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               SELECTIVE RETENTION--A LONGITUDINAL ANALYSIS: II. EXPERIENCES A--ETC(U)
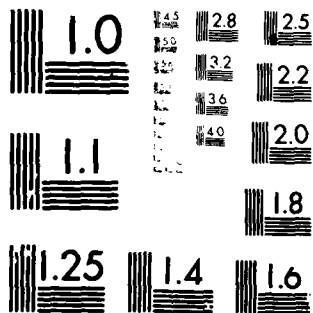   APR 80   S B LANDAU, A J FARKAS, P L WAGNER
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Apr 1980

SELECTIVE RETENTION—A LONGITUDINAL ANALYSIS: II. EXPERIENCES AND ATTITUDES OF RECRUIT TRAINING GRADUATES.

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Z0107-PN

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER NPRDC TR 80-18	2. GOVT ACCESSION NO. AD-A084 033	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) SELECTIVE RETENTION—A LONGITUDINAL ANALYSIS: II: EXPERIENCES AND ATTITUDES OF RECRUIT TRAINING GRADUATES		5. TYPE OF REPORT & PERIOD COVERED Second Report June – October 1977
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Samuel B. Landau Arthur J. Farkas Patricia L. Wagner		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Z0107-PN.11 63707N
11. CONTROLLING OFFICE NAME AND ADDRESS Navy Personnel Research and Development Center San Diego, California 92152		12. REPORT DATE April 1980
		13. NUMBER OF PAGES 49
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office)		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

Approved for public release; distribution unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Attrition	Behavioral intentions	Attitudinal changes
Retention	Expectations	Experiences
Individual variables	Commitment	
Organization variables	Satisfaction	
Longitudinal design	Recruit training	

20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

The objectives of this effort were to determine how the attitudes and perceptions of first-term enlisted personnel changed between the beginning and end of recruit training, and to assess their perceptions of recruit training, commitment to the Navy, and future expectations. Results showed that recruits (1) were not required to engage in as many undesirable activities as they expected at the beginning of training, (2) felt positively about company commanders and peer relationships in boot camp, (3) experienced many desired work outcomes to a greater degree than expected, (4) had

achieved certain desired outcomes that they had given in boot camp as their motivation for joining, (5) were generally satisfied with the Navy, and (6) felt positively about future expectations. These results indicate that, if recruits are made aware of the fact that their experiences will improve over the course of recruit training, more of them will remain in the Navy.

FOREWORD

DONALD F. PARKER
Commanding Officer

SUMMARY

Problem

At the initiation of this research in FY77, turnover rates of enlisted personnel, due to either attrition occurring during their 4-year enlistment or their failure to reenlist at the end of that enlistment, had been steadily increasing. This resulted in increased costs associated with recruitment, selection, placement, and training. To address this problem, the Navy Personnel Research and Development Center is conducting a longitudinal study of first-term enlisted personnel. Subjects will be administered questionnaires at various points during their enlistment and responses analyzed to identify factors related to attrition and reenlistment. A previous report discussed factors that were related to attrition during recruit training.

Objectives

The objectives of this effort were (1) to determine how recruits' attitudes and perceptions changed between the beginning and end of recruit training, and (2) to assess their perceptions of recruit training, commitment to the Navy, and future expectations.

Approach

A 144-item questionnaire (Q2) was administered to the 3672 recruits still on active duty during the last week of recruit training. Over half of the items were similar or identical to those included in Q1, which had been administered to them during the first week of recruit training. The following topic areas were covered: General attitudes, boot camp experiences, met expectations, personal considerations (i.e., motivations for joining), commitment, and future expectations.

Responses to items included in both Q1 and Q2 were analyzed to determine how the attitudes and perceptions of these recruits changed between the beginning and end of recruit training; and responses to those included in Q2 only, to assess recruits' perceptions of boot camp, commitment to the Navy, and future expectations. Also, stepwise multiple-regression analyses were performed to determine relationships between (1) Q1 predictors and the Q2 intention to complete enlistment, (2) Q2 predictors and the Q2 intention, (3) Q2 met and future expectations and commitment, and (4) other Q2 variables and commitment.

Results

Attitudinal and Perceptual Changes Between the Beginning and End of Recruit Training

1. Responses to items on met expectations showed that recruits experienced 27 of 38 listed work outcomes to a greater degree than expected, with the strongest relationships occurring for those items pertaining to peers. Conversely, for outcomes experienced to a lesser degree than expected, the strongest relationships occurred for items pertaining to undesirable aspects of training.

2. Although the percentage of recruits who agreed that they intended to complete their enlistment increased from Q1 to Q2 (92 to 95%), the intensity of that agreement declined. Similarly, the percentage who disagreed that they would "leave if possible" increased from Q1 to Q2 (66 to 70%), but fewer strongly disagreed.

3. The percentage of those who agreed that they were satisfied increased from Q1 to Q2 (56 to 72%), but fewer strongly agreed. Further, by Q2, less emphasis was given to thoughts of leaving the Navy or regretting having joined.

4. The percentage of those who indicated they "expected to do (did) many things in boot camp I do (did) not like" decreased from Q1 to Q2 (82 to 70%). Further, the intensity of that agreement declined. Thus, recruits found they did not engage in as many undesirable activities in boot camp as they expected they would at the beginning of training.

5. No strong relationship emerged between Q1 predictors and the Q2 intention to complete enlistment.

Recruit Perceptions of and Experiences in Recruit Training

1. Responses to items on boot camp experiences reflected positive attitudes about company commanders, peer relationships, and boot camp activities; few recruits indicated that they had experienced negative aspects of boot camp.

2. Responses to items on personal considerations showed that a large majority had attained many of their "motivations for joining" during recruit training. For example, about 80 percent agreed that the Navy had let them be part of something important, had helped them to mature, and had helped them to gain a sense of responsibility.

3. Responses to items assessing commitment to the Navy were moderately related to general satisfaction. Results of the regression analysis performed to determine relationships between Q2 variables and commitment showed that the personal considerations index was most predictive of commitment, followed by the possibility of leaving the Navy.

4. Responses to items on future expectations of the Navy showed that the outcomes that were most expected to occur pertained to job or work aspects.

5. In an analysis of Q2 met and future expectations and commitment, five future expectations emerged, compared to only two met expectations. The best predictor of commitment was the future expectation of "improving the quality of my life."

6. Of the Q2 variables, general satisfaction was most predictive of the Q2 intention to complete enlistment, followed by advancement expectations and family approval.

Conclusions

1. Since most recruit training attrites leave by the end of the fifth week of training (Landau & Farkas, 1978), they probably do not experience many of the aspects of boot camp rated positively in this study. Thus, if individuals with attitudinal and motivational problems were made aware that their experiences are likely to improve over the course of recruit training, it is possible that many potentially productive individuals would remain in the Navy.

2. The lack of predictability between Q1 variables and Q2 intentions suggests a shift in values related to these intentions. Incoming concerns focus on satisfying various individual needs; and later concerns, on satisfying various organizational considerations. Consequently, in attempts to reduce attrition, it appears that different factors should be investigated at different phases of the enlistment.

3.   Morale and motivation appeared relatively high regarding both recruit training experiences and future expectations.

Recommendations

1.   Since the discrepancies between boot camp expectations and experiences were generally positive in nature, it is important to convey this information to incoming recruits, particularly those whose initial attitudes are negative. This could be achieved by having recruits who have just completed or are about to complete recruit training address those about to begin such training. Since the graduating recruits are generally positive about their recent experiences, they would be able to convey to new recruits the importance of getting over the first few weeks of adjustment and adaptation.

2.   To ensure that expectations of Navy life are accurate, a realistic preview of the training and fleet environments should be presented near the end of recruit training.

CONTENTS

LIST OF TABLES

INTRODUCTION

Problem and Background

Turnover rates of enlisted personnel, due to either attrition occurring during their first 4-year enlistment or their failure to reenlist at the end of that enlistment, have been high. This has resulted in increased costs associated with recruitment, selection, placement, and training (Sinaiko, 1977).

To address this problem, the Navy Personnel Research and Development Center is conducting a longitudinal study of a cohort of first-term enlisted personnel. Since such personnel attrite throughout their enlistment, from the beginning of recruit training to the expiration of active obligated service (EAOS), it was decided to administer questionnaires to the subjects at eight points during the cycle (see Figure 1).[1] Responses to these questionnaires will be analyzed to provide information that will aid in identifying and retaining those who can best benefit the Navy and to determine how attitudinal changes—occurring from one assessment point to the next—affect attrition and reenlistment.
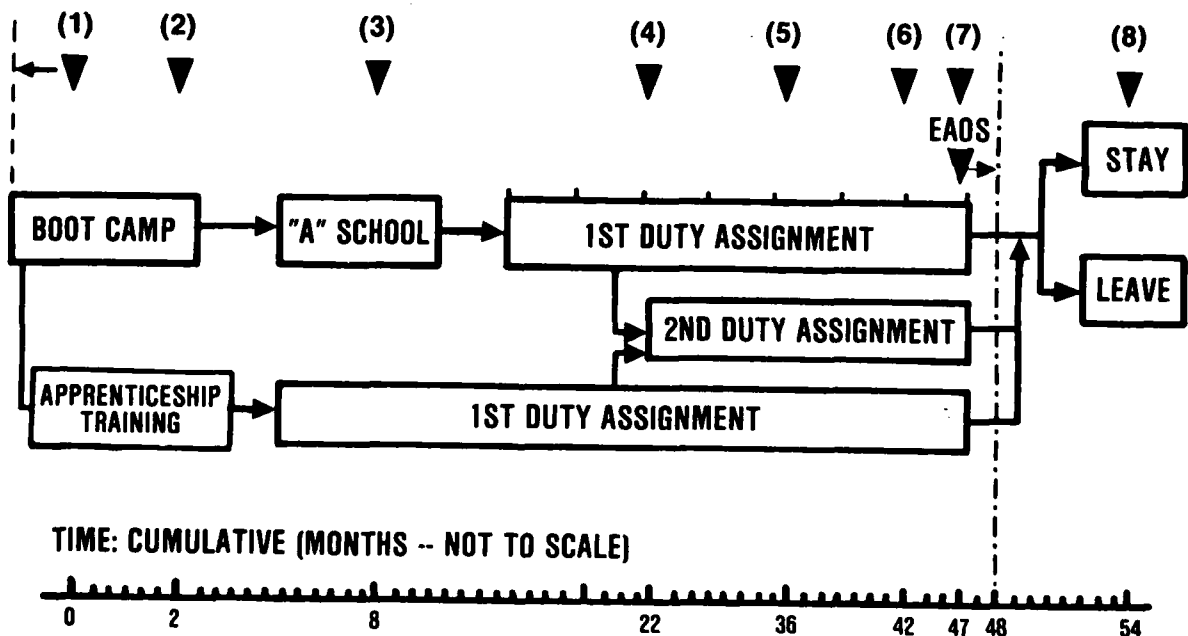
Figure 1. Attitudinal assessment points for use in a longitudinal study of a cohort of first-term enlisted personnel.

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[1]Original plans were to administer questionnaires at nine assessment points. Because of time constraints, however, the assessment point originally set at 12 months, shortly after an "A" School graduate would begin his initial duty assignment, was cancelled.

1

The first report on this study (Landau & Farkas, 1978) provided information obtained from a questionnaire (Q1) administered to 4911 recruits at the three Recruit Training Centers during their fourth day of recruit training (Point 1 on Figure 1). This questionnaire was designed to examine the relationship between individual (personal) and organizational (work environment) factors and to determine how these factors relate to attrition and reenlistment. Individual factors were covered by items assessing (1) demographics, (2) motivations for joining the Navy, (3) behavioral intentions (e.g., to complete enlistment), (4) expectations (e.g., of boot camp), (5) general attitudes (e.g., toward the Navy), and (6) personality attributes (e.g., extent to which one perceives that environmental situations are controlled by oneself or by external events). Organizational factors were covered by items assessing (1) rated desirability of work outcomes, and (2) expectancies of realizing those outcomes in the Navy.

By the end of recruit training, 428 recruits (8.7%) had attrited and 4483 (91.3%) remained on duty. Thus, to identify any differences between the two groups, Landau and Farkas compared questionnaire data for attrites and nonattrites. Also, they analyzed the records (Enlisted Master File) of attrites to determine why and when they left the Navy. Some of their findings are summarized below:

1. Nonattrites were more likely to join the Navy to meet individual goals; and attrites, because of external influences.

2. Although both groups found that recruit training differed from their expectations, the expectations of attrites were generally more negative than those of nonattrites.

3. Nonattrites had given more thought to enlisting and were more certain of their reasons for enlisting than were attrites.

4. The best predictor of attrition was the recruits' stated intention not to complete their enlistment, followed by their perception of the lack of opportunity to travel that the Navy afforded.

5. Most attrites left because of motivational and/or attitudinal problems, and over half had left by the end of the fifth week of training.

Objectives

The objectives of this effort were (1) to determine how recruits' attitudes and perceptions changed between the beginning and end of recruit training (assessment points 1 and 2), and (2) to assess their perceptions of recruit training, commitment to the Navy, and future expectations.

A decision was made to include questions on commitment in the questionnaire administered at the end of recruit training (Q2) (and in succeeding study questionnaires) because results of some of the more recent turnover studies showed that turnover was related to organizational commitment. For example, in a longitudinal study of psychiatric technicians, Porter, Steers, Mowday, and Boulian (1974) found that organizational commitment, which they defined as the strength of an individual's identification with an involvement in a particular organization, was a better predictor of turnover than the various components of job satisfaction. Similar results were obtained by Kraut (1975), in a study of salesmen, and by Koch and Steers (1978), in a study of public sector employees. In discussing this finding, Koch and Steers suggested that commitment may be a more stable predictor than job satisfaction, since it reflects a more global approach to the overall job situation.

METHOD

Procedure/Subjects

During the last week of recruit training, the second questionnaire (Q2) was administered. As indicated previously, 4483 members of the original sample of 4911 recruits remained on active duty at that time and, conceivably, should have completed Q2. Since questionnaires were completed by only 3672 recruits, 811 subjects were either not present (e.g., because of illness, duty) on the day the Q2 was administered or had been "set back" for academic, motivational, or other reasons. (About 18 percent of recruits entering the Recruit Training Centers are required to repeat portions of training or make up those that they missed.)

Measurement Instrument

Q2 comprised 144 items, 79 (55%) of which were similar or identical to those included in Q1. Also, a number of demographic items were included to allow researchers to determine whether Q2 respondents were representative of Q1 respondents.

A copy of Q2 is provided in the appendix; items within the questionnaire sections are discussed in the following paragraphs. Unless otherwise indicated, responses were made on a 5-point Likert-type scale, ranging from "Strongly disagree" to "Strongly agree."

1. General Attitudes. The 18 items (Nos. 1-18) in this section were included to assess respondents' intentions (e.g., to reenlist), expectations (e.g., of advancing in the Navy), and general attitudes (e.g., amount of satisfaction with the Navy). Nine of these items (Nos. 1-7, 10, 11) were similar or identical to those included in the "General Attitudes" section of Q1.

2. Boot Camp Experiences. The 41 items (Nos. 19-59) in this section, which concerned life in boot camp, were included to determine the extent to which recruits agreed with the various experiences described. All but item 59, which concerned reasons for being "set back," were responded to using a 5-point scale.[2]

3. Met Expectations. In Q1, respondents were presented with a list of 55 work outcomes (e.g., good salary, pride in work) and were asked to indicate, on a 5-point scale, the degree to which they desired these outcomes. Also, they were asked to indicate whether they felt these outcomes were likely to occur in the Navy and/or in civilian life. A subset of 38 work outcomes that appeared to be most appropriate for a recruit training environment was identified, modified as necessary, and included in Q2 (Nos. 60-97) to determine the extent to which expectations of these outcomes had been met during recruit training.

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[2]Responses to this item will be discussed in a subsequent report (Farkas, in preparation). Since Q1 and Q2 were administered to specific recruit companies rather than to specific individuals, some "set backs" may have returned to another sample company and thus were included in Q2 administration. Others may have been returned to nonsample companies and thus were not included.

4. <u>Personal Considerations.</u> Landau and Farkas (1978), in comparing responses of attrites and nonattrites to Q1 items assessing motivations for joining the Navy, found that both groups had joined to obtain specific individual outcomes (e.g., skills, education), but that attrites were less influenced by these outcomes than nonattrites. Items concerning five desired outcomes that conceivably could have been attained in recruit training (e.g., maturity, responsibility) were included in Q2 (Nos. 98-102). It was assumed that, if recruits had attained these outcomes, at least to some degree, they would be more satisfied and less likely to attrite.

5. <u>Commitment.</u> As indicated previously, a relationship has been found between organizational commitment and turnover. Thus, the Organizational Commitment Questionnaire (OCQ), which was developed by Porter, Crampon, and Smith (1976) as part of their longitudinal study of organizational commitment and turnover, was included in Q2 (Nos. 103-117) to assess recruits' commitment to the Navy. For item consistency, however, the number of OCQ anchor scales was reduced from seven to five.

6. <u>Future Expectations.</u> This section included a subset of 27 of the 55 work outcome items included in Q1 (described under "Met Expectations" above). Respondents were asked to indicate, on a 5-point scale ranging from "Definitely <u>Will Not</u> Happen" to "Definitely <u>Will</u> Happen," the extent to which they expected to experience these outcomes on their next assignment (i.e., either in Class "A" school or apprentice training) (Nos. 118-144). Twenty-two of the items in this subset were also included in the subset described above.

Analyses

1. Responses to items included in both Q1 and Q2 were analyzed to determine how recruits' attitudes and perceptions changed between the beginning and end of recruit training.

2. Responses to items included only in Q2 were analyzed to assess recruits' perceptions of boot camp, commitment to the Navy, and future expectations.

3. Factor analyses and stepwise multiple-regression analyses were performed to determine relationships between the following:

   a. Q1 predictors and the Q2 intention to complete enlistment.
   b. Q2 predictors and the Q2 intention to complete enlistment.
   c. Q2 met and future expectations and commitment.
   d. Other Q2 variables and commitment.

4

RESULTS

Attitudinal and Perceptual Changes Between the Beginning and End of Recruit Training

Demographics

Table 1 provides demographic variables for recruit training graduates who completed the first questionnaire (Q1 only) (N = 4483) and those who completed both questionnaires (Q1 and Q2) (N = 3672).[3] As shown, recruits who responded to both questionnaires had slightly higher AFQT test scores and were slightly younger than those who responded to Q1 only. Although these differences reached significance, the means indicate that there is little practical difference between the two groups. There were no significant differences between the two groups for the other demographic variables.

The 811 "missing" recruits mentioned previously could have been a source of potential bias; however, it was found that they generally did not differ significantly on demographic factors from the 3672 recruits who completed Q1 and Q2. It was hypothesized earlier that some of these individuals may have been "set back" into other companies that were not part of the original sample and therefore were not administered Q2. Since being set back often reflects an academic problem, this could help explain the slightly higher AFQT scores of those who completed both Q1 and Q2.

Met Expectations

Table 2 shows that recruit training graduates experienced 27 of the 38 work outcomes to a greater degree than they had expected and that the difference between reported expectations (Q1) and experiences (Q2) was statistically significant for 36 of the 38 outcomes. To illustrate, 31 percent of the sample expected that they would be "able to talk and work well with others" in the Navy while 69 percent did not. Responses to Q2, however, showed that 83 percent reported having experienced this outcome in the Navy-- an increase of over 50 percent. Specific statistical comparisons were based on the proportions of those who expected to experience this outcome and did not (4.8%) with those who did not expect to experience it but did (56.4%). The greater the difference, the more discrepant the experiences from expectations. These z-score tests of statistical significance suggested by McNemar (1969) were used in these comparisons because (1) the verbal anchors of the scales in Q1 and Q2 were not the same, and (2) they test differences between nonindependent proportions.[4]

Table 2 shows that, for outcomes experienced to a greater degree than expected, the strongest relationships occurred for those pertaining to peers (e.g., talking and working well with others, friendly feelings). Conversely, for outcomes experienced to a lesser degree than expected, the strongest relationships occurred for those pertaining to more diverse aspects of recruit training (e.g., doing hard physical activity, being criticized for no reason, chances to use abilities).

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[3] Because of the large number of tables relative to the amount of text, all tables appear at the end of this section.

[4] The McNemar procedure requires that responses be dichotomized for each measurement period. Thus, for Q1, one category comprised expectations that outcomes would occur in civilian life and equally in civilian/Navy life; and the other, expectations that outcomes would occur in the Navy (Landau & Farkas, 1978). For Q2, one category comprised responses agreeing that expectations had been met; and the other, responses disagreeing or uncertain that expectations had been met.

A principal components factor analysis, using varimax rotation, was performed on the 38 experienced work outcomes. Three basic factors emerged, accounting for 83.5 percent of the variance and having eigenvalues greater than 1.0. As shown in Table 3, the first factor, "supervision," dealt with positive attributes of supervision, particularly with regard to the company commander; the second, "peer relationships," with positive aspects associated with fellow recruits; and the third, "individual needs," with items of an individual or personal nature.

General Attitudes

Table 4, which lists "General Attitude" items included in both questionnaires, shows how recruits' intentions, general attitudes, and expectations changed between the beginning and end of recruit training. Specific changes are discussed below.

1. **Intentions.** As shown, the most striking change occurred in responses to the item assessing the intention to complete enlistment. Although the percentage of those who agreed/strongly agreed that they intended to complete their enlistment increased from Q1 to Q2 (92 to 95%), the intensity of that agreement declined: 83 percent strongly agreed with this item at Q1, compared to 56 percent at Q2. Similarly, the percentage who disagreed/strongly disagreed that they would "leave if possible" increased from Q1 to Q2 (66 to 70%), but fewer strongly disagreed that they would leave (51 to 29%). These findings suggest that, by the time recruits complete boot camp, more intend to complete their enlistment and fewer would leave, but the intensity of their intentions is less extreme.

General agreement with the intention to "have a naval career" decreased from Q1 to Q2 (25 to 16%). The concurrent increase in the number of those who were "uncertain" about this intention suggests that they had adopted a "wait and see" attitude. Little change occurred between Q1 and Q2 in recruits' intention "not to reenlist."

2. **General Attitudes.** Although the percentage of those who were satisfied increased from Q1 to Q2 (56 to 72%), fewer "strongly agreed" that they were satisfied (22 to 13%). Further, by Q2, less emphasis was given to thoughts of leaving the Navy or regretting having joined.

3. **Expectations.** The most overwhelming change in expectations occurred in responses to the item concerning boot camp. As shown, the percentages of those who indicated they "expected to do (did) many things in boot camp I do (did) not like" decreased from Q1 to Q2 (82 to 70%). Further, the intensity of that agreement declined: 58 percent strongly agreed with this item at Q1, compared to only 17 percent at Q2. Thus, recruits found they did not engage in as many undesirable activities in boot camp as they expected they would at the beginning of training.

Q1 Predictors and Q2 Intention to Complete Enlistment

Table 5 provides results of the stepwise multiple-regression analysis performed to determine how Q1 predictors relate to the Q2 intention to complete enlistment. As shown, the eight best predictors account for only 9 percent of the variance; and the best single predictor--the Q1 intention to complete enlistment, for only 5 percent. Of the other predictors, three (Nos. 4, 6, and 8) related to motivations for joining the Navy; two (Nos. 3 and 7), to desired work outcomes; one (No. 2), to general attitudes; and one (No. 5), to environmental expectancies (i.e., Navy vs. civilian life).

6

Recruit Perceptions of and Experiences in Recruit Training

General Attitudes

Table 6 lists the "General Attitude" items that were included in Q2 only. As shown, 87 percent of the respondents indicated that their family approved of their Navy enlistments; and 86 percent, that they expected to advance regularly. Nearly two-thirds reported that they had been promised a Class "A" school; and a similar number, that they had been assigned to their preferred type of training. Although 56 percent agreed that they could get civilian jobs if they left the Navy, only 9 percent agreed that they would have better civilian job opportunities than they had in the Navy. By Q2, 54 percent were certain about what they wanted to do with their lives; 55 percent felt that their peers had positive attitudes towards the Navy; and 47 percent expected their civilian friends to respect them just because they were in the Navy. These findings indicate that recruits felt their being in the Navy was supported by their family, peers, and civilian friends.

Boot Camp Experiences

As indicated previously, Q2 items 19 through 58 were statements about specific boot camp experiences, and recruits were to indicate how much they agreed with these statements. Results are presented in Table 7, in which the statements are ordered by the percentage of recruits expressing agreement. As shown, the largest percentage agreed that "following orders is a good way to get through boot camp." This suggests the use of a coping or adjustment strategy that may too often be overlooked or ignored as a means of helping recruits complete boot camp successfully.

Other high agreement items reflected positive attitudes about company commanders. Recruits agreed that their commanders encouraged teamwork, motivated them to do their best, and were easy to get along with. Few respondents agreed with negative aspects of boot camp (e.g., being harassed by company commanders or being afraid of them, getting into trouble, or performing difficult physical activity).

A principal components factor analysis, using varimax rotation, was performed on these items. As shown in Table 8, four primary factors with eigenvalues greater than 1.0 were identified. They accounted for 72.8 percent of the variance. The first factor, "group cohesion," reflects the positive peer relationships experienced among recruits. (All of the items comprising this factor had a mean rating ranging from moderate to high agreement in Table 7.) The second factor, "physical activity," suggests that recruits generally did not experience difficulty with either the amount or kinds of physical activity required in boot camp. A third factor dealt with "negative aspects of supervision/leadership." As seen in Table 7, however, relatively few agreed that they had experienced these outcomes. The final factor deals with items of boot camp "adjustment." Relating these items to the findings in Table 7 suggests that, although only 43 percent agreed that they had difficulty in adjusting to boot camp, 64 percent wished that they had had more information on what it would be like. Only 19 percent responded that they had difficulty in getting through boot camp.

Personal Considerations

As indicated previously, a set of Personal Considerations items was included in Q2 to determine the extent to which recruits had achieved certain desired outcomes (i.e., their motivations for joining) in recruit training. Table 9, which provides a summary of responses to these items, shows that about 80 percent agreed that the Navy had let them be part of something important, had helped them to develop a sense of responsibility, and had helped them to mature. Further, almost 60 percent agreed that the Navy had helped them to get an education and to learn a skill, even though they had not yet begun training in their specific occupational specialty (i.e., through Class "A" school or on-the-job training).

Table 9 also provides an index based on the average of these five items, and shows how responses to these items correlate with responses to the item assessing general satisfaction (Table 4, General Attitudes). The correlations generally indicate moderately strong relationships, particularly for the index.

Commitment

Responses to the items comprising the Organizational Commitment Questionnaire (OCQ) (Porter et al., 1974) are provided in Table 10, along with an index based on the average of these items.

The internal consistency of the OCQ was estimated using the coefficient alpha (Cronbach, 1951), resulting in an alpha of .85, which is relatively high. Although the correlations between the commitment items and the general satisfaction item were all moderately high, the highest occurred for the commitment index ($r = .49$).

A stepwise multiple-regression was performed to determine how commitment related to other Q2 variables. As shown in Table 11, the six best predictors resulted in a multiple correlation of .73, which accounted for approximately 53 percent of the variance in the commitment index. The best individual predictor was the composite of the personal consideration items (Nos. 98-102, see Table 8). This means that approximately 29 percent of the variance could be explained by the extent to which respondents reported experiencing their motivations for joining the Navy. Of the other predictors, four (Nos. 1-4) related to general attitudes; and one (No. 6), to boot camp experiences.

Q2 Predictors of Q2 Intention to Complete Enlistment

Table 12 provides results of the analysis performed to determine what combination of Q2 variables best predicted the Q2 intention to complete one's enlistment. As shown, the overall multiple correlation for the nine best predictors was .57, accounting for approximately 33 percent of the variance. The best individual predictor was general satisfaction; the more satisfied recruits were with the Navy, the more likely they would complete their enlistment. Of the other predictors, five (Nos. 1-4, 8) related to general attitudes; three (Nos. 5, 7, and 9), to boot camp experiences; and one (No. 6), to future expectations. Although the correlation between commitment (OCQ index, Table 10) and the Q2 intention was .36, commitment did not emerge as a predictor in the multiple regression.

8

Future Expectations of Navy Life

The final section of Q2 asked respondents to indicate the extent to which they expected various outcomes to occur in the future. Results are provided in Table 13, which shows that the outcomes that were most expected to occur pertained to the job or to work aspects, followed by outcomes related to self needs. To determine whether these future expectations reflected any basic constructs, a principal components factor analysis, using varimax rotation, was performed. As shown in Table 14, two basic factors emerged, with eigenvalues greater than 1.0 and accounting for 84.4 percent of the variance. The first factor, "supervisory support" pertained to expectations of generally positive relationships with supervisors. The second factor, "personal concerns," reflected expectations of receiving various self needs, personal growth, and advancement.

A stepwise multiple-regression analysis was performed to assess the relationship between commitment and Q2 met expectations and future expectations. Results are provided in Table 15, which shows that the seven most important predictors, accounting for over 46 percent of the variance, included five future expectations (Nos. 1, 2, 4, 6, and 7), compared to only two met expectations (Nos. 3 and 5). The best individual predictor was the future expectation of "improving the quality of my life," which accounted for over 23 percent of the variance.

Table 1

Demographic Variables for Recruit Training Graduates
Who Completed the First Questionnaire Only and for
Those Who Completed Both Questionnaires

	Percentage of Respondents			
Variable	Q1 Only (N = 4483)	Q1 and Q2 (N = 3672)	χ^2	df
Education			.058	3
Less than high school	16.6	15.5		
GED	6.2	6.0		
High school	67.8	69.3		
More than high school	9.3	9.2		
	99.9	100.0		
Marital Status			.008	2
Never married	94.4	94.6		
Married	4.1	3.9		
Previously married	1.6	1.5		
	100.1	100.0		
Sex			.001	1
Male	95.4	95.5		
Female	4.6	4.5		
	100.0	100.0		
Race			.073	2
Caucasion	85.3	86.6		
Black	11.3	10.6		
Other	3.3	2.8		
	99.9	100.0		
Recruit Training Location			.191	2
San Diego	18.0	15.7		
Orlando	36.0	37.3		
Great Lakes	46.0	47.0		
	100.0	100.0		

	Mean	S.D.	Mean	S.D.	Z
AFQT Score	58.6	17.8	59.5	17.7	7.21*
Age	19.6	3.3	19.1	2.2	21.55*

Notes.

1.   Totals do not always equal 100 percent due to rounding.

2.   Demographic data was obtained either from the questionnaire or the Enlisted Master Tape.

*p < .01.

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Table 2

Comparison of Recruit Expectations of
and Experiences in Boot Camp

Outcomes[a]	Expectations (Q1)	Experiences (Q2)		$\underline{z}$[b]
		Not in Navy	In Navy	
Outcomes Experienced to a Greater Degree than Expected				
Able to talk and work well with others (71)	Find in Navy Not in Navy Total	31.4 68.6 100.0	4.8 12.2 17.0	26.6 56.4 83.0	35.52*
Friendly feelings between fellow recruits (75)	Find in Navy Not in Navy Total	30.2 69.8 100.0	6.8 19.9 26.7	23.4 49.9 73.3	30.79*
Helping others get through boot camp (68)	Find in Navy Not in Navy Total	45.2 54.8 100.0	6.0 9.1 15.1	39.2 45.7 84.9	29.77*
Being treated in a fair manner (70)	Find in Navy Not in Navy Total	29.2 70.8 100.0	7.8 25.4 33.2	21.4 45.4 66.8	27.75*
Helpful company commanders (64)	Find in Navy Not in Navy Total	43.7 56.3 100.0	7.5 13.6 21.1	36.2 42.7 78.9	26.82*
Meeting and making new friends (85)	Find in Navy Not in Navy Total	62.3 37.7 100.0	3.9 3.0 6.9	58.4 34.7 93.1	26.79*
Company commanders who think of me as a person (69)	Find in Navy Not in Navy Total	25.8 74.3 100.1	8.2 31.9 40.1	17.6 42.4 60.0	25.96*
Helpful fellow recruits (79)	Find in Navy Not in Navy Total	45.5 54.5 100.0	9.8 13.8 23.6	35.7 40.7 76.4	23.44*
Company commanders willing to listen to my problems (76)	Find in Navy Not in Navy Total	35.1 64.8 99.9	10.7 26.3 37.0	24.4 38.5 62.9	23.00*
Able to question company commanders about what they want me to do (90)	Find in Navy Not in Navy Total	27.9 72.1 100.0	9.5 32.7 42.2	18.4 39.4 57.8	21.35*
Knowing exactly what I'm expected to do (73)	Find in Navy Not in Navy Total	50.6 49.3 99.9	11.3 13.2 24.5	39.3 36.1 75.4	19.45*
Chance to use my free time for things I like to do (83)	Find in Navy Not in Navy Total	15.0 85.1 100.1	7.9 59.5 67.4	7.1 25.6 32.7	16.45*
Treated with respect by company commanders (62)	Find in Navy Not in Navy Total	31.9 68.1 100.0	14.1 35.7 49.8	17.8 32.4 50.2	14.44*

Note. All percentage totals do not equal 100.0 due to rounding.

[a]Numbers in parentheses refer to Q2 item numbers.

[b]Test for differences between nonindependent proportions (McNemar, 1969, pp. 54-58).

*p < .01.

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Table 2 (Continued)

Outcomes[a]	Expectations (Q1)		Experiences (Q2)		$\underline{z}$[b]
			Not in Navy	In Navy	
		Outcomes Experienced to a Greater Degree than Expected (Continued)			
Getting credit when I do my work duties well (74)	Find in Navy	40.0	14.6	25.4	12.07*
	Not in Navy	60.1	30.6	29.5	
	Total	100.1	45.2	54.9	
Good working conditions (61)	Find in Navy	40.8	16.4	24.4	11.93*
	Not in Navy	59.1	27.3	31.8	
	Total	99.9	43.7	56.2	
Able to set my own pace in getting my work done (87)	Find in Navy	15.5	9.2	6.3	10.20*
	Not in Navy	84.5	65.3	19.2	
	Total	100.0	74.5	25.5	
Company commanders who set good examples for others to follow (80)	Find in Navy	62.7	13.9	48.8	10.04*
	Not in Navy	37.4	11.8	25.6	
	Total	100.1	25.7	74.4	
Improving the quality of my life (72)	Find in Navy	64.5	12.7	51.8	9.52*
	Not in Navy	35.5	12.2	23.3	
	Totals	100.0	24.9	75.1	
Chances to better myself (63)	Find in Navy	67.3	13.9	53.4	7.93*
	Not in Navy	32.6	9.8	22.8	
	Total	99.9	23.7	76.2	
Good leadership/ supervision (77)	Find in Navy	62.4	17.1	45.3	7.40*
	Not in Navy	37.7	11.6	26.1	
	Total	100.1	28.7	71.4	
Studying to learn my job duties (97)	Find in Navy	64.9	16.7	48.2	7.06*
	Not in Navy	35.1	10.0	25.1	
	Total	100.0	26.7	73.3	
Working in close quarters with others (89)	Find in Navy	74.9	12.5	62.4	6.91*
	Not in Navy	25.2	5.8	19.4	
	Total	100.1	18.3	81.8	
Working as part of a team (65)	Find in Navy	80.0	12.0	68.0	4.27*
	Not in Navy	20.0	3.8	16.2	
	Total	100.0	15.8	84.2	
Following strict rules about the way I look and dress (88)	Find in Navy	85.1	9.1	76.0	3.33*
	Not in Navy	14.9	3.0	11.9	
	Totals	100.0	12.1	87.9	
Opportunity to have privacy (82)	Find in Navy	13.4	9.4	4.0	2.97*
	Not in Navy	86.6	74.7	11.9	
	Total	100.0	84.1	15.9	
Feeling pressured to finish my work (78)	Find in Navy	52.6	19.7	32.9	1.90
	Not in Navy	47.4	25.4	22.0	
	Total	100.0	45.1	54.9	
Told exactly what to do (95)	Find in Navy	74.1	17.1	57.0	1.21
	Not in Navy	25.9	7.5	18.4	
	Total	100.0	24.6	75.4	

Note. All percentage totals do not equal 100.0 due to rounding.

[a]Numbers in parentheses refer to Q2 item numbers.

[b]Test for differences between nonindependent proportions (McNemar, 1969, pp. 54-58).

*$p < .01$.

Table 2 (Continued)

Outcomes[a]	Expectations (Q1)		Experiences (Q2)		z[b]
			Not in Navy	In Navy	

Outcomes Experienced to a Lesser Extent than Expected

Outcomes[a]	Expectations (Q1)		Not in Navy	In Navy	z[b]
Following strict rules and behavior (94)	Find in Navy	85.9	13.5	72.4	-3.49*
	Not in Navy	14.2	3.8	10.4	
	Total	100.1	17.3	82.8	
Learning skills that will be useful later in my life (81)	Find in Navy	76.7	20.1	56.6	-4.40*
	Not in Navy	23.3	8.0	15.3	
	Total	100.0	28.1	71.6	
Disciplined for poor work (96)	Find in Navy	68.5	23.2	45.3	-4.70*
	Not in Navy	31.5	13.8	17.7	
	Total	100.0	37.0	63.0	
Chances to fully use my abilities (86)	Find in Navy	54.3	25.5	28.8	-5.10*
	Not in Navy	45.6	26.4	19.2	
	Total	99.9	51.9	48.0	
Interesting job/work duties (60)	Find in Navy	47.3	25.5	21.8	-6.13*
	Not in Navy	52.6	34.6	18.0	
	Total	99.9	60.1	39.8	
Avoid having to do things I feel are below me (91)	Find in Navy	21.8	16.8	5.0	-6.39*
	Not in Navy	78.3	67.7	10.6	
	Total	100.1	84.5	15.6	
Company commanders who watch their personnel closely (84)	Find in Navy	62.0	27.2	34.8	-6.77*
	Not in Navy	38.1	19.4	18.7	
	Totals	100.1	46.6	53.5	
Doing difficult and demanding work (66)	Find in Navy	50.2	27.4	22.8	-7.42*
	Not in Navy	49.7	30.0	19.7	
	Totals	99.9	57.4	42.5	
Being part of a well-disciplined organization (67)	Find in Navy	82.6	20.0	62.6	-7.82*
	Not in Navy	17.3	5.5	11.8	
	Totals	99.9	25.5	74.4	
Being criticized for no reason (92)	Find in Navy	48.6	27.0	21.6	-8.67*
	Not in Navy	51.3	34.9	16.4	
	Totals	99.9	91.9	38.0	
Doing hard physical activity (93)	Find in Navy	63.9	39.7	24.2	-19.93*
	Not in Navy	36.1	23.3	12.8	
	Total	100.0	63.0	37.0	

Note. All percentage totals do not equal 100.0 due to rounding.

[a]Numbers in parentheses refer to Q2 item numbers.

[b]Test for differences between nonindependent proportions (McNemar, 1969, pp. 54-58).

*$p < .01$.

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Table 3

Summary of Factor Analysis of Outcomes Experienced
During Recruit Training (Q2)

Factor/Item Components[a,b]	Factor Loading		
	I	II	III
I. Supervision			
Company commanders who think of me as a person (69)	.74	.16	.18
Treated with respect by company commanders (62)	.70	.08	.16
Helpful company commanders (64)	.65	.23	-.03
Company commanders willing to listen to my problems (76)	.63	.17	.17
Being treated in a fair manner (70)	.60	.19	.20
Company commanders who set good examples for others to follow (80)	.56	.24	.09
Good leadership/supervision (77)	.46	.27	.12
Getting credit when I do my duties well (74)	.45	.19	.33
Able to question company commanders about what they want me to do (90)	.42	.12	.27
II. Peer Relations			
Helpful fellow recruits (79)	.16	.66	.09
Friendly feelings between fellow recruits (75)	.19	.60	.16
Able to talk and work well with others (71)	.20	.54	.06
Working as part of a team (65)	.23	.53	.03
Helping others get through boot camp (68)	.19	.52	.02
Meeting and making new friends (85)	.12	.42	-.04
Being part of a well disciplined organization (67)	.22	.40	.07
III. Individual Needs			
Opportunity to have privacy (82)	.16	.06	.69
Chance to use my free time for things I like to do (83)	.19	.10	.66
Able to set my own pace in getting my work done (87)	.19	.07	.55
Chances to fully use my abilities (86)	.23	.14	.43

[a] Numbers in parentheses refer to Q2 item numbers.

[b] Only items with factor loadings of .40 or greater were included.

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Table 4

Change in Recruits' Intentions, General Attitudes, and Expectations
Between Q1 and Q2

Item	Questionnaire/Item No.	Percentage of Recruits Reporting					Mean[a]	S.D.	t
		Strong Disagreement	Disagreement	Uncertainty	Agreement	Strong Agreement			
Intentions									
To complete enlistment	Q1/21 / Q2/2	1.5 / 0.9	1.2 / 0.4	5.5 / 3.5	8.5 / 38.8	83.3 / 56.3	4.71 / 4.49	0.76 / 0.67	14.47**
To have a naval career	Q1/25 / Q2/11	14.2 / 8.5	6.2 / 10.1	55.0 / 64.9	11.2 / 9.1	13.3 / 7.3	3.03 / 2.97	1.13 / 0.91	3.94**
To leave if possible	Q1/29 / Q2/7	51.1 / 29.0	14.6 / 41.2	20.8 / 22.9	6.0 / 4.4	7.5 / 2.5	2.04 / 2.10	1.28 / 0.95	-2.73**
Not to reenlist	Q1/24 / Q2/4	15.1 / 6.8	8.9 / 11.5	57.4 / 67.1	5.5 / 8.1	13.2 / 6.4	2.93 / 2.96	1.13 / 0.85	-1.56
General Attitudes									
Generally satisfied	Q1/30 / Q2/1	8.1 / 2.0	16.1 / 3.8	19.6 / 22.6	33.8 / 58.9	22.3 / 12.6	3.46 / 3.76	1.23 / 0.79	-14.58**
Think a lot about getting out	Q1/27 / Q2/6	42.6 / 30.1	22.7 / 49.9	10.8 / 9.8	15.7 / 8.2	8.2 / 2.0	2.24 / 2.02	1.36 / 0.95	9.85**
Regret joining the Navy	Q1/26 / Q2/5	48.4 / 35.0	21.7 / 45.8	17.7 / 15.0	7.7 / 2.3	4.6 / 1.9	1.98 / 1.90	1.18 / 0.87	4.04**
Boot camp is an example of what the Navy is really like	Q1/33 / Q2/19[b]	38.1 / 26.0	18.3 / 35.4	31.7 / 28.5	8.0 / 8.3	3.9 / 1.8	2.21 / 2.25	1.15 / 0.99	-1.54
Expectations									
Expect to do (did) many things in boot camp I do (did) not like	Q1/34 / Q2/32[b]	3.6 / 3.0	4.4 / 16.9	9.7 / 10.1	24.2 / 52.5	58.2 / 17.5	4.29 / 3.65	1.04 / 1.05	28.47**
Many things recruiter did not discuss	Q1/31 / Q2/10	11.8 / 3.6	9.2 / 15.8	9.1 / 14.2	25.7 / 36.8	44.1 / 29.6	3.81 / 3.73	1.39 / 1.15	3.47**
Recruiter was generally truthful	Q1/23 / Q2/3	15.1 / 9.0	20.5 / 18.9	16.0 / 20.1	26.1 / 41.7	22.4 / 10.3	3.20 / 3.25	1.39 / 1.15	-2.23*

Note. The number of recruits responding to these items ranged from 3658 to 3668.

[a]Based on a 5-point scale, with 1 = Greatly/Strongly Disagree and 5 = Greatly/Strongly Agree.

[b]These items were listed under "Boot Camp Experiences" in Q2. They are included here because they are identical to items listed under "General Attitudes" in Q1.

*p < .05
**p < .01

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Table 5

Stepwise Multiple-regression Analyses to Determine Relationships
Between Q1 Predictors and Q2 Intention to Complete Enlistment

Item	R	R^2	r
1. Intend to complete enlistment (21)	.21	.046	.21
2. Regret having joined the Navy (26)	.25	.063	-.20
3. Desire supervisors/leaders who set good examples for others to follow (67)	.27	.071	.12
4. Joined the Navy to go to sea (18)	.28	.076	.11
5. Expect to obtain job security in the Navy (107)	.28	.080	.13
6. Joined the Navy because of the influence of friends (8)	.29	.083	-.04
7. Want to better myself (38)	.29	.086	.14
8. Joined the Navy because of the influence of my recruiter (17)	.30	.088	.02

Notes.

1. Numbers in parentheses refer to Q1 items.

2. Based on responses for which all predictor and criterion items were complete (N = 272).

3. Predictors reflect the following variables: Intentions (No. 1), general attitudes (No. 2), desired work outcomes (Nos. 3, 7), motivation for joining (Nos. 4, 6, 8), and environmental expectations (Navy vs. civilian life) (No. 5).

Table 6

General Attitudes Assessed at Q2 Only

Item[a]	Percentage of Recruits Reporting[b]			Mean[c]	S.D.
	Disagreement	Uncertainty	Agreement		
My family approves of me being in the Navy (15)	4.3	8.8	87.0	4.29	0.87
I expect to advance regularly in the Navy (8)	2.5	11.6	85.9	4.19	0.78
I have been assigned to my desired training (14)	21.7	14.8	63.5	3.63	1.32
I was promised a class "A" school before joining the Navy (13)	31.8	2.9	65.2	3.63	1.51
I could get a civilian job if I left the Navy now (12)	13.4	30.5	56.2	3.61	1.08
I know what I want to do with my life at this time (9)	7.9	38.5	53.6	3.60	0.91
My fellow recruits have good feelings about being in the Navy (18)	13.2	32.1	54.7	3.45	0.88
I expect respect from my civilian friends because I am in the Navy (17)	23.4	29.1	47.4	3.31	1.05
I think I would have better civilian job opportunities than I have in the Navy (16)	62.4	28.9	8.6	2.24	0.98

Notes.

1. Sums for these percentages do not always equal 100.0 due to rounding.

2. The number of recruits responding to these items ranged from 3663 to 3670.

[a]Number in parentheses refers to Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where 1 = Strongly disagree and 5 = Strongly agree.

Table 7

Responses to Items on
Specific Boot Camp Experiences

Item[a]	Percent Reporting[b]			Mean[c]	S.D.
	Disagreement	Uncertainty	Agreement		
Following orders is a good way to get through boot camp (47)	2.0	2.3	95.7	4.57	.69
Company commanders encouraged teamwork (39)	3.8	4.7	91.6	4.36	.81
Boot camp is a necessary part of the Navy (20)	4.8	8.0	87.3	4.22	.87
Competing for flags helped to increase morale (48)	8.8	9.1	82.0	4.16	1.02
My company commanders motivated me to do my best (40)	8.0	9.6	82.3	4.10	.95
Got along with my company commanders (37)	4.9	8.7	86.4	4.06	.80
Recruits in my company helped each other get through boot camp (46)	9.3	8.4	82.3	4.00	.95
Company commander emphasized winning flags (37)	14.1	8.5	77.4	3.95	1.06
Marching was not difficult	12.6	6.3	81.1	3.87	.96
My living conditions were good (31)	9.8	10.9	79.3	3.81	.84
Much "BS" to get through in boot camp (28)	18.4	13.9	67.6	3.74	1.18
Recruits talked about their personal problems to each other (34)	14.3	15.1	70.5	3.72	.98
I was informed about Navy career opportunities (44)	17.0	10.0	72.9	3.65	1.02
Good medical care facilities were provided (30)	17.7	15.8	66.5	3.64	1.14
Wish been told more about what boot camp would be like (21)	22.0	13.9	64.1	3.62	1.17
I was informed about what the Navy is like after boot camp (45)	19.2	12.3	68.5	3.56	1.04
I had confidence in other recruits in my company (36)	16.4	22.1	61.6	3.55	1.02
There was much group spirit in my company (33)	24.0	15.5	60.5	3.50	1.19
Many recruits left my company (35)	37.9	9.0	53.1	3.20	1.25
We always had enough food (56)	37.7	11.1	51.2	3.11	1.30

Notes.

1. Sums for these percentages do not always equal 100.0 due to rounding.

2. The number of recruits who responded to these items ranged from 3656 to 3670.

[a]The number in parentheses refers to the Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and Agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where 1 = Strongly disagree and 5 = Strongly agree.

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Table 7 (Continued)

Item[a]	Percent Reporting[b]			Mean[c]	S.D.
	Disagreement	Uncertainty	Agreement		
Fellow recruits had positive attitudes about boot camp (58)	26.5	36.6	36.8	3.09	1.02
It was difficult to adjust to boot camp (22)	47.1	9.6	43.3	3.00	1.27
I was given enough opportunities to rest (29)	39.7	15.5	44.8	2.98	1.20
I was not allowed enough sleep (54)	43.4	17.7	38.9	2.85	1.21
I was not treated as a responsible person (43)	62.9	15.7	21.4	2.43	1.14
Boot camp "turned me on" to the Navy (23)	57.8	26.0	16.3	2.42	1.04
There was no one to answer questions for me (52)	68.6	14.9	16.5	2.34	1.03
Boot camp was difficult to get through (51)	68.8	11.8	19.3	2.29	1.11
Boot camp is an example of what the Navy is like (19)	61.4	28.5	10.1	2.24	.99
Classwork was difficult (55)	74.6	12.0	13.4	2.20	.96
Not enough health/safety precautions (41)	74.2	15.8	10.0	2.14	.97
I was afraid of my company commanders (38)	74.4	13.3	12.4	2.13	1.01
Boot camp made me afraid to be in the Navy (24)	76.8	13.9	9.4	2.11	.94
I was upset by the amount of drug usage in boot camp (26)	70.6	17.7	11.7	2.07	1.10
The kinds of physical activities were difficult (50)	80.1	7.1	12.8	2.01	1.04
I was upset by the language used by my company commanders (25)	82.5	8.1	9.5	1.94	.96
The amount of physical activity was difficult (49)	82.6	7.1	10.2	1.92	.99
I kept getting into trouble during boot camp (42)	89.3	4.3	6.4	1.71	.91
I was personally harassed by my company commanders (27)	89.4	5.9	4.7	1.66	.85

Notes.

1. Sums for these percentages do not always equal 100.0 due to rounding.

2. The number of recruits who responded to these items ranged from 3656 to 3670.

[a]The number in parentheses refers to the Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and Agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where 1 = Strongly disagree and 5 = Strongly agree.

Table 8

Summary of the Factor Analysis of Specific
Boot Camp Experiences (Q2)

Factor/Item Components[a,b]	Factor Loadings			
	I	II	III	IV
I. Group Cohesion				
There was a lot of group spirit in my company (33)	.72	-.04	.02	-.02
I had confidence in the members of my company (36)	.67	-.04	-.00	-.12
Recruits in my company helped each other get through boot camp (46)	.65	.00	.01	-.11
My fellow recruits had positive attitudes about boot camp (58)	.50	-.11	.02	.01
Recruits would often talk to each other about their personal problems (34)	.41	.07	-.04	-.15
Trying to win flags helped to increase morale (48)	.40	.03	-.05	-.10
II. Adjustment				
It was difficult to adjust to boot camp life (22)	.05	.59	.08	.07
It was difficult to get through boot camp (51)	-.01	.50	.33	.16
I had to do a lot of things I didn't like (32)	.02	.47	.05	.07
I wish I had been told more about what boot camp would be like (21)	.02	.40	.05	-.04
III. Physical Activity				
The amount of physical activity we had to do was difficult for me (49)	-.00	.10	.83	.07
The kinds of physical activity we had to do was difficult for me (50)	-.02	.13	.81	.07
IV. Negative Aspects of Supervision/Leadership				
I was able to get along with my company commanders (37)	.21	-.02	-.05	-.53
I was personally "picked-on" by my company commander (27)	-.05	.06	.03	.49
I was not treated as a responsible person (43)	-.15	.20	.01	.44

[a]Number in parentheses refers to Q2 item number.

[b]Only items with factor loadings of .40 or greater were included.

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Table 9

Summary of Responses to Items Assessing Personal Considerations

Item[a]	Percent of Recruits Reporting[b]			Mean[c]	S.D.	Correlation with General Satisfaction
	Disagreement	Uncertainty	Agreement			
Navy has allowed me to be a part of something important (102)	5.3	13.0	81.6	4.03	.84	.33
Navy has helped me develop a sense of responsibility (99)	8.7	6.9	84.4	4.06	.92	.26
Navy has helped me mature (98)	10.5	10.4	79.1	3.96	.98	.25
Navy has helped me get an education (100)	16.5	25.0	58.5	3.58	1.06	.27
Navy has helped me learn a skill (101)	21.4	31.6	47.0	3.35	1.07	.27
Index				3.80	.75	.36

Note. The number of recruits who responded to these items ranged from 3603 to 3616.

[a]Number in parentheses refers to Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where 1 = Strongly disagree and 5 = Strongly agree.

Table 10

Summary of Organizational Commitment Questionnaire Responses

		Percentage of Recruits Reporting[b]					
	Item[a]	Disagreement	Uncertainty	Agreement	Mean[c,d]	S.D.	Correlations with General Satisfaction
1.	Proud to tell others that I am in the Navy (108)	3.6	8.6	87.9	4.23	.80	.33
2.	Willing to put forth effort beyond what is normally expected in order to help the Navy be successful (103)	2.8	9.8	87.4	4.16	.75	.26
3.	Care about what happens to the Navy (116)	3.2	8.6	88.2	4.15	.75	.29
4.	Glad chose Navy over other organizations when I was considering (112)	6.9	16.0	77.0	3.97	.91	.35
5.	Praise Navy to friends as a great organization to work for (104)	12.5	19.3	68.1	3.75	.98	.36
6.	Navy is the best of all possible organizations for which to work (117)	8.3	31.5	60.2	3.71	.94	.36
7.	Navy inspires me to do my best job performance (110)	8.5	26.3	65.2	3.70	.88	.33
8.	Navy and my values are similar (107)	18.6	38.1	43.3	3.29	.98	.30
9.	Could work for different organization if the work would be the same (109)	42.4	33.2	24.3	2.76	1.04	-.12
10.	Would accept any job to keep working for the Navy (106)	45.2	32.4	22.4	2.64	1.13	.23
11.	Difficult for me to agree with Navy's personnel policies (115)	51.6	31.3	17.1	2.56	.98	-.29
12.	It would take little change in my situation to cause me to leave the Navy (111)	58.3	23.2	18.6	2.45	1.11	-.23
13.	I feel little loyalty to the Navy (105)	66.1	11.3	22.6	2.37	1.21	-.13
14.	Little to be gained by sticking with the Navy indefinitely (113)	59.0	30.6	10.4	2.32	.98	-.27
15.	Deciding to work for the Navy was my mistake (114)	77.3	15.8	6.9	2.01	.92	-.37
	Index				3.68	.54	.49

Note. The number of recruits responding to these items ranged from 3557 to 3603.

[a]The number in parentheses refers to the Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and Agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where 1 = Strongly disagree and 5 = Strongly agree.

[d]For purposes of the index, item Nos. 9 and 11-15 were scored in a reverse manner (i.e., 1 = Strongly agree and 5 = Strongly disagree).

Table 11

Stepwise Multiple-regression Analysis to Determine
Relationships Between Commitment and Q2 Variables

	Predictor	R	R^2	r
1.	Personal considerations index (98-102)	.54	.287	.54
2.	Would leave the Navy if possible (7)	.66	.435	-.51
3.	Intend to make the Navy my career (11)	.69	.474	.45
4.	Generally satisfied so far (1)	.71	.499	.49
5.	Think would have better civilian job opportunities (16)	.72	.515	-.41
6.	Experienced good living conditions in boot camp (31)	.73	.528	.32

Notes.

    1.   Numbers in parentheses refer to Q2 items.

    2.   Predictor No. 1 refers to attainment of motivation for joining the Navy (see Table 9); Nos. 2-5, to general attitudes; and No. 6, to boot camp expectations.

Table 12

Stepwise Multiple-regression Analysis to Determine
Relationships Between Q2 Predictors and Q2 Intention to Complete Enlistment

	Predictor	R	R^2	r
1.	Generally satisfied so far (1)	.39	.153	.39
2.	Expect to advance regularly (8)	.48	.227	.36
3.	My family approves of me being in the Navy (15)	.51	.263	.34
4.	Would leave the Navy if possible (7)	.54	.291	-.37
5.	Following orders is a good way to get through boot camp (47)	.55	.308	.27
6.	Expect to study to learn my job in the future (144)	.56	.314	.24
7.	Company commanders encouraged teamwork (39)	.56	.318	.24
8.	Think a lot about leaving the Navy (6)	.57	.322	-.33
9.	Boot camp is a necessary part of the Navy (20)	.57	.325	.27

Notes.

    1.   Numbers in parentheses refer to Q2 items.

    2.   Predictors reflect the following variables: General attitudes (Nos. 1-4, 8), boot camp experiences (Nos. 5, 7, 9), and future expectations (No. 6).

Table 13

Responses to Items on Future Navy Expectations

Item[a]	Percent of Recruits Reporting[b]			Mean[c]	S.D.
	Disagreement	Uncertainty	Agreement		
Studying to learn my job (144)	1.4	4.7	93.8	.77	.34
Taking pride in my work (124)	1.7	6.8	91.5	.73	.36
Working as part of a team (122)	2.0	7.4	90.5	.66	.35
Gaining responsibility (126)	1.8	6.9	91.3	.65	.35
Learning skills that will be useful later in my life (134)	3.6	9.0	87.3	.64	.41
Improving the quality of my life (129)	3.3	14.6	82.0	.58	.41
Friendly feelings between co-workers (131)	1.8	16.0	82.1	.52	.35
Following strict rules of behavior (142)	4.4	16.5	79.0	.52	.41
Chance to use my free time for things I like to do (135)	5.2	16.6	78.3	.51	.42
Good leadership/supervision (133)	2.3	16.6	81.1	.51	.36
Doing difficult and demanding work (123)	5.7	17.7	76.6	.50	.43
Regular promotions and advancements (136)	3.0	19.9	77.1	.50	.39
Chances to fully use my abilities (137)	5.3	17.1	77.6	.50	.43
Told exactly what to do (143)	5.4	17.4	77.2	.50	.43
Helpful supervisors/leaders (121)	2.9	17.8	79.3	.49	.37
Interesting work/job duties (118)	5.4	16.8	77.8	.48	.41
Being treated in a fair manner (127)	3.8	18.1	78.1	.48	.38
Doing the type of work I want (128)	9.1	21.8	69.1	.42	.48
Getting credit when I do my work duties well (130)	5.8	21.2	73.0	.44	.42
Supervisors/leaders who think of me as a person (125)	4.9	22.5	72.6	.44	.40
Good working conditions (119)	6.5	25.3	68.2	.38	.42
Supervisors/leaders willing to listen to my problems (132)	5.5	27.2	67.4	.38	.40
Able to question supervisors/leaders about what they want me to do (140)	9.3	22.3	68.4	.37	.45
Treated with respect by leaders/supervisors (120)	8.5	26.2	65.2	.36	.44
Freedom to set my own work goals (138)	11.4	31.9	56.7	.31	.47
Able to set my own pace in getting my work done (139)	22.9	37.8	39.3	.11	.50
Avoid having to do jobs which I feel are below me (141)	46.8	33.6	19.6	-.18	.53

Note. The number of responses to these items ranged from 3324 to 3559.

[a]The number in parentheses refers to the Q2 item number.

[b]Disagreement percentages reflect "Strongly disagree" and "Disagree" responses; and agreement percentages, "Strongly agree" and "Agree" responses.

[c]Based on a 5-point scale, where -1 = Definitely will not happen, -.5 = Probably will not happen, 0 = Uncertain, +.5 = Probably will happen, and +1 = Definitely will happen.

Table 14

Summary of Factor Analysis of Future Navy Expectations (Q2)

Factor/Item Components[a,b]	Factor Loading	
	I	II
I. Supervisory Support		
Supervisors/leaders who think of me as a person (125)	.64	.22
Being treated in a fair manner (127)	.62	.32
Supervisors/leaders willing to listen to my problems (132)	.59	.19
Good leadership/supervision (133)	.54	.34
Helpful supervisors/leaders (121)	.53	.22
Friendly feelings between coworkers (131)	.48	.34
Getting credit when I do my work duties well (130)	.48	.30
Treated with respect by leaders/supervisors (120)	.47	.14
Working as part of a team (122)	.40	.32
II. Personal Concerns		
Learning skills that will be useful later in my life (134)	.22	.60
Chances to fully use my abilities (137)	.26	.59
Taking pride in my work (124)	.28	.52
Improving the quality of my life (129)	.35	.50
Studying to learn my job (144)	.14	.49
Regular promotions and advancements (136)	.30	.48
Gaining responsibility (126)	.44	.47
Doing the type of work I want (128)	.24	.47
Chance to use my free time for things I like to do (125)	.26	.42

[a]Number in parentheses refers to Q2 item number.

[b]Only items with factor loadings of .40 or greater were included.

Table 15

Stepwise Multiple-regression Analysis to Determine
Relationships Between Commitment and Q2 Met and Future Expectations

	Predictors	R	R^2	r
1.	Improving the quality of my life (129)	.48	.232	.48
2.	Interesting work/job duties (118)	.56	.315	.45
3.	Improving the quality of my life (72)	.61	.374	.46
4.	Taking pride in my work (124)	.64	.411	.46
5.	Being part of a well-disciplined organization (67)	.66	.434	.38
6.	Helpful supervisors/leaders (121)	.67	.449	.42
7.	Avoid having to do jobs which I feel are below me (141)	.68	.464	-.13

Notes.

1. Numbers in parentheses refer to Q2 items.

2. Predictors Nos. 1, 2, 4, 6, and 7 refer to future expectations (Table 13); and Nos. 3 and 5, to met expectations (Table 3).

DISCUSSION

Several explanations may account for the generally positive attitudinal and perceptual changes, as well as the generally positive evaluations of recruit training. First, the changes may reflect the extent to which initial expectations had been met during recruit training. Data showed that recruits experienced many work outcomes during recruit training that were positively evaluated in Q1 (e.g., supportive relations with supervisors, peers, and satisfaction of various individual needs) to a greater extent than expected at the beginning of recruit training. Furthermore, many outcomes that were negatively evaluated (e.g., hard physical activity, criticized for no reason, doing difficult and demanding work), were experienced to a lesser extent. Thus, since the reported experiences were more positive than initially expected, corresponding increases in the evaluation of other variables (e.g., satisfaction, behavioral intentions, and commitment to the organization) would also be expected.

Second, the attitudinal and perceptual changes may have been reported as more positive in an attempt to justify completing recruit training. This explanation appears to conform to cognitive dissonance theory; that is, after having gone through a particularly severe, aversive, threatening, boring, or otherwise unpleasant experience, individuals sometimes evaluate that experience positively to justify their participation in it (Festinger, 1964). There is no evidence, however, to suggest that particularly severe or especially unpleasant recruit training experiences were anticipated or actually encountered. Although most of the expectations were different from recruits' experiences, the expectations had been relatively positive in their own right and had been demonstrated to be more positive for nonattrites than for attrites (Landau & Farkas, 1978). By the end of training, more were generally in favor of completing their enlistment and were satisfied, and fewer were likely to leave even if it were possible, had thoughts of leaving, and regretted their decision to join the Navy. The intensity or strength with which extreme agreement or disagreement was reported, however, was reduced. If cognitive dissonance interpretations were to apply, then the intensity of the responses should have increased as well.

Not only were there positive changes between the beginning and end of recruit training, but, also, the various specific aspects of boot camp were evaluated in a generally positive manner. Particularly significant were positive experiences with peers, supervision, lack of difficulty with physical activity requirements, and ease of adjustment. The relationships with peers were particularly important in light of the generally accepted notion that attitudes and motivations are positive at the end of recruit training and become more negative over time. Data on such changes, if they occur, will be obtained as the sample is followed longitudinally. Any evidence of decline in group cohesion and the implications of such a decline on organizational commitment, satisfaction, and behavioral intentions will be discussed in future reports.

Another area that deserves discussion is the relationship found between the Q1 predictors and the Q2 intention to complete enlistment. Although behavioral intentions, travel opportunities, and serving one's country were relatively good predictors at day 4 during recruit training (Landau & Farkas, 1978), they had lower predictability at the end of recruit training. As the results have shown, experiences were different from expectations and evaluative responses were less extreme at the end of recruit training than at the beginning. Thus, it appears that responses to Q2 items on expectations and intentions were made with somewhat more caution and based upon more information than were responses to Q1 items. Further, the relative importance of various predictive relationships appeared to change over time. An analysis of Q1 variables indicated that the

best predictors of intention to complete enlistment reflected various individual needs (Landau & Farkas, 1978). An analysis of Q2 variables, however, indicated that the best predictors reflected organizational considerations (i.e., aspects of the job and the work environment). Therefore, the relative importance of different variables for attrition/retention concerns will differ, depending on where in the enlistment an attempt is made to improve conditions. The stability of these relationships will be followed over the course of the enlistment and discussed in future reports.

This lack of predictability of Q1 variables for Q2 intentions also could be due, at least in part, to restriction of range. The group who responded to Q2 was comprised of recruit training graduates only, and would be expected to be more homogeneous than the group who responded to Q1, which included both graduates and attrites. The more homogeneous a group, however, the less responses within that group are likely to vary, and the lower or more attenuated, the correlations and predictability.

The correlation between general satisfaction and the Q2 intention to complete enlistment and that between commitment and the Q2 intention were moderate--.39 and .36 respectively. Since the former correlation was slightly higher, however, satisfaction emerged as a predictor of the Q2 intention in the stepwise regression (Table 11), while commitment did not. Since the correlation between satisfaction and commitment (as measured by the index of the organizational commitment items--Table 9) itself was relatively high--.49, it appears that the two measures account for much of the same variance in the Q2 intention. This may be because both satisfaction and commitment represent global constructs. Porter et al. (1974) indicated that organizational commitment is a better predictor of turnover than satisfaction because it is a more general measure and thus represents a more stable index. In the present study, however, satisfaction proved to be a better predictor of behavioral intentions than did commitment, although both measures were highly related. The true test of the measures will be their relationship to actual behavior and how stable they remain over time. These relationships will also be topics for future reports.

CONCLUSIONS

Discrepancies found between the expectations of and the actual experiences encountered during recruit training basically reflected improved evaluations. Many desirable outcomes that were not generally expected to occur in the Navy did occur, and many undesirable outcomes that were expected to occur, did not. Therefore, the recruit training experiences were better than expected. Since most of the attrites had left by the end of the fifth week of training (Landau & Farkas, 1978), they probably did not experience many of the seemingly positive aspects of boot camp. Therefore, if individuals with attitudinal and motivational problems were made aware that their experiences are likely to improve over the course of recruit training, it is possible that many potentially productive individuals would remain in the Navy.

The lack of predictability between the variables associated with the beginning of training and the behavioral intentions associated with the end of training suggests a shift in importance of the variables related to these intentions. Incoming concerns focus on satisfying various individual needs; and later concerns, on satisfying various organizational considerations, such as the work environment components and specifics of the job. Consequently, in attempts to reduce attrition, it appears that different factors should be investigated at different phases of the enlistment cycle.

Finally, the overall evaluations were generally positive. Commitment was high and positive at the end of recruit training. Positive experiences were reported to have occurred and future expectations (towards training and fleet assignment) were positive. Thus, morale and motivation appeared relatively high regarding both recruit training experiences and future expectations. An important focus of the future investigations will be to determine the extent to which these expectations are fulfilled.

RECOMMENDATIONS

1. Since the discrepancies between boot camp expectations and experiences were generally positive in nature, it is important to convey this information to incoming recruits, particularly those whose initial attitudes are negative. This could be achieved by having recruits who have just completed or are about to complete recruit training address those about to begin such training. Since the graduating recruits are generally positive about their recent experiences, they would be able to convey to new recruits the importance of getting over the first few weeks of adjustment and adaptation.

2. To ensure that expectations of Navy life are accurate, a realistic preview of the training and fleet environments should be presented near the end of recruit training. The effectiveness of such a preview is being evaluated by this Center in an ongoing study of attrition in the General Detail (GENDET) population.

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APPENDIX

END OF RECRUIT TRAINING QUESTIONNAIRE

END OF RECRUIT TRAINING QUESTIONNAIRE

This survey is the second in a series of questionnaires you will receive while you are in the Navy.

As you probably remember from the first questionnaire you filled out, the purpose of these surveys are to find out your attitudes and opinions about your life in the Navy. Your answers are completely confidential and will be combined with those of many others. There are no "right" or "wrong" answers.

This survey will be used to make recommendations concerning the Navy's personnel policies and practices. Therefore, it is important that you are frank when responding to each of the items.

Thank you for your cooperation.

Developed by:

The Navy Personnel Research and Development Center
San Diego, California 92152

SERLAN ERT 777

INSTRUCTIONS

1. (a) Take your General Purpose-OMR-Answer Sheet and turn it to the side with the large green "B" and "C" sections. Turn the sheet so that the heavy black lines are at the bottom of the page.

   (b) Do _not_ write your name in the spaces for your "LAST NAME" just yet. In the first few boxes in this section write the letters of your assignment _after_ boot camp. For example, if you have been selected for YN Class A School you would put a "Y" in the first box, and a "N" in the second box. For GMT School, put a "G" in the first box, a "M" in the second, and a "T" in the third box. If you have been selected for Apprenticeship Training, list the letters of the type of training you will receive, either "AN", "FN", or "SN".

   (c) Below each box, completely fill-in each circle that matches these letters.

   (d) Leave the next space blank.

   (e) Now print as much of your last name as you can in the remaining spaces. Then fill-in the circles that matches each of these letters.

2. (a) Write your Social Security Number in the appropriate boxes.

   (b) Completely fill-in the circles that match each of these numbers.

3. (a) The section marked "CO. NO." is for your company number. Write your company number in the appropriate boxes.

   (b) Darken the circles below each of these numbers.

4. Completely darken in the circle which specifies your sex, "Male" or "Female".

5. The "SPECIAL CODES" section of your answer sheet is used for the following questions. Fill-in the circles that match your answers.

   A. What is your current status in the Navy?

      0. Beginning basic training
      1. Finishing basic training
      2. In a Class "A" school
      3. In apprentice training
      4. On a duty assignment

   B. Where is your Recruit Training Command located?

      0. San Diego
      1. Orlando
      2. Great Lakes

   C. What is your current marital status?

      0. Single
      1. Married
      2. Divorced
      3. Widowed
      4. Separated

6. Now turn your answer sheet over to the side with the large letter "A".

7. (a) You are now ready to begin answering this questionnaire. Completely fill-in the spaces on your answer sheet which matches how you feel about each question.

   (b) If you want to change an answer, please erase your old answer completely.

8. After you have completed answering all of the questions on Side "A" of your answer sheet (up to Question 120), you are to answer the remaining questions on Side "B" of your answer sheet (new Questions 1-24). Do not turn to Side "B" now. You are to do this only after you have finished answering the questions on Side "A".

I. GENERAL ATTITUDES

Indicate the extent to which you agree or disagree with the following statements. Mark the appropriate letter on your answer sheet using the following scale:

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

1. So far, I am generally satisfied with the Navy.

2. I intend to complete my enlistment.

3. So far, I have found that my recruiter was generally truthful.

4. I do not intend to reenlist after finishing my enlistment.

5. I am sorry I joined the Navy.

6. I think a lot about getting out of the Navy.

7. I would leave the Navy if I had the chance.

8. I expect to advance regularly in the Navy.

9. At this time, I know what I want to do with my life.

10. There are a lot of things I wish my recruiter would have told me.

11. I intend to make the Navy my career.

12. If I left the Navy now, I could get a civilian job.

13. I was promised a Class A-school before joining the Navy.

14. I have been assigned to the type of training I wanted.

15. My family approves of me being in the Navy.

16. In general, I think I would have better civilian job opportunities than I have in the Navy.

17. I expect my civilian friends to respect me because I am in the Navy.

18. In general, my fellow recruits have good feelings about being in the Navy.

II. BOOT CAMP EXPERIENCES

The items below are concerned with life in boot camp. Using the following scale please indicate the extent to which you agree or disagree with these statements.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
▼	▼	▼	▼	▼
A	B	C	D	E

19. Boot camp is an example of what the Navy is like.

20. Boot camp is a necessary part of the Navy.

21. I wish I had been told more about what boot camp would be like.

22. It was difficult to adjust to boot camp life.

23. Boot camp "turned me on" to the Navy.

24. Boot camp made me afraid to be in the Navy.

25. I was upset by the language used by my company commanders.

26. I was upset by the amount of drug usage in boot camp.

27. I was personally "picked-on" by my company commander.

28. There was a lot of "b.s." to get through in boot camp.

29. I was given enough opportunities to rest.

30. Good medical care facilities were provided.

31. My living conditions were good.

32. I had to do a lot of things I didn't like.

33. There was a lot of group spirit in my company.

34. Recruits would often talk to each other about their personal problems.

35. A lot of recruits left this company.

36. I had confidence in the members of my company.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

37. I was able to get along with my company commanders.

38. I felt afraid of my company commanders.

39. My company commanders encouraged teamwork.

40. My company commanders motivated me to do my best.

41. Not enough health or safety precautions were taken.

42. I kept getting into trouble in boot camp.

43. I was not treated as a responsible person.

44. I was given information about my career opportunities in the Navy.

45. I was given information about what the Navy is like after boot camp.

46. Recruits in my company helped each other get through boot camp.

47. Following orders is a good way to get through boot camp.

48. Trying to win flags helped to increase morale.

49. The amount of physical activity we had to do was difficult for me.

50. The kinds of physical activity we had to do was difficult for me.

51. It was difficult to get through boot camp.

52. There was no one to answer my questions for me in boot camp.

53. The marching we had to do was not difficult.

54. I was allowed enough sleep in boot camp.

55. The class work in boot camp was hard.

56. We always had enough food.

57. My company commander emphasized winning flags.

58. My fellow recruits had positive attitudes about boot camp.

59. Which of the following is most appropriate?

    (a)   I was not set-back
    (b)   I was set-back because of medical reasons
    (c)   I was set-back because I did not study enough
    (d)   I was set-back because the tests were too difficult
    (e)   I was set-back because of disciplinary reasons

III. MET EXPECTATIONS

Please indicate the extent to which you agree or disagree that each of the following actually did take place during boot camp. Use the following scale when making your choices:

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

60. Interesting work/job duties

61. Good working conditions

62. Treated with respect by company commanders

63. Chances to better myself

64. Helpful company commanders

65. Working as part of a team

66. Doing difficult and demanding work

67. Being part of a well-disciplined organization

68. Helping others get through boot camp

69. Company commanders who think of me as a person

70. Being treated in a fair manner

71. Able to talk and work well with others

72. Improving the quality of my life

73. Knowing exactly what I'm expected to do

74. Getting credit when I do my duties well

75. Friendly feelings between fellow recruits

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

76. Company commanders willing to listen to my problems

77. Good leadership/supervision

78. Feeling pressured to finish my work

79. Helpful fellow recruits

80. Company commanders who set good examples for others to follow

81. Learning skills that will be useful later in my life

82. Opportunity to have privacy

83. Chance to use my free time for things I like to do

84. Company commanders who watch their personnel closely

85. Meeting and making new friends

86. Chances to fully use my abilities

87. Able to set my own pace in getting my work done

88. Following strict rules about the way I look and dress

89. Working in close quarters with others

90. Able to question company commanders about what they want me to do

91. Avoid having to do things I feel are below me

92. Being criticized for no reason

93. Doing hard physical activity

94. Following strict rules of behavior

95. Told exactly what to do

96. Disciplined for poor work

97. Studying to learn my job duties

IV. PERSONAL CONSIDERATIONS

Using the scale below, indicate the extent to which you agree or disagree with the following statements:

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

98. The Navy has helped me to mature.

99. The Navy has helped me develop a sense of responsibility.

100. The Navy has helped me get an education.

101. The Navy has helped me learn a skill.

102. The Navy has allowed me to be a part of something important.

V. COMMITMENT

Indicate the extent to which you agree or disagree with each of the following statements regarding your overall attitudes toward the Navy. Use the following scale:

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
A	B	C	D	E

103. I am willing to put forth effort beyond that normally expected in order to help the Navy be successful.

104. I talk up the Navy to my friends as a great organization to work for.

105. I feel little loyalty to the Navy.

106. I would accept almost any type of job assignment in order to keep working for the Navy.

107. I find that my values and the Navy's values are very similar.

108. I am proud to tell others that I am in the Navy.

109. I could just as well be working for a different organization as long as the type of work was similar.

110. The Navy really inspires the best in me in the way of job performance.

111. It would take little change in my present circumstances to cause me to leave the Navy.

Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree
↑	↑	↑	↑	↑
A	B	C	D	E

112. I am glad that I chose the Navy over other organizations I was considering at the time I joined.

113. There's not too much to be gained by sticking with the Navy indefinitely.

114. Deciding to work for the Navy was a mistake on my part.

115. I find it difficult to agree with the Navy's policies on important matters relating to its personnel.

116. I care about what happens to the Navy.

117. For me, this is the best of all possible organizations for which to work.

VI. FUTURE EXPECTATIONS

Please indicate the extent to which you expect the following to occur during your next assignment.

Definitely Will Not Happen	Probably Will Not Happen	Uncertain	Probably Will Happen	Definitely Will Happen
↑	↑	↑	↑	↑
A	B	C	D	E

118. Interesting work/job duties.

119. Good working conditions.

120. Treated with respect by leaders/supervisors.

NOW TURN YOUR ANSWER SHEET OVER TO SIDE "B". ANSWER THE REMAINING QUESTIONS STARTING WITH QUESTION 1 ON THE LEFT SIDE OF THE SHEET.

121. Helpful supervisors/leaders

122. Working as part of a team

123. Doing difficult and demanding work

124. Taking pride in my work

Definitely Will Not Happen	Probably Will Not Happen	Uncertain	Probably Will Happen	Definitely Will Happen
A	B	C	D	E

125. Supervisors/leaders who think of me as a person

126. Gaining responsibility

127. Being treated in a fair manner

128. Doing the type of work I want

129. Improving the quality of my life

130. Getting credit when I do my work duties well

131. Friendly feelings between co-workers

13.. Supervisors/leaders willing to listen to my problems

133. Good leadership/surpervision

134. Learning skills that will be useful later in my life

135. Chance to use my free time for things I like to do

136. Regular promotions and advancements

137. Chances to fully use my abilities

138. Freedom to set my own work goals

139. Able to set my own pace in getting my work done

140. Able to question supervisors/leaders about what they want me to do

141. Avoid having to do jobs which I feel are below me

142. Following strict rules of behavior

143. Told exactly what to do

144. Studying to learn my job

THANK YOU FOR YOUR COOPERATION

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