (1968), who then commanded the San Diego RTC. In his presentation to a Conference on Personnel Retention Research, Admiral Bergner commented that, in their research, the primary reasons for leaving the service were not the ones conventionally given in response to surveys. Conventional answers were pay and long deployments and family separations. In actual fact, he found that the primary reason was that the separating individual felt that the Navy did not

care sufficiently about him as a person. Admiral Bergner discusses many reasons why the Naval Service has become more impersonal and less concerned with the needs of the individual. He also discusses a program which he undertook at the San Diego RTC to improve the capacity of trainers to deal with recruits, together with a massive impact his program had in cutting problems with recruits, particularly congressionals and irate parent mail.

There is ample evidence that Admiral Bergner is correct. A number of studies of Navy climate have been made recently by researchers using the University of Michigan Survey of Organizations (Franklin, 1974; Drexler, 1973; Bowers, 1973; Bowers and Franklin, 1973; Drexler and Bowers, 1973). The essence of these studies is that the Navy's climate is characterized by a lack of concern for human resources, a relative lack of motivators inducing lower ranking enlisted men to work hard, a lack of leader communication with lower ranking enlisted men concerning the importance of tasks at hand, and relatively low levels of satisfaction among lower ranking enlisted men with work place. (The various studies cited above differ in the details of their findings, but generally report results of this nature.)

A substantial number of researchers have also commented, on the basis of their findings, about a lack of "fate control," especially among lower ranking enlisted men. "Fate control" is a term applied to the capacity of the individual to influence his future, in whatever way he desires. The suggestion in these studies (Drexler, 1973; Taylor, 1972; Cunningham, 1972; Dupuy, 1968; Wilcove, 1975) is that the lower ranking

enlisted man is subjected to excessive control and has too little opportunity for initiative.

For non-technical specialties, where obedience and rapid compliance are essential criteria of effectiveness, this would not particularly be a problem. However, Moskos (1974), in an extremely important article about the emerging military services, suggests that this may not be a viable option for a highly technically specialized service. As the technological specialization of the Navy increases -- and it probably will -- the requirement among at least a number of enlisted men is for self initiation, a high degree of promotion, and the ability to apply standards to their own performance, rather than having these imposed from the outside. This third element is extremely important for the enlisted man who is in an area of specialization which exceeds that possessed by his own seniors, e.g., certain electronics specialties.

The implication for training management is a need, during recruit training and throughout the technical training that follows, for leadership methods which convey a feeling of excitement and purpose, and lead the individual to find meaningfulness and self esteem through the quality of his work.

This is also suggested as the primary vehicle for leading the recruit eventually to adopt the important value system of his seniors. To the extent that he admires them and wishes to be like them, he will adopt their values. By the same token, the quality of their leadership and the extent to which they can stimulate and excite him to high achievement and to a feeling of pride in that achievement will determine his admiration for them.

This implies an exchange which constitutes the basis for effective leadership. The essence of the exchange is that, in exchange for his high performance of duty, the individual's trainers and later superiors are sources of self esteem and pride in achievement, a concept elaborated on by Jacobs (1970). It apparently also is the basis for Admiral Berger's restructuring of the management of trainees in San Diego during the time of his command there.

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AND

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APPENDIX A

SURVEY QUESTIONNAIRE

SURVEY OF RECRUITS COMPLETING TRAINING

The Navy has a deep interest in the well-being of its men. One way in which the Navy keeps in close touch with its men and how they are getting along is by means of its continuous program of finding out how men feel about Navy training, Navy life, and how these things can be improved.

Most of you have already had the experience of filling out a survey questionnaire when you reported to the Recruit Training Command. In the questionnaire you will be filling out today, you will be asked about your experiences in boot training, your interests and thoughts about Navy life.

Your answers will not become part of your official record and your identification is being used for statistical purposes only. However, by telling us how you really feel and think, you will be helping the Navy to find out what it can do to improve Navy training. So, it is very important that you do the best job you can in answering this questionnaire as carefully as possible.

Your help in carrying out this study will be sincerely appreciated.

NOTE TO READER: The response distribution for each administration of the questionnaire has been annotated for each item.

CHIEF OF NAVAL TECHNICAL TRAINING

SURVEY OF RECRUITS COMPLETING TRAINING

Before you begin, check to see if you have all 17 pages of the questionnaire and be sure that the front of the standard answer test faces you. The front will have spaces for questions numbered 1 through 60. After reacing each question choose the answer you want to give to that question and indicate the answer in the appropriate spaces.

Part I

A. In the columns titled "COURSE CODE" indicate which one of the following reasons had the most to do with making up your mind to join the Navy.

Administration 1	2	3	Response
12%	12%	12%	000 - Wanted a Navy career
8%	8%	10%	001 - Wanted to travel
2%	3%	2%	002 - Needed a job
28%	25%	26%	003 - Wanted to get technical training
1%	1%	1%	004 - Wanted to live a military life
4%	4%	3%	005 - Wanted to serve country
4%	4%	5%	006 - Wanted to be more on my own
15%	14%	14%	007 - Needed time to find out what I wanted to do with my life
9%	11%	10%	008 - Believed that I could get a better job in the Navy than in civilian life.
12%	10%	11%	009 - Wanted to get educational benefits after leaving the service
4%	4%	7%	010 - None of the above

B. In the columns titled "TEST NUMBER" indicate how old you were on your last birthday.

Administration 1	2	3	Response
20%	21%	18%	00 - 17
44%	23%	38%	01 - 18
18%	20%	21%	02 - 19
7%	11%	8%	03 - 20
4%	6%	4%	04 - 21
2%	4%	2%	05 - 22
1%	3%	1%	06 - 23
2%	2%	1%	07 - 24
2%	2%	1%	08 - 25 or older

C. In the column titled "FORM NUMBER" indicate which of the following best describes you.

Administration 1	2	3	Response
85%	77%	76%	0 - White
8%	9%	12%	1 - Black
1%	1%	2%	2 - American Indian
0%	0%	1%	3 - Oriental
1%	1%	1%	4 - Puerto Rican
3%	3%	3%	5 - Mexican American
1%	3%	2%	6 - Filipino
1%	2%	2%	7 - Other

D. In the column titled "PAGE NUMBER" indicate what part of the United States (or in which country) have you spent most of your life up to now.

Administration 1	2	3	Response
6%	6%	5%	0 - New England (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut)
16%	16%	13%	1 - Middle Atlantic (New York, New Jersey, Pennsylvania)
13%	12%	14%	2 - South Atlantic (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida)
28%	29%	26%	3 - North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa)
18%	10%	17%	4 - South Central (Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Oklahoma, Louisiana, Texas)
5%	6%	6%	5 - Mountain (Montana, Idaho, Wyoming, Colorado, Utah, New Mexico, Arizona, Nevada)
12%	14%	16%	6 - Pacific (California, Oregon, Washington, Alaska, Hawaii)
1%	3%	2%	7 - Phillipine Islands
0%	0%	0%	8 - Puerto Rico
1%	1%	3%	9 - Other Country

E. In the column titled "FINAL SCORES" indicate the highest amount of education you have finished.

Administration 1	2	3	Response
0%	0%	0%	000 - A. Less than 8th grade
0%	1%	1%	001 - B. 8 h grade
20%	31%	22%	002 - C. 9th, 10th or 11th grade but did not graduate
63%	38%	58%	003 - D. High school graduate or passed GED test
4%	4%	3%	004 - E. Vocational/trade school after finishing high school
8%	13%	9%	005 - F. Some college, but less than two years
3%	4%	3%	006 - G. Two or more years of college, but no degree
1%	1%	1%	007 - H. Associate degree
0%	2%	0%	008 - I. College bachelor's degree
0%	0%	-	009 - J. Graduate study beyond the college bachelor's degree
0%	0%	0%	010 - K. Other
0%	0%	3%	011 - L. Don't know

Part II

1. Were you going to school when you joined the Navy?

Administration 1	2	3	Response
28%	20%	26%	A. Yes, I was going to school full time
4%	8%	5%	B. Yes, I was going to school part time
67%	72%	70%	C. No, I was not going to school

2. How long after leaving school did you join the Navy?

Administration 1	2	3	Response
17%	17%	16%	A. I was going to school when I joined
14%	11%	9%	B. Less than one month
44%	22%	45%	C. 1 to 6 months
7%	20%	8%	D. 7 to 12 months
18%	29%	22%	E. More than one year

3. Were you working when you joined the Navy?

Administration 1	2	3	Response
42%	46%	44%	A. Yes, I was working full time
28%	21%	25%	B. Yes, I was working part time
19%	25%	20%	C. No, but I was looking for a job
11%	9%	11%	D. No, and I was not looking for a job

4. Before you came on active duty, were you a member of the Naval Reserve required to attend meetings for training?

Administration 1	2	3	Response
2%	2%	3%	A. Yes
98%	97%	97%	B. No

5. At the time you came on active duty, how long was your active duty obligation?

Administration 1	2	3	Response
15%	21%	19%	A. Two years
59%	59%	52%	B. Four years
15%	12%	18%	C. Four years plus two years
10%	8%	11%	D. Six years

6. Did you sign up for more time during boot training so that you would have a total of six years of obligated service?

Administration 1	2	3	Response
.3%	4%	3%	A. Yes
25%	23%	27%	B. No, I had already enlisted for six years
72%	72%	70%	C. No, and I had not already enlisted for six years

7. Has your father made a career of the military service?

Administration 1	2	3	Response
10%	11%	10%	A. Yes and he is retired now
3%	3%	3%	B. Yes and he is still on active duty
85%	84%	85%	C. No
2%	3%	2%	D. Don't know

8. Is the general rate you have been given the one you wanted?

Administration 1	2	3	Response
69%	63%	62%	A. Yes
28%	33%	33%	B. No
4%	4%	5%	C. I didn't care what rate I got

9. Is the general rate you have been given the one you feel you are best qualified for?

Administration 1	2	3	Response
45%	42%	43%	A. Yes
38%	37%	37%	B. I'm not sure
17%	21%	20%	C. No

10. What will your next duty station be after you leave recruit training?

Administration 1	2	3	Response
11%	9%	8%	A. A ship
4%	8%	15%	B. A shore station
66%	66%	56%	C. Class A school
11%	6%	5%	D. Other
9%	11%	16%	E. Don't know

11. What do you think of your next duty assignment?

Administration 1	2	3	Response
28%	33%	29%	A. Like very much
34%	33%	30%	B. Like
30%	29%	31%	C. Neither like nor dislike
5%	4%	5%	D. Dislike
3%	2%	4%	E. Dislike very much

12. Do you feel that the training you received in boot camp will help you in your next duty assignment?

Administration 1	2	3	Response
71%	70%	70%	A. Yes
22%	21%	22%	B. Not sure
7%	9%	8%	C. No

13. How much do you feel your next duty assignment will make use of the education, training, and/or experience you already had when you came into the Navy?

Administration 1	2	3	Response
40%	44%	44%	A. A lot
40%	38%	38%	B. A little
10%	10%	10%	C. Hardly at all
4%	4%	4%	D. Not at all
6%	5%	4%	E. Does not apply - do not think I have had any education, training, and/or experience which the Navy could use

14. How do you feel you were treated during the first few days in boot camp before your company was formed?

Administration 1	2	3	Response
8%	11%	9%	A. Very well
57%	61%	58%	B. All right
34%	28%	34%	C. Pretty badly

15. Before you took the Basic Test Battery, were you told how important the tests were in deciding what you will be doing in the Navy?

Administration 1	2	3	Response
79%	74%	74%	A. Yes
7%	8%	7%	B. Don't know
14%	18%	19%	C. No

16. How important do you believe the Basic Test Battery really is in deciding what you will be doing in the Navy?

Administration 1	2	3	Response
58%	55%	54%	A. Of much importance
34%	34%	36%	B. Of some importance
7%	8%	8%	C. Of little importance
2%	3%	3%	D. Of no importance

17. How did you feel about the conditions of the room (the quiet, heat, etc.) in which you took the Basic Test Battery?

Administration 1	2	3	Response
27%	27%	30%	A. Very good
39%	39%	38%	B. Good
26%	27%	26%	C. Fair
6%	5%	5%	D. Poor
2%	2%	2%	E. Very poor

18. How much had you been told about the different rates (radioman, commissaryman, gunner's mate, etc.) before you had your classification interview?

Administration 1	2	3	Response
5%	9%	8%	A. More than I needed to know
50%	50%	45%	B. All I needed to know
45%	41%	47%	C. Less than I needed to know

19. When you had your classification interview, did you feel you were given enough time to talk to the interviewer?

Administration 1	2	3	Response
40%	39%	34%	A. Yes
14%	13%	12%	B. Not sure
46%	48%	54%	C. No

20. Did you feel that the classification interviewer was interested in what you had to say?

Administration 1	2	3	Response
30%	26%	26%	A. Yes
29%	29%	27%	B. Not sure
41%	44%	47%	C. No

21. How do you feel about the haircut you were given in boot training?

Administration 1	2	3	Response
7%	6%	6%	A. Liked a lot
8%	9%	7%	B. Liked a little
29%	29%	28%	C. Neither liked nor disliked
21%	19%	20%	D. Disliked a little
35%	37%	40%	E. Disliked a lot

22. How much room did you have in your barracks while in boot training?

Administration 1	2	3	Response
6%	8%	7%	A. I had more room than I needed
79%	78%	75%	B. I had the room I needed
15%	14%	18%	C. I had less room than I needed

23. What did you think of the attention given to winning the flag while in boot training?

Administration 1	2	3	Response
18%	20%	19%	A. It was too much
60%	62%	62%	B. It was about enough
22%	18%	20%	C. It was not enough

24. What did you think of the choice of the company to win the flag?

Administration 1	2	3	Response
24%	27%	30%	A. Very fair
35%	35%	37%	B. Pretty fair
31%	27%	27%	C. Not sure whether it was fair or unfair
6%	6%	4%	D. Pretty unfair
5%	5%	3%	E. Very unfair

25. How much of a feeling did you get that you were part of a company while in boot training?

Administration 1	2	3	Response
62%	65%	66%	A. A lot
29%	26%	25%	B. A little
7%	7%	8%	C. Hardly any
2%	2%	2%	D. Not at all

26. Did you feel that the leader for the company was among the best recruits that could have been picked for this job?

Administration 1	2	3	Response
47%	48%	42%	A. Yes
20%	20%	23%	B. Not sure
33%	31%	35%	C. No

27. Do you think your company commander had enough of a chance to get to know the recruits before he chose the leader for the company?

Administration 1	2	3	Response
22%	24%	21%	A. Yes
24%	26%	24%	B. Not sure
54%	49%	55%	C. No

28. How much of a challenge did you find boot training?

Administration 1	2	3	Response
47%	41%	40%	A. It was too easy
51%	55%	56%	B. It was just about all I could do to get by
2%	3%	4%	C. It was too hard

29. How did you feel about the number of different activities you had each day while in boot training?

Administration 1	2	3	Response
19%	20%	19%	A. It was too many
71%	71%	71%	B. It was just about enough
10%	9%	10%	C. It was not enough

30. How did you feel about having to run from one activity to the next activity while in boot training?

Administration 1	2	3	Response
7%	7%	8%	A. Liked a lot
11%	12%	12%	B. Liked a little
40%	39%	41%	C. Neither liked nor disliked
24%	23%	23%	D. Disliked a little
18%	19%	15%	E. Disliked a lot

31. How did you feel following orders in boot camp was?

Administration 1	2	3	Response
2%	2%	3%	A. Very hard
10%	7%	10%	B. Hard
40%	40%	40%	C. Neither hard nor easy
36%	35%	34%	D. Easy
12%	15%	14%	E. Very easy

32. How did you feel about being tested each week to find out how much you had learned?

Administration 1	2	3	Response
20%	21%	20%	A. Liked a lot
21%	20%	20%	B. Liked a little
44%	42%	40%	C. Neither liked nor disliked
11%	11%	14%	D. Disliked a little
5%	6%	7%	E. Disliked a lot

33. How do you feel the physical training in boot camp was?

Administration 1	2	3	Response
1%	2%	2%	A. Very hard
8%	11%	10%	B. Hard
31%	37%	35%	C. Neither hard nor easy
33%	31%	32%	D. Easy
26%	20%	21%	E. Very easy

34. How do you feel the marching in boot camp was?

Administration 1	2	3	Response
2%	3%	2%	A. Very hard
9%	10%	10%	B. Hard
34%	36%	36%	C. Neither hard nor easy
38%	35%	37%	D. Easy
17%	16%	15%	E. Very easy

35. How did you feel about the sports events in which you took part while in boot training?

Administration 1	2	3	Response
57%	60%	60%	A. Liked a lot
20%	21%	22%	B. Liked a little
5%	5%	6%	C. Disliked a little
3%	3%	3%	D. Disliked a lot
15%	12%	10%	E. Does not apply - did not take part in sports events

36. How do you feel the class work in boot camp was?

Administration 1	2	3	Response
2%	2%	3%	A. Very hard
10%	11%	10%	B. Hard
47%	43%	46%	C. Neither hard nor easy
33%	33%	31%	D. Easy
9%	10%	10%	E. Very easy

37. What did you think about the movies on the Navy which have been shown to you while in boot training?

Administration 1	2	3	Response
26%	26%	30%	A. Very good
37%	33%	36%	B. Good
28%	29%	25%	C. Fair
6%	8%	6%	D. Poor
3%	5%	3%	E. Very poor

38. How much information about the Navy did you learn from your company commander while in boot training?

Administration 1	2	3	Response
61%	65%	57%	A. A lot
31%	27%	32%	B. A little
7%	7%	9%	C. Hardly anything
2%	2%	2%	D. Nothing at all

39. How much had you been told about the facilities (such as libraries, Navy exchanges, etc.) which can be used by recruits while in boot training?

Administration 1	2	3	Response
3%	6%	5%	A. More than I needed to know
47%	48%	43%	B. All I needed to know
49%	45%	53%	C. Less than I needed to know

40. How much had you been told about what it was like to serve in the fleet while in boot training?

Administration 1	2	3	Response
5%	8%	7%	A. More than I needed to know
40%	46%	40%	B. All I needed to know
55%	45%	53%	C. Less than I needed to know

41. How much do you know about the TUITION AID PROGRAM?

Administration 1	2	3	Response
3%	3%	6%	A. A lot
20%	22%	31%	B. A little
24%	24%	27%	C. Hardly anything
53%	50%	36%	D. Nothing at all

42. How much do you know about the PROGRAM FOR AFLOAT COLLEGE EDUCATION (PACE)?

Administration 1	2	3	Response
2%	3%	6%	A. A lot
20%	20%	26%	B. A little
38%	38%	37%	C. Hardly anything
39%	39%	32%	D. Nothing at all

43. How much do you know about the UNITED STATES ARMED FORCES INSTITUTE PROGRAM (USAFI)?

Administration 1	2	3	Response
9%	3%	4%	A. A lot
38%	22%	22%	B. A little
18%	23%	26%	C. Hardly anything
34%	51%	49%	D. Nothing at all

44. How much do you know about the FOREIGN LANGUAGE SELF-STUDY PROGRAM?

Administration 1	2	3	Response
3%	2%	2%	A. A lot
20%	14%	17%	B. A little
19%	20%	21%	C. Hardly anything
58%	64%	60%	D. Nothing at all

45. How much do you know about the NAVY ENLISTED SCIENTIFIC EDUCATION PROGRAM (NESEP)?

Administration 1	2	3	Response
6%	6%	5%	A. A lot
21%	22%	21%	B. A little
20%	19%	22%	C. Hardly anything
53%	53%	53%	D. Nothing at all

46. How much do you know about the ADVANCED ELECTRONICS FIELD PROGRAM?

Administration 1	2	3	Response
11%	10%	12%	A. A lot
29%	35%	34%	B. A little
25%	24%	26%	C. Hardly anything
35%	31%	28%	D. Nothing at all

47. How much do you know about the NUCLEAR FIELD PROGRAM?

Administration 1	2	3	Response
11%	10%	12%	A. A lot
31%	34%	34%	B. A little
26%	26%	27%	C. Hardly anything
31%	30%	28%	D. Nothing at all

48. How much do you know about the OFFICER CANDIDATE SCHOOL PROGRAM (OCS)?

Administration 1	2	3	Response
6%	8%	8%	A. A lot
33%	34%	36%	B. A little
27%	26%	27%	C. Hardly anything
34%	32%	30%	D. Nothing at all

49. How much do you know about the UNITED STATES NAVAL ACADEMY PROGRAM?

Administration 1	2	3	Response
9%	9%	9%	A. A lot
31%	34%	32%	B. A little
25%	24%	27%	C. Hardly anything
35%	32%	31%	D. Nothing at all

50. How well did you get along with other recruits with whom you were trained?

Administration 1	2	3	Response
44%	47%	43%	A. Very well
35%	33%	34%	B. Fairly well
18%	18%	20%	C. All right
2%	3%	3%	D. Somewhat poorly
1%	1%	1%	E. Very poorly

51. How much of a chance did you get to talk things over with those above you while in boot training?

Administration 1	2	3	Response
15%	19%	18%	A. A lot
34%	35%	35%	B. A little
34%	31%	32%	C. Hardly any
16%	14%	15%	D. None at all

52. How much help did you feel you got from the counseling you received while in boot training?

Administration 1	2	3	Response
49%	49%	44%	A. Does not apply - did not receive any counseling
13%	13%	15%	B. A lot
23%	23%	24%	C. A little
10%	9%	9%	D. Hardly any
6%	6%	8%	E. None at all

53. How much help have you been given to qualify in swimming while in recruit training?

Administration 1	2	3	Response
72%	65%	66%	A. Does not apply - I have not needed any help to qualify in swimming
10%	10%	12%	B. A lot
9%	11%	9%	C. A little
3%	5%	5%	D. Hardly any
6%	9%	8%	E. None at all

54. Did you feel that you could go to your company commander for help with a <u>training problem</u> while in boot training?

Administration 1	2	3	Response
56%	56%	53%	A. Yes
31%	27%	30%	B. Sometimes
13%	16%	16%	C. No

55. How much help have other recruits given you in learning the things you had to know in recruit training?

Administration 1	2	3	Response
15%	14%	13%	A. Does not apply - I have not needed any help
35%	36%	38%	B. A lot
37%	37%	36%	C. A little
10%	10%	10%	D. Hardly any
3%	3%	3%	E. None at all

56. Were you assigned to help one or more recruits in learning the things they had to know in boot training?

Administration 1	2	3	Response
27%	31%	30%	A. Yes
51%	48%	47%	B. No, but I helped them anyhow
17%	15%	18%	C. No, but I could have helped if I had been assigned to do it
5%	5%	4%	D. No, and I don't think I could have been of much help to other recruits

57. While in boot training, how much respect for recruits do you feel was shown by those who did the training?

Administration 1	2	3	Response
16%	19%	18%	A. A lot
41%	38%	39%	B. A little
30%	28%	29%	C. Hardly any
13%	15%	14%	D. None at all

58. Did you feel that those who trained you set a good example for recruits to follow?

Administration 1	2	3	Response
45%	45%	43%	A. Yes
35%	32%	36%	B. Not sure
20%	22%	22%	C. No

59. How much do you like Navy life in general so far?

Administration 1	2	3	Response
35%	37%	33%	A. Like it a lot
26%	24%	24%	B. Like it a little
29%	30%	32%	C. Not sure
6%	6%	6%	D. Dislike it a little
4%	4%	5%	E. Dislike it a lot

60. Where do you think you get more technical training - in the Navy or in civilian life?

Administration 1	2	3	Response
73%	71%	72%	A. Navy
5%	5%	6%	B. Civilian life
7%	8%	8%	C. Both the same
16%	16%	15%	D. I have not thought about it

61. How much do you care about getting technical training?

Administration 1	2	3	Response
85%	84%	84%	A. A lot
12%	12%	13%	B. A little
3%	4%	3%	C. Not at all

62. Where do you think you can get faster promotions to more important jobs - in the Navy or in civilian life?

Administration 1	2	3	Response
71%	69%	68%	A. Navy
10%	11%	11%	B. Civilian life
7%	8%	8%	C. Both the same
12%	12%	13%	D. I have not thought about it

63. How much do you care about getting fast promotions to more important jobs?

Administration 1	2	3	Response
86%	86%	84%	A. A lot
12%	11%	14%	B. A little
2%	3%	2%	C. Not at all

64. Where do you think you are more likely to do the kind of work you like best - in the Navy or in civilian life?

Administration 1	2	3	Response
48%	49%	49%	A. Navy
26%	23%	25%	B. Civilian life
18%	19%	19%	C. Both the same
9%	9%	8%	D. I have not thought about it

65. How much do you care about doing the kind of work you like best?

Administration 1	2	3	Response
95%	93%	94%	A. A lot
4%	5%	5%	B. A little
1%	2%	1%	C. Not at all

66. Where do you think you can get fairer treatment - in the Navy or in civilian life?

Administration 1	2	3	Response
43%	41%	42%	A. Navy
22%	21%	21%	B. Civilian life
21%	24%	23%	C. Both the same
14%	15%	14%	D. I have not thought about it

67. How much do you care about getting fair treatment?

Administration 1	2	3	Response
93%	91%	92%	A. A lot
6%	6%	6%	B. A little
1%	2%	2%	C. Not at all

68. Where do you think you are more likely to work on important jobs - In the Navy or in civilian life?

Administration 1	2	3	Response
71%	68%	70%	A. Navy
6%	6%	5%	B. Civilian life
18%	19%	20%	C. Both the same
6%	7%	6%	D. I have not thought about it

69. How much do you care about working on important jobs?

Administration 1	2	3	Response
82%	80%	81%	A. A lot
17%	16%	17%	B. A little
2%	3%	2%	C. Not at all

70. Where do you think you are more likely to get the chance to talk things over with those above you - in the Navy or in civilian life?

Administration 1	2	3	Response
34%	33%	33%	A. Navy
32%	31%	33%	B. Civilian life
23%	26%	25%	C. Both the same
11%	10%	9%	D. I have not thought about it

71. How much do you care about <u>getting the chance to talk things over with those above you</u>?

Administration 1	2	3	Response	
72%	72%	72%	A.	A lot
25%	24%	24%	B.	A little
3%	4%	3%	C.	Not at all

72. Where do you think you are more likely to <u>have to keep good standards of conduct and appearance</u> - in the Navy or in civilian life?

Administration 1	2	3	Response	
81%	77%	79%	A.	Navy
2%	4%	4%	B.	Civilian life
16%	19%	17%	C.	Both the same
1%	1%	1%	D.	I have not thought about it

73. How much do you care about <u>having to keep good standards of conduct and appearance</u>?

Administration 1	2	3	Response	
84%	82%	82%	A.	A lot
14%	14%	15%	B.	A little
2%	3%	2%	C.	Not at all

74. Where do you think you are more likely to get <u>physical training</u> - in the Navy or in civilian life?

Administration 1	2	3	Response	
73%	69%	68%	A.	Navy
9%	9%	10%	B.	Civilian life
15%	19%	19%	C.	Both the same
3%	3%	3%	D.	I have not thought about it

75. How much do you care about getting physical training?

Administration 1	2	3	Response
61%	59%	62%	A. A lot
35%	34%	33%	B. A little
4%	6%	5%	C. Not at all

76. I usually get to work on time.

Administration 1	2	3	Response
97%	94%	96%	A. True of me
3%	5%	4%	B. Not true of me

77. I am annoyed with people who correct me.

Administration 1	2	3	Response
16%	16%	19%	A. True of me
84%	83%	81%	B. Not true of me

78. When my clothes tear, I usually throw them away.

Administration 1	2	3	Response
25%	25%	25%	A. True of me
74%	74%	75%	B. Not true of me

79. I pay my debts without having to be reminded to do so.

Administration 1	2	3	Response
93%	90%	91%	A. True of me
7%	9%	9%	B. Not true of me

80. I find it hard to take orders from other people.

Administration 1	2	3	Response
14%	15%	16%	A. True of me
86%	84%	84%	B. Not true of me

81. I have to be reminded to return things I have borrowed.

Administration 1	2	3	Response
9%	10%	11%	A. True of me
91%	90%	89%	B. Not true of me

82. If I have finished my work, I feel that it would be unreasonable to expect me to help the other fellow with his work.

Administration 1	2	3	Response
14%	16%	16%	A. True of me
86%	84%	84%	B. Not true of me

83. I usually wait until the last minute to get my work done.

Administration 1	2	3	Response
14%	13%	14%	A. True of me
86%	86%	86%	B. Not true of me

84. Teachers or supervisors have found it difficult to get me to do what they wanted.

Administration 1	2	3	Response
8%	9%	9%	A. True of me
92%	91%	91%	B. Not true of me

85. I think it is a serious offense to go AWOL.

Administration 1	2	3	Response	
93%	91%	91%	A.	True of me
7%	8%	9%	B.	Not true of me

86. I often find that I have forgotten to get ready for an activity about which I had been warned ahead of time.

Administration 1	2	3	Response	
11%	13%	13%	A.	True of me
89%	86%	87%	B.	Not true of me

87. I know exactly where I keep my important papers.

Administration 1	2	3	Response	
90%	88%	88%	A.	True of me
10%	11%	12%	B.	Not true of me

88. People have had to keep on my tail to get me to do things I disliked.

Administration 1	2	3	Response	
22%	19%	20%	A.	True of me
78%	80%	81%	B.	Not true of me

89. Would you like to stay in the Navy after you have finished your present enlistment?

Administration 1	2	3	Response	
24%	25%	25%	A.	Yes
65%	65%	66%	B.	Not sure
12%	10%	9%	C.	No

90. Would you like to stay in the Navy long enough to collect retirement?

Administration 1	2	3	Response	
28%	29%	31%	A.	Yes
57%	57%	57%	B.	Not sure
15%	14%	12%	C.	No

APPENDIX B

MEAN RESPONSES

RTC Location	Time One	Time Two	Time Three
1. Were you going to school when you joined the Navy?			
S.D.	1.312	1.448	1.342
G.L.	1.429	1.516	1.605
Orl. M.	1.370	1.549	1.413
Orl. W.	1.537	1.644	1.341
2. How long after leaving school did you join the Navy?			
S.D.	1.838	2.195	2.077
G.L.	1.868	2.281	2.868
Orl. M.	1.960	2.377	2.068
Orl. W.	2.377	2.675	2.099
3. Were you working when you joined the Navy?			
S.D.	1.094	1.050	1.018
G.L.	1.014	0.975	0.981
Orl. M.	0.828	0.844	0.835
Orl. W.	1.145	0.854	1.171
4. Before you came on active duty, were you a member of the Naval Reserve required to attend meetings for training?			
S.D.	0.982	0.984	0.971
G.L.	0.983	0.991	0.974
Orl. M.	0.990	0.989	0.978
Orl. W.	0.986	0.983	0.981
5. At the time you came on active duty, how long was your active duty obligation?			
S.D.	1.148	1.131	1.155
G.L.	1.155	1.083	1.398
Orl. M.	1.424	1.125	1.262
Orl. W.	1.014	0.942	0.805
6. Did you sign up for more time during boot training so that you would have a total of six years of obligated service?			
S.D.	1.661	1.668	1.646
G.L.	1.759	1.728	1.689
Orl. M.	1.594	1.643	1.591
Orl. W.	1.885	1.754	1.824
7. Has your father made a career of the military service?			
S.D.	1.773	1.770	1.793
G.L.	1.857	1.873	1.851
Orl. M.	1.743	1.754	1.759
Orl. W.	1.809	1.729	1.681
8. Is the general rate you have been given the one you wanted?			
S.D.	0.376	0.438	0.478
G.L.	0.330	0.426	0.336
Orl. M.	0.365	0.382	0.413
Orl. W.	0.313	0.387	0.504
9. Is the general rate you have been given the one you feel you are best qualified for?			
S.D.	0.763	0.801	0.857
G.L.	0.711	0.842	0.653
Orl. M.	0.756	0.804	0.774
Orl. W.	0.668	0.680	0.856
10. What will your next duty station be after you leave recruit training?			
S.D.	2.110	2.012	2.084
G.L.	2.267	2.171	1.771
Orl. M.	1.589	1.940	2.273
Orl. W.	2.098	1.832	2.375
11. What do you think of your next duty assignment?			
S.D.	1.264	1.105	1.237
G.L.	1.339	1.211	1.382
Orl. M.	1.091	1.055	1.053
Orl. W.	1.035	0.967	1.323
12. Do you feel that the training you received in boot camp will help you in your next duty assignment?			
S.D.	0.465	0.481	0.366
G.L.	0.419	0.377	0.495
Orl. M.	0.260	0.338	0.274
Orl. W.	0.203	0.311	0.278

RTC Location	Time One	Time Two	Time Three

13. How much do you feel your next duty assignment will make use of the education training, and/or experience you already had when you came into the Navy?

S.D.	0.942	0.866	0.842
G.L.	1.069	0.892	0.892
Orl. M.	0.841	0.844	0.830
Orl. W.	0.941	0.947	0.902

15. Before you took the Basic Test Battery, were you told how important the tests were in deciding what you will be doing in the Navy?

S.D.	0.428	0.421	0.409
G.L.	0.443	0.615	0.581
Orl. M.	0.235	0.366	0.365
Orl. W.	0.115	0.268	0.360

17. How did you feel about the conditions of the room (the quiet, heat, etc.) in which you took the Basic Test Battery?

S.D.	1.520	1.291	1.328
G.L.	1.181	1.256	1.019
Orl. M.	0.895	0.966	0.932
Orl. W.	1.064	1.005	1.098

19. When you had your classification interview, did you feel you were given enough time to talk to the interviewer?

S.D.	1.096	1.067	1.168
G.L.	1.208	1.214	1.355
Orl. M.	0.944	1.037	1.048
Orl. W.	0.922	1.026	1.235

21. How do you feel about the haircut you were given in boot training?

S.D.	2.900	2.859	2.953
G.L.	2.530	2.693	2.814
Orl. M.	2.963	2.866	2.889
Orl. W.	1.938	2.300	2.088

23. What did you think of the attention given to winning the flag while in boot training?

S.D.	1.048	0.966	1.028
G.L.	1.144	1.065	1.111
Orl. M.	0.974	0.973	0.900
Orl. W.	.934	.888	0.874

RTC Location	Time One	Time Two	Time Three

1' How do you feel you were treated during the first few days in boot camp before your company was formed?

S.D.	1.309	1.239	1.231
G.L.	1.236	1.177	1.282
Orl. M.	1.438	1.273	1.347
Orl. W.	0.771	0.951	1.000

16. How important do you believe the Basic Test Battery really is in deciding what you will be doing in the Navy?

S.D.	0.509	0.509	0.518
G.L.	0.624	0.675	0.647
Orl. M.	0.423	0.561	0.538
Orl. W.	0.594	0.638	0.826

18. How much had you been told about the different rates before you had your classification interview?

S.D.	1.386	1.288	1.395
G.L.	1.384	1.384	1.468
Orl. M.	1.377	1.280	1.302
Orl. W.	1.547	1.382	1.319

20. Did you feel that the classification interviewer was interested in what you had to say?

S.D.	1.205	1.176	1.171
G.L.	1.304	1.251	1.404
Orl. M.	0.941	1.095	1.053
Orl. W.	0.865	1.000	1.160

22. How much room did you have in your barracks while in boot training?

S.D.	1.112	1.502	1.147
G.L.	1.149	1.058	1.141
Orl. M.	1.006	1.056	1.022
Orl. W.	1.119	1.123	1.144

24. What did you think of the choice of the company to win the flag?

S.D.	1.448	1.431	1.207
G.L.	1.521	1.291	1.156
Orl. M.	1.147	1.218	0.972
Orl. W.	0.900	1.077	1.217

RTC Location	Time One	Time Two	Time Three

25. How much of a feeling did you get that you were part of a company while in boot training?

S.D.	0.479	0.488	0.476
G.L.	0.625	0.519	0.596
Orl. M.	0.395	0.444	0.313
Orl. W.	0.350	0.351	0.265

26. Did you feel that the leader for the company was among the best recruits that could have been picked for this job?

S.D.	1.016	0.969	0.988
G.L.	0.859	0.822	0.968
Orl. M.	0.909	0.829	0.930
Orl. W.	0.457	0.661	0.629

27. Do you think your company commander had enough of a chance to get to know the recruits before he chose the company leader?

S.D.	1.350	1.295	1.371
G.L.	1.335	1.157	1.266
Orl. M.	1.448	1.369	1.372
Orl. W.	0.920	1.292	1.363

28. How much of a challenge did you find boot training?

S.D.	0.597	0.632	0.663
G.L.	0.433	0.615	0.575
Orl. M.	0.568	0.570	0.632
Orl. W.	0.846	0.750	0.862

29. How did you feel about the number of different activities you had each day while in boot camp?

S.D.	0.883	0.923	0.883
G.L.	0.980	0.899	0.927
Orl. M.	0.954	0.970	0.936
Orl. W.	0.791	0.856	0.835

30. How did you feel about having to run from one activity to the next while in boot training?

S.D.	2.326	2.194	2.260
G.L.	2.456	2.525	2.233
Orl. M.	2.240	2.323	2.146
Orl. W.	2.309	2.232	2.677

31. How did you feel <u>following orders</u> in boot camp was?

S.D.	2.360	2.480	2.327
G.L.	2.568	2.605	2.582
Orl. M.	2.478	2.559	2.543
Orl. W.	2.346	2.338	2.341

32. How did you feel about being tested each week to find out how much you had learned?

S.D.	1.985	1.575	1.684
G.L.	1.542	1.803	1.855
Orl. M.	1.387	1.348	1.387
Orl. W.	1.313	1.568	1.773

33. How do you feel the <u>physical training</u> in boot camp was?

S.D.	2.734	2.554	2.675
G.L.	3.041	2.512	2.661
Orl. M.	2.627	2.687	2.549
Orl. W.	2.277	2.525	2.342

34. How do you feel the <u>marching</u> in boot camp was?

S.D.	2.345	2.327	2.360
G.L.	2.807	2.716	2.564
Orl. M.	2.602	2.557	2.609
Orl. W.	2.504	2.464	2.697

35. How did you feel about the sports events in which you took part while in boot training?

S.D.	0.730	0.613	0.768
G.L.	0.903	0.700	0.998
Orl. M.	0.828	0.899	0.740
Orl. W.	2.314	1.643	0.654

36. How do you feel the <u>class work</u> in boot camp was?

S.D.	2.275	2.351	2.204
G.L.	2.405	2.297	2.362
Orl. M.	2.475	2.508	2.492
Orl. W.	2.348	2.423	2.360

RTC Location	Time One	Time Two	Time Three

37. What did you think about the movies on the Navy which have been shown to you while in boot training?

S.D.	1.330	1.394	1.196
G.L.	1.200	1.094	0.984
Orl. M.	1.147	1.427	1.122
Orl. W.	1.322	1.578	1.794

38. How much information about the Navy did you learn from your company commander while in boot training?

S.D.	0.509	0.398	0.563
G.L.	0.512	0.392	0.619
Orl. M.	0.494	0.587	0.451
Orl. W.	0.467	0.560	0.644

39. How much had you been told about the facilities (such as libraries, Navy exchanges, etc.) which can be used by recruits while in boot training?

S.D.	1.470	1.390	1.505
G.L.	1.460	1.313	1.460
Orl. M.	1.520	1.508	1.465
Orl. W.	1.311	1.492	1.550

40. How much had you been told about what it was like to serve in the fleet while in boot training?

S.D.	1.512	1.398	1.523
G.L.	1.571	1.360	1.447
Orl. M.	1.498	1.459	1.396
Orl. W.	1.443	1.430	1.494

41. How much do you know about the TUITION AID PROGRAM?

S.D.	2.343	2.319	2.022
G.L.	2.332	2.315	2.053
Orl. M.	2.150	2.064	1.780
Orl. W.	2.264	2.040	1.692

42. How much do you know about the PROGRAM FOR AFLOAT COLLEGE EDUCATION?

S.D.	1.993	2.143	1.967
G.L.	2.304	2.211	2.134
Orl. M.	2.031	1.967	1.734
Orl. W.	2.379	2.109	1.807

43. How much do you know about the UNITED STATES ARMED FORCES INSTITUTE PROGRAM (USAFI)?

S.D.	1.386	2.219	2.134
G.L.	2.174	2.212	2.342
Orl. M.	1.547	2.158	2.141
Orl. W.	2.191	2.361	2.190

44. How much do you know about the FOREIGN LANGUAGE SELF-STUDY PROGRAM?

S.D.	1.945	2.470	2.319
G.L.	2.660	2.520	2.581
Orl. M.	2.235	2.372	2.236
Orl. W.	2.648	2.503	2.314

45. How much do you know about the NAVY ENLISTED SCIENTIFIC EDUCATION PROGRAM (NESEP)?

S.D.	2.247	2.379	2.279
G.L.	2.359	2.346	2.377
Orl. M.	1.828	1.738	2.037
Orl. W.	2.563	2.056	2.000

46. How much do you know about the ADVANCED ELECTRONICS FIELD PROGRAM?

S.D.	1.809	1.742	1.702
G.L.	1.928	1.847	1.796
Orl. M.	1.565	1.464	1.482
Orl. W.	2.467	1.945	1.935

47. How much do you know about the NUCLEAR FIELD PROGRAM?

S.D.	1.746	1.722	1.689
G.L.	1.807	1.836	1.782
Orl. M.	1.468	1.497	1.525
Orl. W.	2.547	2.078	2.027

48. How much do you know about the OFFICER CANDIDATE SCHOOL PROGRAM?

S.D.	2.069	2.081	1.959
G.L.	2.008	1.919	1.837
Orl. M.	1.486	1.321	1.588
Orl. W.	2.188	1.685	1.451

RTC Location	Time One	Time Two	Time Three
49. How much to you know about the UNITED STATES NAVAL ACADEMY PROGRAM?			
S.D.	2.025	2.052	1.974
G.L.	1.926	1.829	1.832
Orl. M.	1.452	1.272	1.639
Orl. W.	2.283	1.818	1.519
51. How much of a chance did you get to talk things over with those above you while in boot training?			
S.D.	1.545	1.444	1.440
G.L.	1.611	1.412	1.576
Orl. M.	1.398	1.403	1.349
Orl. W.	1.402	1.396	1.307
53. How much help have you been given to qualify in swimming while in recruit training?			
S.D.	0.694	0.810	0.831
G.L.	0.563	0.970	0.842
Orl. M.	0.672	0.713	0.696
Orl. W.	0.463	0.620	0.545
55. How much help have other recruits given you in learning the things you had to know in recruit training?			
S.D.	1.591	1.597	1.496
G.L.	1.522	1.510	1.571
Orl. M.	1.451	1.463	1.459
Orl. W.	1.453	1.432	1.417
57. While in boot training, how much respect for recruits do you feel was shown by those who did the training?			
S.D.	1.459	1.455	1.366
G.L.	1.538	1.455	1.542
Orl. M.	1.346	1.348	1.308
Orl. W.	1.068	1.216	1.250
59. How much do you like Navy life in general so far?			
S.D.	1.361	1.283	1.325
G.L.	1.331	1.194	1.401
Orl. M.	1.112	1.082	1.061
Orl. W.	0.652	0.823	0.966

RTC Location	Time One	Time Two	Time Three
50. How well did you get along with other recruits with whom you were trained?			
S.D.	0.876	0.884	0.939
G.L.	0.827	0.750	0.911
Orl. M.	0.709	0.714	0.712
Orl. W.	0.682	0.686	0.553
52. How much help did you feel you got from the counseling you received while in boot training?			
S.D.	1.187	1.173	1.270
G.L.	1.180	1.179	1.405
Orl. M.	1.029	1.019	1.069
Orl. W.	0.908	0.875	0.825
54. Did you feel that you could go to your company commander for help with a training problem while in boot training?			
S.D.	0.634	0.634	0.597
G.L.	0.679	0.621	0.744
Orl. M.	0.501	0.625	0.527
Orl. W.	0.424	0.582	0.637
56. Were you assigned to help one or more recruits in learning the things they had to know in boot training?			
S.D.	0.995	0.942	0.975
G.L.	1.098	0.974	1.062
Orl. M.	0.851	0.865	0.880
Orl. W.	1.131	0.961	0.875
58. Did you feel that those who trained you set a good example for recruits to follow?			
S.D.	0.796	0.810	0.766
G.L.	0.743	0.779	0.915
Orl. M.	0.810	0.846	0.688
Orl. W.	0.617	0.732	0.725
60. Where do you think you get more technical training--in the Navy or in civilian life?			
S.D.	0.697	0.767	0.695
G.L.	0.730	0.717	0.735
Orl. M.	0.506	0.599	0.546
Orl. W.	0.682	0.641	0.597

RTC Location	Time One	Time Two	Time Three
61. How much do you care about getting technical training?			
S.D.	0.175	0.204	0.201
G.L.	0.171	0.199	0.209
Orl. M.	0.136	0.157	0.111
Orl. W.	0.299	0.279	0.237
62. Where do you think you can get faster promotions to more important jobs--in the Navy or in civilian life?			
S.D.	0.624	0.649	0.675
G.L.	0.649	0.667	0.716
Orl. M.	0.542	0.585	0.541
Orl. W.	0.592	0.690	0.659
63. How much do you care about getting fast promotions to more important jobs?			
S.D.	0.198	0.173	0.180
G.L.	0.129	0.167	0.139
Orl. M.	0.136	0.171	0.155
Orl. W.	0.229	0.243	0.323
64. Where do you think you are most likely to do the kind of work you like best--in the Navy or in civilian life?			
S.D.	0.914	0.946	0.930
G.L.	0.944	0.882	0.883
Orl. M.	0.821	0.824	0.773
Orl. W.	0.711	0.814	0.825
65. How much do you care about doing the kind of work you like best?			
S.D.	0.067	0.123	0.103
G.L.	0.057	0.105	0.066
Orl. M.	0.056	0.092	0.054
Orl. W.	0.025	0.074	0.074
66. Where do you think you can get fairer treatment--in the Navy or in civilian life?			
S.D.	1.091	1.140	1.137
G.L.	1.176	1.170	1.136
Orl. M.	0.941	1.041	0.979
Orl. W.	1.072	1.149	1.012
67. How much do you care about getting fair treatment?			
S.D.	0.098	0.141	0.137
G.L.	0.075	0.108	0.083
Orl. M.	0.086	0.110	0.094
Orl. W.	0.043	0.121	0.051
68. Where do you think you are more likely to work on important jobs--in the Navy or in civilian life?			
S.D.	0.690	0.722	0.698
G.L.	0.634	0.653	0.688
Orl. M.	0.443	0.528	0.430
Orl. W.	0.586	0.633	0.593
69. How much do you care about working on important jobs?			
S.D.	0.250	0.249	0.235
G.L.	0.187	0.233	0.202
Orl. M.	0.179	0.209	0.145
Orl. W.	0.213	0.276	0.322
70. Where do you think you are more likely to get the chance to talk things over with those above you--in the Navy or in civilian life?			
S.D.	1.133	1.162	1.161
G.L.	1.163	1.046	1.082
Orl. M.	1.005	1.067	1.033
Orl. W.	1.252	1.287	1.224
71. How much do you care about getting a chance to talk things over with those above you?			
S.D.	0.379	0.334	0.353
G.L.	0.317	0.350	0.311
Orl. M.	0.248	0.290	0.222
Orl. W.	0.352	0.344	0.346
72. Where do you think you are more likely to have to keep good standards of conduct and appearance--in the Navy or in civilian life?			
S.D.	0.390	0.447	0.390
G.L.	0.383	0.490	0.467
Orl. M.	0.333	0.370	0.335
Orl. W.	0.322	0.441	0.463

RTC Location	Time One	Time Two	Time Three
73. How much do you care about having to keep good standards of conduct and appearance?			
S.D.	0.254	0.273	0.278
G.L.	0.170	0.210	0.180
Orl. M.	0.161	0.219	0.151
Orl. W.	0.080	0.161	0.102
75. How much do you care about getting physical training?			
S.D.	0.399	0.474	0.405
G.L.	0.482	0.519	0.490
Orl. M.	0.384	0.439	0.383
Orl. W.	0.496	0.484	0.514
77. I am annoyed with people who correct me.			
S.D.	0.816	0.840	0.758
G.L.	0.845	0.847	0.806
Orl. M.	0.864	0.880	0.864
Orl. W.	0.861	0.865	0.868
79. I pay my debts without having to be reminded to do so.			
S.D.	0.086	0.126	0.113
G.L.	0.081	0.107	0.083
Orl. M.	0.066	0.102	0.065
Orl. W.	0.055	0.124	0.070
81. I have to be reminded to return things I have borrowed.			
S.D.	0.897	0.902	0.878
G.L.	0.923	0.896	0.897
Orl. M.	0.909	0.927	0.895
Orl. W.	0.910	0.984	0.934
83. I usually wait until the last minute to get my work done.			
S.D.	0.857	0.872	0.818
G.L.	0.864	0.896	0.872
Orl. M.	0.877	0.889	0.880
Orl. W.	0.832	0.842	0.879
85. I think it is a serious offense to go AWOL.			
S.D.	0.073	0.115	0.103
G.L.	0.082	0.111	0.109
Orl. M.	0.081	0.101	0.074
Orl. W.	0.051	0.064	0.047

RTC Location	Time One	Time Two	Time Three
7'. Where do you think you are more likely to get physical training-- in the Navy or in civilian life?			
S.D.	0.480	0.562	0.603
G.L.	0.609	0.587	0.576
Orl. M.	0.346	0.503	0.457
Orl. W.	0.518	0.626	0.638
76. I usually get to work on time.			
S.D.	0.039	0.075	0.052
G.L.	0.032	0.058	0.038
Orl. M.	0.041	0.090	0.030
Orl. W.	0.020	0.073	0.047
78. When my clothes tear, I usually throw them away.			
S.D.	0.759	0.775	0.736
G.L.	0.746	0.740	0.752
Orl. M.	0.718	0.728	0.735
Orl. W.	0.813	0.848	0.879
80. I find it hard to take orders from other people.			
S.D.	0.855	0.858	0.801
G.L.	0.840	0.870	0.846
Orl. M.	0.891	0.894	0.862
Orl. W.	0.891	0.124	0.879
82. If I have finished my work, I feel that it would be unreasonable to expect me to help the other fellow with his work.			
S.D.	0.843	0.829	0.804
G.L.	0.842	0.825	0.822
Orl. M.	0.876	0.885	0.863
Orl. W.	0.934	0.908	0.926
84. Teachers or supervisors have found it difficult to get me to do what they wanted.			
S.D.	0.890	0.915	0.894
G.L.	0.922	0.909	0.908
Orl. M.	0.934	0.946	0.932
Orl. W.	0.961	0.956	0.953
86. I often find that I have forgotten to get ready for an activity about which I had been warned ahead of time.			
S.D.	0.869	0.865	0.831
G.L.	0.885	0.877	0.888
Orl. M.	0.908	0.905	0.878
Orl. W.	0.924	0.888	0.926

RTC Location	Time One	Time Two	Time Three
87. I know exactly where I keep my important papers.			
S.D.	0.108	0.139	0.146
G.L.	0.091	0.125	0.111
Orl. M.	0.112	0.114	0.092
Orl. W.	0.129	0.154	0.094
89. Would you like to stay in the Navy after you have finished your present enlistment.			
S.D.	0.933	0.870	0.907
G.L.	0.919	0.911	0.877
Orl. M.	0.844	0.828	0.750
Orl. W.	0.723	0.753	0.768

RTC Location	Time One	Time Two	Time Three
88. People have had to keep on my tail to get me to do things I disliked.			
S.D.	0.761	0.810	0.774
G.L.	0.750	0.801	0.810
Orl. M.	0.839	0.844	0.823
Orl. W.	0.838	0.847	0.862
90. Would you like to stay in the Navy long enough to collect retirement?			
S.D.	0.901	0.882	0.855
G.L.	0.875	0.872	0.821
Orl. M.	0.824	0.783	0.693
Orl. W.	0.861	0.871	0.896