

ABSTRACT

Eugene Lee Osmondson. MARINE CORPS ENLISTMENT AS AN OCCUPATIONAL CHOICE WITH A VIEW TOWARD POST-MILITARY VOCATION. (Under the direction of Dr. Frank G. Fuller) School of Education, March 1971.

The purpose of this research project was to obtain usable insights into the reasons why young men volunteer for military service as an occupational choice and why they subsequently leave the military service. From these insights, the underlying aim was to make recommendations for modifying existing Marine Corps counseling programs that would be in keeping with individual needs.

A researcher-designed questionnaire was utilized to gain the data. The researcher orally introduced the study project to 10 groups of marines who were within 100 days of discharge. The questionnaires were distributed to the individuals and 265 of the attendees consented to take part in the study.

Some of the major issues dealt with are the advertisement media that influenced enlistment in the Marine Corps, the personal reasons of the volunteers for enlisting, the factors that persuaded enlistees not to re-enlist, the civilian and military educational opportunities and counseling, an evaluation of the existing Marine Corps counseling program, and the vocational intentions of the first-term enlistees at time of discharge.

To identify the study group, selected parameters were established and the aspects of educational level, marital status, age, and term of enlistment were recorded.

The questionnaire contained 16 distinct items, and each item was treated as a separate study entity. In addition to the narrative explanation of the data, numerical tables and graphic figures were incorporated with the narrative to facilitate understanding and to provide quick and easy interpretation.

The findings indicate that young men volunteer for military service because of the social obligation. The idea that the military service was chosen as a reasoned occupational choice and a life vocation received little support. Enlistees seemed to feel that their military training and experience did provide them with skills for civilian jobs, but there was a minimal transition of military skills to comparable civilian positions. Although the enlistees achieved some success in obtaining civilian education while in the military service, respondents expressed dissatisfaction with military commitments that thwarted educational pursuits. The hindrance to educational desires was probably aligned with the response "regimented, military life" which was the factor listed as the primary deterrent to reenlistment.

Enlistees felt that the Marine Corps counseling program was fairly effective for long-range career planning but ineffective for the satisfaction of immediate desires for job change or job opportunity. In this context, they see a greater need for individual understanding in assignment.

From these findings, it may be concluded that an enlistment in the Marine Corps is not viewed as an occupational choice. Therefore, it is recommended that the Marine Corps' long-range career counseling

program be directed more intensively to marines who have intentions of a military service career. Furthermore, adjustment should be made to fulfill the immediate job desires of those marines whose intention is to satisfy only their initial contract obligation.

MARINE CORPS ENLISTMENT AS AN OCCUPATIONAL CHOICE
WITH A VIEW TOWARD POST-MILITARY VOCATIONS

A Thesis

Presented to
the Faculty of the School of Education
East Carolina University

In Partial Fulfillment
of the Requirements for Advanced Credit
in Counseling

by

Eugene Lee Osmondson

March 1971

MARINE CORPS ENLISTMENT AS AN OCCUPATIONAL CHOICE
WITH A VIEW TOWARD POST-MILITARY VOCATIONS

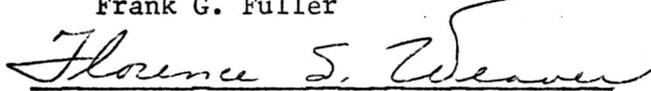
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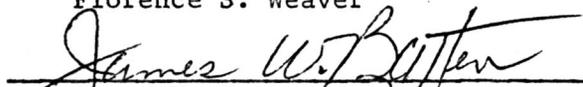
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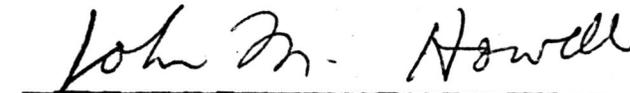

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DEDICATED TO
THE MARINES WHO
HAVE VOLUNTEERED
TO SERVE THEIR
COUNTRY

ACKNOWLEDGMENTS

The need for military forces to defend the ideals of this country are with us now and will likely be a never-ending requirement. This study attempts to learn about the young men who make up the majority of that fighting force. Much can be learned from these young men by exploring their reasons for entering the service, their opinions about military life, and their vocational intentions at the time of discharge. This study could not have been accomplished without the selfless participation of the two hundred and sixty-five respondents who volunteered their time to listen and to complete the questionnaires.

The desire of the researcher to conduct a study on the subject of occupational choice was stimulated by the erudite teachings of Doctor Frank G. Fuller. His interest in the researcher's progress and his unequalled suggestions for thesis improvement were stabilizing and encouraging forces.

The guidance of Doctor James William Batten is gratefully acknowledged. His assistance in explaining scientific and investigative procedures and in teaching the techniques of research writing were timely and immeasurable. The researcher extends sincere gratitude to Doctor Florence Weaver for her exacting perusal of the thesis and her constructive comments that improved the professional content of the thesis.

This study could not have been completed had it not been for the cooperation and assistance of Captain Gregory A. McAdams, Officer in Charge, Career Planning Center, New River, North Carolina;

Mr. John L. Clark, Education Services Officer, Camp Lejeune, North Carolina; and Gunnery Sergeant G. F. Hunter, Career Planning Center, Cherry Point, North Carolina. These dedicated men permitted the researcher to present this study project as part of a scheduled civil-readjustment lecture for enlisted volunteers awaiting discharge.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The United States Marine Corps has expended an uncountable number of man-hours counseling marines to remain on active duty in order to maintain an effective cadre of trained personnel and to reduce the cost of training recruits. The counseling effort has been largely directed toward the marine serving on his first enlistment. As the reenlistment percentage has remained below the predicted, or desired level, an evaluation of why young men choose Marine Corps Enlistment as an occupational choice and why they subsequently do not re-enlist appears justifiable.

I. THE PROBLEM

Statement of the problem. The intent of this questionnaire study is (1) to obtain the occupational intentions of volunteers on their initial entry into the military service; (2) to present the factors of military life that most influenced volunteers to make an occupational shift; and (3) to determine the occupational intentions of volunteers at time of discharge from the Marine Corps.

Importance of the study. When a man enlists in a branch of the military services, this person is usually considered by military personnel managers to have chosen military duty as his career

occupation.¹ The United States Marine Corps is no exception to this idea, and an extended, well-organized effort is expended in the assimilation of the volunteer marine into a career pattern. The reenlistment program aims to convince the enlistee that a Marine Corps career is a desirable career and his desired vocation.² However, as the impressionable, young marine volunteer possibly is not viewing military service as an occupation, the hypothesis exists that the Marine Corps counseling service is communicating with an unresponsive individual. This study is directed toward an attempt to determine the pre-military, occupational intentions of volunteers and to show if these occupational intentions were affected, or were altered by military life.

II. DEFINITIONS OF TERMS USED

Volunteer. For the purposes of this study, the term "volunteer" shall be interpreted as a male between the ages of seventeen and twenty-eight who, after having passed the required physical and mental tests, volunteers for service in the United States Marine Corps. A volunteer is considered to be a member of the regular establishment and, therefore, to be oriented toward a military service career.

Enlistment. When a man volunteers for military service, he signs a contract to serve for a specified period of time which is

¹Morris Janowitz and Roger White, Sociology and the Military Establishment (New York: Russell Sage Foundation, 1965), p. 47.

²United States Marine Corps, Reenlistment Review Manual (Marine Corps Order P1133.18. Washington, D. C.: Headquarters, United States Marine Corps, 1961), pp. 1-3.

referred to as his "enlistment." In the United States Marine Corps this period of time can be for two, three, four, or six years.

Career planning center. The term "career planning center" shall be interpreted as identifying the Marine Corps counseling program. The career planning center is administered for the purpose of providing immediate guidance and information about the Marine Corps for marines who have chosen, or who are contemplating a military career. The career planning center operates throughout the Marine Corps organizational system with branch offices and career advisors reaching the lowest echelon of command.

Career advisor. Throughout this study, the term "career advisor" shall be interpreted as referring to an individual who is assigned to the career planning center to counsel marines in the selection of military service as a satisfying career. To provide knowledgeable and competent career advisors, personnel selected for this job attend a formal school in the career counseling occupational specialty prior to assignment to a career planning center.

Military occupational specialty. Subsequent to his initial military training, each marine receives additional schooling or technical training to prepare him for an occupation within the military establishment. The term "military occupational specialty" is used in reference to the four-character number which identifies a given occupation.

Short-Timer. A term used to define a military man who usually has less than 100 days to serve on his present enlistment and has no

intention of extending his present enlistment, or re-enlisting in the military service.

Counseling. The Marine Corps career planning definition of the term "counseling" is used in this research project. Primarily, counseling by a career advisor is a direct, non-reflective technique utilized to disseminate information about military vocations, military education, promotional opportunities, medical benefits, duty assignments, and other related programs intended to reflect the advantages of a military service career. Individuals receiving counseling are given the opportunity to express their dissatisfactions with service life and to state their personal requests concerning military duty assignments.

CHAPTER II

REVIEW OF THE LITERATURE

Within military environs, many words are spoken by careerists on the subject of reenlistment, and an equal, if not more abundant, number of words and statistics are printed directing command attention to the unsavory retention rates. During the time frame that the subjects of this research project were serving, the Marine Corps reenlistment rate was nine percent.¹ To assist in understanding the causes of poor military retention rates, a brief summary of previous research and study completed in the area of worker occupational shifting will be given.

I. LITERATURE ON WORKER OCCUPATIONAL SHIFTING

As each person matures and gains knowledge from his life experiences and education, his idea of a satisfying occupation changes. In an attempt to explain why people change occupations, Hoppock approaches the subject from the context of personal need. Each person has an innate desire to obtain a job, or secure a new position that best satisfies his individual need.² Whether a person is in a

¹United States Marine Corps, "Reenlistment Rates," Marine Corps Bulletin 1133 (Washington, D. C.: United States Marine Corps, January, 1969), p. 1.

²Robert Hoppock, Occupational Information (New York: McGraw-Hill Book Company, 1963), pp. 114-5.

civilian or military occupation, job satisfaction is a primary indicator of productivity and worker morale. Consciously workers measure their job satisfaction as a ratio between what they are doing and what they want to do.³ In the case of the military enlistee, who has had a limited exposure to occupational demands and environments, the impact of military life could well change his views of what will satisfy his personal needs.

The United States Marine Corps follows very closely the mean age of the marine volunteer. In recent years the mean age has been less than eighteen years of age. At this mean chronological time in life, few individuals have made an occupational choice, and if they have, the choice is likely to be unstudied. Because of indecision about an occupational choice, many young men turn to the military services as an occupation that offers adequate security, personal respectability, and possibilities of adventure and travel.⁴ Harwood points out the artlessness of such a decision by saying that "A man should approach his service [military] with all of the characteristics and attitudes essential to progress and success in any endeavor."⁵ Because of an indecisive, or snap judgment about serving in the military, the volunteer is not only likely to change his occupational choice because of a changed personal need, but he is likely to be in a position of never having decisively selected an occupation. As

³Ibid.

⁴Morris Janowitz and Roger White, Sociology and the Military Establishment (New York: Russell Sage Foundation, 1965), p. 47.

⁵Michael Harwood, The Student's Guide to Military Service (Manhasset, New York: Channel Press, 1965), p. 173.

military life exposes the volunteer to the cornucopia of jobs, develops his confidence to face life, and builds his self-esteem, the volunteer makes an occupational choice that may be outside the possibilities offered by the military.

II. PRE-MILITARY OCCUPATIONAL GOALS

In his studies of World War II military personnel, Stouffer emphasized in his conclusions that most young men entered the military services as the thing to do rather than as the result of calculated planning.⁶ If a military service employs a professional staff to promote reenlistment, the goals of the military man on entry into the service must be considered, if efforts are to be directed realistically. It might be interesting to know if the pre-military occupational goals of marine corps enlistees of the middle 60's differ markedly from the pre-military occupational goals of service men in the 40's. (Stouffer's study group.)

III. POST-MILITARY OCCUPATIONAL INTENTIONS

Customarily military efforts are directed toward determining reasons why a man does not remain in the service. It may be meaningful for the military services to direct attention toward the civilian occupational desires of men about to be released from active service. In this manner, the military service may be able to satisfy an individual's job need by job change, or by providing education to

⁶Samuel A. Stouffer and others, The American Soldier: Adjustment During Army Life (Princeton, New Jersey: Princeton University Press, 1949), p. 147.

prepare an individual for the occupation of his choice while remaining in the military service. The importance of education to satisfy personal needs, or to obtain a satisfying job appears in the stated opinions of Captain McAdams. From his interviews with men waiting to be discharged, he has determined that about eighty percent desired to ". . . go back and finish college" or ". . . to pursue a civilian career."⁷ The importance of a meaningful job to satisfy individual needs is also voiced by McAdams in his statement "A man cannot be proud of his job if he does not have one to do."⁸

⁷G. A. McAdams, "Retention of Enlisted Marines," Article presented in its entirety as Appendix A on page 65.

⁸Ibid.

CHAPTER III

THE MATERIALS USED AND GROUP STUDIED

The purpose of this chapter is to explain the research instruments that were utilized in collecting quantitative data and to identify the subjects that were used as the study group. The specific items are reviewed under the headings of (1) the combination plan, (2) the introduction, (3) the discharge questionnaire, (4) group studied, (5) respondents, and (6) non-respondents.

The Combination Plan. A combination plan consisting of an introduction to the study objective by the researcher and the completion of the questionnaires by the respondents was utilized. The environment in which the introduction was made and the questionnaires were completed was uncontrolled; that is, at times the combination plan was presented in air-conditioned, orderly classrooms, and at other times, in noisy, crowded work areas.

The Introduction. Prior to distributing the questionnaires, a verbal introduction to the research project was made. The groups had not been assembled for the research project, but the subjects had been called together as part of a civil-readjustment presentation by civilian and military personnel. The researcher was delighted to know that his request to offer his research project to the assembled personnel was honored on all occasions.

To achieve reliability in the collection of data, the same presentation was made to all groups. At the conclusion of the presentation, questions were usually asked by the attendees, but as the questions were of similar content and purpose, the answers given by the researcher would not have significantly affected the questionnaire responses. The verbal introduction that was made to the groups is included as being significant to the study, Figure 1.

FIGURE 1

INTRODUCTION TO RESEARCH PROJECT

"Good Morning, 'Short-timers.' I bet that each of you is now saying to yourselves, 'Oh boy, here it comes. One last desperate effort is made by the Marine Corps to get me to re-enlist.' Well, men, that is not my intention. I am here to tell you about a research project that I am conducting in conjunction with East Carolina University at Greenville, North Carolina. If the data I collect are valid, they will be used to support a master's thesis.

If you are wondering why I am telling you about my research project, it is because I want to use you men as my subjects. I plan to interest about 300 marines from New River, Cherry Point, and Camp Lejeune to take part. I am asking each of you to tell me a few things about yourself, about why you came into the service, why you are getting out, and what you plan to do in civilian life. From the information you give me, I hope to publish data that will be of benefit to those men who serve after you leave, be of value to the military services, and be of benefit to all societies.

Before we go any further, I must be assured of two things. First, when I hand out the questionnaires, if you are not on your first enlistment, tell me. Second, if you are not stationed at this base, inform me. For this study, you must be on your first enlistment and be presently stationed at this base.

You might be wondering about the purpose of this research project. During the period 1956 to 1966, researchers report that technological and scientific knowledge doubled in this country. It is projected that in the period 1967 to 1973, knowledge will again double itself. To grasp this wealth of knowledge is an awesome task, and some sociologists and social psychologists believe that some of the unrest in this country can be related to the inability of the people to comprehend and use our new ideas. What we need to do is learn more about people in order to keep pace with technology. That, essentially, is the purpose of my study to learn about people, and I am asking for your help.

In completing the questionnaire, I request that you honestly and individually respond to the questions. If you cannot, please do not complete the questionnaire. Also, you will be receiving another questionnaire of about four questions in six months and another questionnaire of about ten questions in two years. If you do not plan to live any place permanently, it would be best that you do not complete the questionnaire.

Because it will be necessary for me to forward the follow-up questionnaire to you, I shall need your addresses. I shall give you a separate, three-by-five card with a number on it. This number will be used on the questionnaires. Be assured that I want only your

responses, and nothing you write will in any way be used against you. Please do not sign the questionnaires. If there are no questions, let us begin."

The Discharge Questionnaire. As the research project was designed to gather data for new knowledge, the drafting of a questionnaire to gather the kinds of information sought in the investigation involved several operations. The discharge questionnaire was developed along an attitudinal concept with the respondents required to state their opinions about selected factors of military life. Several of the questionnaire items were specific requiring either a "yes" or "no" to a question, and other questions provided the respondents the opportunity to scale their choices from positive to negative. The last two items of the questionnaire were designed to gather factual information about the group.

Each item was planned to measure enlistee attitudes about a specific issue, or to provide factual data. A rough draft of the discharge questionnaire was submitted to Dr. Frank Fuller who read and made suggestions for revision. The revised questionnaire was printed and used in a trial run with 46 subjects. Data from the trial run appeared valid, and though the original 15 items were not revised, on the advice of Dr. James William Batten, Item 11 was added to the questionnaire to collect data of an educational nature.

The first page of the questionnaire contains the basic information about the study and an appeal for honesty in answering with the assurance of anonymity. Anonymity was sacrificed to a degree because the discharge questionnaires were serialized numerically to provide individual identification with the follow-up questionnaires.

The discharge questionnaires were distributed with a three-by-five card on which the subjects were asked to write their names and addresses. (The completed address cards are to be used in conducting the six-month, post-military, follow-up study¹ and the two-year, post-military, follow-up study² with the same group. Data from the two follow-up studies are not a part of this thesis.)

Immediately following the introduction to the objective of the research study, the discharge questionnaires were disseminated and the respondents were asked to complete the questionnaires on an individual basis. As each individual completed his unsigned questionnaire, he placed his questionnaire and completed address card in a designated area in the room.

The discharge questionnaire, item analyzed in Chapter IV, is shown in its entirety in Figure 2.

¹The Six-month, Follow-up Questionnaire is presented in Appendix B on page 68.

²The Two-year, Follow-up Questionnaire is presented in Appendix C on page 69.

FIGURE 2

DISCHARGE QUESTIONNAIRE

THIS QUESTIONNAIRE IS TO BE USED IN A SURVEY TO FIND OUT WHAT MOST INFLUENCED YOU TO SELECT MILITARY SERVICE AS AN OCCUPATION; WHAT WERE YOUR LONG-RANGE, OCCUPATIONAL INTENTIONS WHEN YOU ENLISTED; AND WHAT FACETS OF YOUR MILITARY LIFE MOST INFLUENCED YOU TO SELECT ANOTHER OCCUPATION.

YOU ARE REQUESTED TO ANSWER EACH QUESTION AS HONESTLY AND AS COMPLETELY AS POSSIBLE. DO NOT SIGN YOUR NAME.

- ✓ 1. Prior to entering the military service, what source, or sources most influenced you in considering an enlistment in the United States Marine Corps? Please place an X in front of your choice. If more than one source influenced you, rank the items using 1 for the most influential source, a 2 for the next, and so on.

Marine Corps programs on television and radio
 Marine Corps advertisements
 Conversations with friends and relatives
 Counseling by school counselors
 Visits by, or with marine recruiters
 Associations with men in the service
 Other. Please list _____

2. Prior to your enlistment, did you have difficulty in finding information about the Marine Corps?

Yes No

3. During your interview with the marine recruiter, were you advised of different military jobs that you could select?

Yes No

4. If you requested a particular military job, was your request honored during your military service?

Yes No

5. At the time of induction into the Marine Corps, what was your long-range goal concerning military service?

Make military service a career
 Only serve my enlistment
 Not sure

FIGURE 2 (continued)

6. At the time of your induction into the Marine Corps, were you satisfied in your mind that you had made a wise choice concerning military service as an occupation?

___ Yes ___ No ___ Not considered

- ✓ 7. What was your personal reason for enlisting in the Marine Corps? Please place an X in front of your reason. If you had more than one reason, rank your reasons using 1 for the most important, a 2 for the next, and so on.

___ Financial security
 ___ Gain self-esteem
 ___ Earn credit for the GI Bill
 ___ Serve my military obligation
 ___ To experience combat duty
 ___ Make a change from unrewarding conditions
 ___ Family tradition
 ___ Occupational choice
 ___ Other _____

8. During your military service, were you counseled concerning educational opportunities?

___ Yes ___ No Civilian education
 ___ Yes ___ No Military education

9. What kind of military education did you receive after basic training? Please state the type of schooling and the length of the course; for example, NCO Leadership School, 10 weeks; Communication School, 3 weeks; Aviation "B" School, 16 weeks; et cetera.

- ✓ 10. What kind of civilian education did you complete while in the military service? Please fill in the information on the items you have checked.

___ None
 ___ GED (high school). Passed? ___ Yes ___ No
 ___ GED (college). Passed? ___ Yes ___ No
 ___ Adult education. Number of courses _____.
 ___ College courses. Number _____.
 ___ Correspondence courses. Number _____.

FIGURE 2 (continued)

11. Did you desire additional civilian education while in the Marine Corps?

Yes No

If Yes, what prevented you from satisfying your desire? Please place an X in front of those items as they apply in your case.

- Civilian education that I desired was not available near my base.
- I was not stationed long enough at one base to attend school.
- Irregular work hours and military duties prevented regular school attendance.
- My unit would not make special allowances for me to attend school.
- Transportation to and from school was difficult to obtain.
- Study areas for doing homework were not available.
- Other _____
- _____
- _____

12. During your military service, what factor, or factors caused you not to re-enlist? Please place an X in front of those items as they pertain to you.

- None. My original intention was to serve only my enlistment.
- My in-service military education and training had prepared me for a civilian occupation.
- I thought I would be more satisfied in a civilian occupation.
- I had served my obligation to my country.
- I had no desire for additional combat experience.
- I disliked the regimented, military life.
- Other _____
- _____
- _____

13. According to your own personal experience, please indicate the adequacy of the below listed elements in the Marine Corps.

	Very Good	Good	Fair	Poor
Opportunity for job change				
Job counseling				
Career planning				

14. How much has your military education and training helped you obtain a civilian occupation?

- A great deal
- A moderate amount
- A small amount
- Not at all

FIGURE 2 (continued)

15. Please complete the items below as they pertained to you at time of enlistment.

Age at enlistment _____ (years)
Term of enlistment _____ (years)
Place _____ (city/state)
Schooling _____ (years)
Marital status _____ (single/married)

16. Please complete the items below as they pertain to you at time of discharge from active duty.

Military Occupational Specialty _____ (MOS)
Civilian occupation _____ (title)
Release _____ (date/place)
Marital status _____ (single/married)

Group Studied. The group studied was United States Marine Corps enlistees immediately prior to release from active duty. Generally, the "short-timers" were within fifteen days of discharge from the service. The group was a stratified sample in that the entire group of marines being released from active duty at the Camp Lejeune, North Carolina, New River, North Carolina, and Cherry Point, North Carolina, military bases had an equal chance of being selected. This randomness was used to achieve a cross-section sample of the military occupational specialties of those being released from active duty.³

The first sub-group was administered the questionnaire on July 29, 1969, and the last sub-group responded to the questionnaire on September 20, 1969. There were 10 sub-groups varying in number from seven to 125 subjects, six sub-groups from New River, three sub-groups from Cherry Point, and one sub-group from Camp Lejeune.⁴

Respondents. Two hundred and sixty-two Marine Corps enlistees were the subjects for this research project. The respondents served in the Marine Corps between the period July, 1965 to November, 1969. Consequently, all respondents became active members of the Marine Corps subsequent to the commitment of the United States in Vietnam and served their enlistment while the national commitment existed.

Data show that the mean age of the group was 18.7 years (the youngest was 17 years, the oldest 27 years at time of induction); the mean years of schooling was 11.9 years (the range was from seven years

³A listing of the military occupational specialties (MOS) of the respondents is presented in Appendix D on page 72.

⁴The number of respondents each sub-group by military base appears as Appendix E on page 76.

of schooling to seventeen years); and the mean term of enlistment to be 3.1 years (the shortest term was two years, the longest four years).⁵

Non-respondents. Not all of the first-term enlistees who listened to the verbal introduction completed the discharge questionnaire. However, the enlistees who did not desire to participate in the research study, referred to as "non-respondents," were few in number. Their refusals were not considered significant to the research study, and specific data about the non-respondents were not collected. Casual observations by the researcher revealed that at New River, of those being discharged as first-term enlistees, two individuals did not complete a discharge questionnaire; at Cherry Point, there were eight eligible respondents who did not fill out a questionnaire; and at Camp Lejeune, the large number of personnel in the group made it impossible to determine the number of eligible non-respondents. The non-respondents were not queried for their reasons of non-participation. Nevertheless, several non-respondents stated to the researcher that they were ". . . going to travel around for a time and would not have an address," or words to that effect.

⁵The number of respondents by age, education, and enlistment is presented in Appendix F on page 77.

CHAPTER IV

REVIEW OF RESPONSES BY ITEM

The task to be accomplished in this chapter is to study the responses of the participants in an effort to describe their attitudes relative to enlistment in the Marine Corps as an occupational choice.

The approach is to analyze the responses given on the 16-question discharge questionnaire. Since several of the individual questions solicited more than one response, data were collected on 26 specific stimuli. Forty-six of the questionnaires contained 15 questions and 25 specific stimuli. The 15-question questionnaire was administered on a trial basis to 46 subjects. The results were considered valid, and the questionnaire was reprinted in its entirety with the addition of one question, Item 11. The researcher believes the additional item solicited valuable data concerning military education, and because the additional item did not cause the responses of the subjects to vary between the 15-question and the 16-question questionnaires, the data from the trial questionnaires were included.

For convenience to the reader and to aid clarity and continuity, each item on the questionnaire is stated at the head of the discussion and exposition of the participant responses.

The item analysis is presented in two different styles. The first attempt uses a Table to show the responses to each item. The second approach makes use of a Figure to reflect the percentage of

participants responding to each item. For most items, Figure tabulation is not feasible, or used. For some items, the responses are listed according to the three military bases, Camp Lejeune, Cherry Point, and New River. This tabulation procedure was utilized when the collected data showed a significant difference between one military base and another. In other cases, the responses are listed as one entity.

Two hundred and sixty-five questionnaires were collected. Three questionnaires were discarded because of excessive, unanswered questions. Each item analysis is, therefore, based on 262 responses. In several instances, an item on an individual questionnaire was left blank. However, the questionnaire was utilized and the classification "no response" was used to reference those subjects not responding to the item.

Item 1. Prior to entering the military service, what source, or sources most influenced you in considering an enlistment in the United States Marine Corps? Please place an X in front of your choice. If more than one source influenced you, rank the items using 1 for the most influential source, a 2 for the next, and so on.

- _____ Marine Corps programs on television and radio
 - _____ Marine Corps advertisements
 - _____ Conversations with friends and relatives
 - _____ Counseling by school counselors
 - _____ Visits by, or with marine recruiters
 - _____ Associations with men in the services
 - _____ Other. Please list _____
-
-

Item 1 attempts to measure the impact that Marine Corps advertisement has on young men selecting military service as an occupation. It asks, in effect, if advertisement was dynamic in influencing their choice or whether other sources were as influential. The reasons most frequently given are presented in Table I. When the

TABLE I

TABULATION OF SOURCES THAT INFLUENCED
MARINE CORPS ENLISTMENT

Sources	<u>Choices</u>				<u>All Choices</u>		
	<u>1st</u>		<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>Total</u>	<u>Percent</u>
	<u>No.</u>	<u>Percent</u>	<u>No.</u>	<u>No.</u>	<u>No.</u>		
Marine Corps programs on television and radio	26	10	9	6		41	16
Marine Corps advertisements	23	9	17	1		41	16
Conversations with friends & relatives	71	27	10	4	2	87	33
Counseling by school counselors	2	1	2	1	2	7	3
Visits by, or with marine recruiters	27	10	21	7	2	57	22
Associations with men in the service	32	12	14	2	1	49	19
Other							
Had to serve so picked the Marine Corps	16	6	3	1		20	7
To fight and serve with the best	10	4				10	4
Avoid the draft	9	3	1			10	4
Stories about the Marine Corps	8	3				8	3
Relatives in the Marine Corps	6	2				6	2
Boyhood dream	5	2				5	2
Spur of the moment	5	2				5	2

TABLE I (continued)

Sources	<u>Choices</u>				<u>All Choices</u>		
	1st		2nd	3rd	4th	Total	Percent
	No.	Percent	No.	No.	No.		
A challenge	5	2				5	2
2-year enlistment	4	2				4	2
Change of life	4	2				4	2
Learn a trade	3	1				3	1
John Wayne movies about the Marine Corps	3	1				3	1
Opportunity to travel	2	1				2	1
No money for school	1	-				1	<1*
Totals	262	100	77	22	7	368	n/a

sources identified as media for Marine Corps advertisement are taken together, such as, "visits by, or with marine recruiters," "Marine Corps programs on TV and radio," "Marine Corps advertisements," "stories about the Marine Corps," and "John Wayne movies about the Marine Corps," 33 percent of the study group listed Marine Corps advertisement as the primary source, 58 percent as an influential source. The most single, influential source was "conversations with friends and relatives," which was listed by 27 percent of the subjects as their primary source, by 33 percent as an influential source in their decision to select Marine Corps Enlistment as an occupation.

Item 2. Prior to your enlistment, did you have difficulty in finding information about the Marine Corps?

* < Less than

The military services have long recognized the importance of advertising to maintain an adequate number of volunteers. The Marine Corps has historically boasted of being a volunteer fighting force, and only in cases of national crises has the Marine Corps failed to satisfy this goal. The impact of advertising was asked of the subjects in this research project. Of the 262 respondents, an impressive 87 percent stated little difficulty in finding information about the Marine Corps. (See Table II.) The impact of advertising has been

TABLE II

NUMBERS AND PERCENTAGES OF SUBJECTS WHO DID NOT
HAVE DIFFICULTY IN FINDING INFORMATION
ABOUT THE MARINE CORPS

Military base	Total No. of cases	No. who did not	Percent who did not	No. who did	Percent who did
New River	65	55	85	10	15
Cherry Point	127	113	89	14	11
Camp Lejeune	69	59	86	10	14
No response	1				
Totals	262	227	87	34	13

referenced earlier in Table I, page 22, where data indicate that 27 percent marked advertisement about the Marine Corps as the primary source influencing their decision to enlist.

Item 3. During your interview with the marine recruiter, were you advised of different military jobs that you could select?

This item relates to the objective of the study to determine the occupational interests of men who volunteer for service in the United States Marine Corps. One attempt to realize this objective was to document the number of subjects in this study who received job counseling prior to active duty. Although data were not collected that determined the number of enlistees who personally sought out occupational information from the military recruiter at time of enlistment, data from Table III indicate that 65 percent of the subjects were advised by the

TABLE III

NUMBERS AND PERCENTAGES OF PERSONNEL
ADVISED OF MILITARY JOBS THAT THEY
COULD SELECT

Responses	Military bases						All bases	
	New River		Cherry Point		Camp Lejeune			
	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent
Personnel advised	45	68	85	67	39	57	169	65
Personnel not advised	21	32	42	33	30	43	93	35
Totals	66	100	127	100	69	100	262	100

marine recruiter of military jobs that they could select. This research study did not disclose reasons why 35 percent of the study group did not receive military job information.

Item 4. If you requested a particular military job, was your request honored during your military service?

Item four was designed primarily to determine the capacity, or willingness of the Marine Corps to satisfy enlistee occupational desires. Analysis of Table IV shows that 214 subjects, or approximately 82 percent of the study group requested particular jobs. Of those

TABLE IV

NUMBERS AND PERCENTAGES OF SUBJECTS
WHOSE REQUEST FOR A PARTICULAR JOB
WAS OR WAS NOT HONORED

Responses	Military bases						All bases	
	New River		Cherry Point		Camp Lejeune			
	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent
Request honored	28	51	50	48	12	22	90	40
Request not honored	27	49	55	52	42	78	124	60
Totals	55	100	105	100	54	100	214	100

NOTE: The data in this Table is applicable only to the subjects who requested a particular job (214 subjects). The 28 "not applicable" and 20 "no response" answers by the study group are not apropos.

requesting a certain job, 40 percent had their request honored and 60 percent did not. Reasons for the requests not being honored were not criteria of this research study. Data reveal that subjects discharged at New River and Cherry Point (aviation bases) enjoyed greater success

in job selection than those men who were discharged at Camp Lejeune (an infantry base).

A comparison of Table IV and Table III reveals an interesting paradox. The former shows 214 subjects requested particular jobs, the latter reveals 169 respondents advised of military jobs. Apparently, there were 45 respondents (214 minus 169) who sought a particular job, but they were not counseled about their specific job request, nor were they advised about related occupational specialties or vocations.

Item 5. At the time of induction into the Marine Corps, what was your long-range goal concerning military service?

- _____ Make military service a career
 _____ Only serve my enlistment
 _____ Not sure

Data with regard to military service as a career are presented in Table V. There is a noticeable tendency of this group to state

TABLE V

LONG-RANGE GOAL INTENTIONS OF ENLISTEES
 AT TIME OF ENLISTMENT

Responses	Number of cases	Percent
Make military services a career	26	10
Only serve my enlistment	160	61
Not sure	76	29
Totals	262	100

"only serve my enlistment." These data indicate that only ten percent of the subjects entered the military service with the idea of prolonged employment. Additionally significant is the evidence that 29 percent of the subjects stated being "not sure" of their occupational choice at time of enlistment. Sixty-one percent of the subjects entered the Marine Corps realizing that military service was their personal obligation, "only serve my enlistment," and they chose this period in their life cycle for military service.

Item 6. At the time of your induction into the Marine Corps, were you satisfied in your mind that you had made a wise choice concerning military service as an occupation?

The purpose of the question was to determine if the decision of an enlistee to enter the military service is a reasoned decision, or

TABLE VI

NUMBERS AND PERCENTAGES OF PERSONNEL
CONSIDERING MILITARY SERVICE AS A
WISE OCCUPATIONAL CHOICE

Responses	Number of cases	Percent
Yes	110	42
No	59	23
Not considered	93	35
Totals	262	100

an instantaneous idea. Table VI, 42 percent of the subjects were satisfied personally that they had made a wise choice concerning

enlistment; 23 percent of the group knew at the time of enlistment that military service was not a wise occupational choice; and 35 percent of the subjects did not consider military service as an occupational choice when they enlisted. In a comparison of the data of Table VI with Table V, data suggest that although only 10 percent of the study group had intentions of making the military service a career (Table V), 42 percent felt satisfied that they had made a wise decision on military service as an occupation. Apparently for many subjects, the decision to enter the Marine Corps was a personal, reasoned judgment, but the factor of military service as a career vocation was not the dominant criterion.

Item 7. What was your personal reason for enlisting in the Marine Corps? Please place an X in front of your reason. If you had more than one reason, rank your reasons using 1 for the most important, a 2 for the next, and so on.

- _____ Financial security
- _____ Gain self-esteem
- _____ Earn credit for the GI Bill
- _____ Serve my military obligation
- _____ To experience combat duty
- _____ Make a change from unrewarding conditions
- _____ Family tradition
- _____ Occupational choice
- _____ Other _____
- _____
- _____

Item 7 attempts to ascertain those factors that were personally dominant in the enlistee's choice of military service as an occupation. Table VII shows 212 subjects, or 81 percent of this study group indicated "serve my military obligation" as their primary, secondary, tertiary, or quaternary reason for enlistment at this time in their life. Data indicate that 33 percent of the subjects realized military

TABLE VII

PERSONAL REASONS FOR SELECTING MILITARY
SERVICE AS AN OCCUPATIONAL CHOICE

Reasons	Choices				All Choices	
	1st	2nd	3rd	4th	Total	Percent choosing
Financial security	2				2	1
Gain self-esteem	44	29	9	4	86	33
Earn credit for GI Bill	9	19	8		36	14
Serve military obligation	137	62	11	2	212	81
Experience combat duty	15	27	14	4	60	23
Change unrewarding conditions	21	14	6	2	43	16
Family tradition	6	4	3	4	17	6
Occupational choice	4	4	1		9	4
Other						
To see Marine Corps life	7	1			8	3
To see if I could make it	3		2		5	2
Avoid draft	1		2		3	1
To get occupational training	3				3	1
Avoid going to college	3				3	1
Serve with the best	3				3	1
Be first in my family	1				1	$\frac{1}{2}$

TABLE VII (continued)

Reasons	Choices				All Choices	
	1st	2nd	3rd	4th	Total	Percent choosing
Gain experience	1				1	$\frac{1}{2}$
Naturalization	1				1	$\frac{1}{2}$
Guaranteed aviation	1				1	$\frac{1}{2}$
Nothing better to do		1			1	$\frac{1}{2}$
Totals	262	161	54	16	493	n/a

service as an occupation providing for experience that fostered self-development, maturity, and the gaining of self-esteem.

Item 8. During your military service, were you counseled concerning educational opportunities?

Yes No Civilian education
 Yes No Military education

In this item, the subjects were asked to reveal their educational counseling experiences in order to evaluate the hypothesis that the Marine Corps does provide educational counseling. Data in Table VIII attest that approximately 65 percent of the study group received counseling related to civilian education. Data of Table IX signify that 69 percent of the respondents obtained counseling concerning military education. Therefore, approximately one-third of this group did not receive educational counseling during their military service. (The mean term of enlistment was 3.1 years, Appendix F, page 77.)

TABLE VIII

NUMBERS AND PERCENTAGES OF PERSONNEL
RECEIVING CIVILIAN EDUCATIONAL
COUNSELING

Responses	Military bases						All bases	
	New River		Cherry Point		Camp Lejeune			
	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent
Yes	45	68	85	68	41	59	171	65
No	19	29	35	26	21	31	75	29
No response	2	3	7	6	7	10	16	6
Totals	66	100	127	100	69	100	262	100

TABLE IX

NUMBERS AND PERCENTAGES OF PERSONNEL
RECEIVING MILITARY EDUCATIONAL
COUNSELING

Responses	Military bases						All bases	
	New River		Cherry Point		Camp Lejeune			
	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent
Yes	40	61	89	70	51	74	180	69
No	21	32	29	23	12	17	62	23
No response	5	7	9	7	6	9	20	8
Totals	66	100	127	100	69	100	262	100

An evaluation of the data reflects that for military educational counseling, Camp Lejeune contacted more of the subjects, 74 percent, as compared to 61 percent for New River and 70 percent for Cherry Point. Concerning civilian educational counseling, New River and Cherry Point reached 68 percent of the subjects as compared to 59 percent by Camp Lejeune. It was not determined why six percent and eight percent of the subjects respectively did not respond to the two subparts of Item 8. However, a review of the questionnaires disclosed that the same subjects were generally involved in not responding to the two sub-questions of Item 8.

Item 9. What kind of military education did you receive after basic training? Please state the type of schooling and the length of the course, for example, NCO Leadership School, 10 weeks; Communication School, 3 weeks; Aviation "B" School, 16 weeks; et cetera.

During the time that this study group received basic training, fiscal year 1966 (July 1, 1965 to June 30, 1966), basic training was approximately 56 days.¹ Individual combat training immediately following basic training was approximately 14 to 24 days depending upon military occupational specialty (MOS).² The design of this item was to determine the mean number of weeks of schooling that a subject received after completing the required basic and combat training.

Figure 3 is a graphic presentation of the percent of the subjects attending school by blocks of time of one week. Fourteen

¹United States Marine Corps. "Male Recruit Training." (Marine Corps Order 1510.13. Washington, D. C.: Headquarters, United States Marine Corp, 1965). P. 2.

²United States Marine Corps. "Individual Combat Training." (Marine Corps Order 1510.22. Washington, D. C.: Headquarters, United States Marine Corps, 1965). P. 2.

FIGURE 3

PERCENTAGE OF PERSONNEL RECEIVING SCHOOLING
BY NUMBER OF WEEKS AT THREE
MILITARY BASES

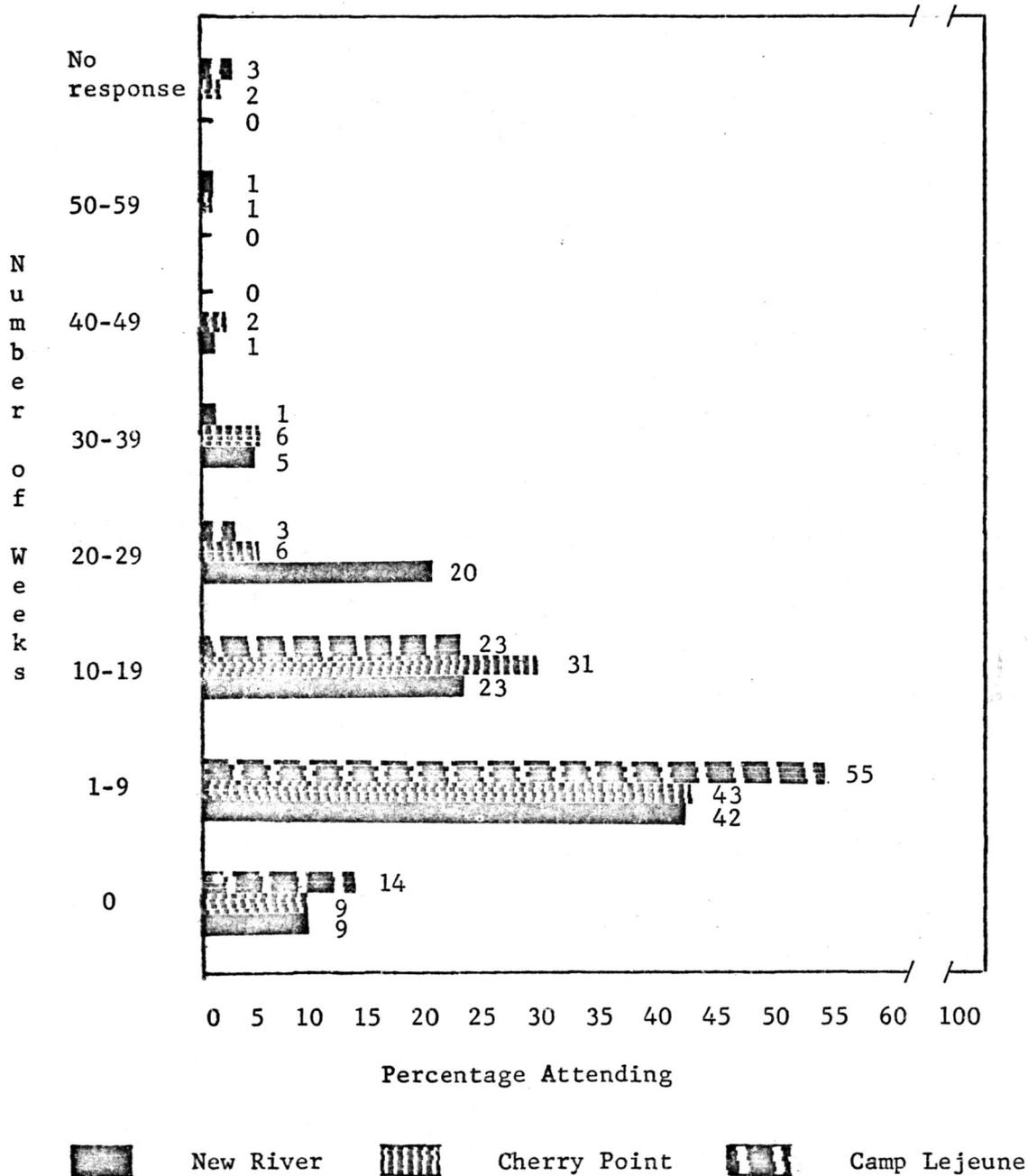


TABLE X

AVERAGE WEEKS OF FORMAL SCHOOLING AFTER
BASIC AND COMBAT TRAINING

Military base	Weeks
New River	12.3
Cherry Point	12.1
Camp Lejeune	7.8
All bases	11.0

percent of the respondents from Camp Lejeune reported no schooling, while at New River and Cherry Point the percentage was nine percent in both cases. The percent of subjects receiving training beyond 40 weeks is almost insignificant. In general, the time blocks of 1-9 and 10-19 weeks includes most subjects, 65 percent in the case of New River, 74 percent for Cherry Point, and 78 percent of the subjects from Camp Lejeune.

Data shown in Table X express that the average schooling for New River subjects was 12.3 weeks, for Cherry Point 12.1 weeks, and for Camp Lejeune 7.8 weeks. The former two bases discharge personnel schooled primarily in aviation occupations, the latter in infantry specialties. In general, the personnel discharged at the aviation bases received approximately three and one-half weeks of schooling than the personnel from the infantry base. For the research group, the average schooling was 11.0 weeks, or about 3 months of the mean 3.1-year enlistment contract.

Item 10. What kind of civilian education did you complete while in the military service? Please fill in the information on the items you have checked.

_____ None.
 _____ GED (high school). Passed? _____ Yes _____ No
 _____ GED (college). Passed? _____ Yes _____ No
 _____ Adult education. Number of courses _____.
 _____ College courses. Number _____.
 _____ Correspondence courses. Number _____.

This item was designed to determine the type and amount of civilian education completed by the study group while in the military

TABLE XI

NUMBERS AND PERCENTAGES OF PERSONNEL COMPLETING
CIVILIAN EDUCATION DURING MILITARY SERVICE

Type Education	Total cases	Attendees		Passed		Failed		Courses Total
		No.	Per- cent	No.	Per- cent	No.	Per- cent	
None	262	178	68	-	-	-	-	-
GED (H.S.)	262	29	11	28	97	1	3	-
GED (Col.)	262	8	3	7	87	1	13	-
Adult education	262	11	4	-	-	-	-	18
College courses	262	27	10	-	-	-	-	54
Correspondence courses	262	29	11	-	-	-	-	50
Totals	262	282	107*	35	95	2	5	122

*This figure was computed on the basis of total attendees and non-attendees. The figure of "107" means seven percent of the study group (22 individuals) attended more than one type of schooling. Actually, 32 percent of the respondents attended school.

service. According to data shown in Table XI, 68 percent of the subjects were non-attendeess and 32 percent of the respondents completed at least one type of civilian education. Data in column three, Table XI, indicate that 39 percent of the study group completed civilian schooling; consequently, seven percent of the attendees were multiple attendees.

The passing percentages for the General Education Development (GED) tests, high school and college, are noteworthy at 97 percent and 87 percent respectively. Of the subjects enrolled in Adult Education, College Courses, and Correspondence Courses, data set forth that the average subject completed 4.8 courses. Failure rate is not determined for the latter categories.

It is assuredly possible that a greater number of the subjects desired civilian education, but that they were restricted in their efforts by military commitments. Item 11 was included in the research study to collect data related to factors that thwarted educational desires.

Item 11. Did you desire additional civilian education while in the Marine Corps?

_____ Yes _____ No

If Yes, what prevented you from satisfying your desire? Please place an X in front of those items as they apply in your case.

- _____ Civilian education that I desired was not available near my base.
 _____ I was not stationed long enough at one base to attend school.
 _____ Irregular work hours and military duties prevented regular school attendance.
 _____ My unit would not make special allowances for me to attend school.
 _____ Transportation to and from school was difficult to obtain.
 _____ Study areas for doing homework were not available.
 _____ Other _____

As was stated in Item 10, this item attempts to determine some of the factors that curbed the educational efforts of military personnel. Table XII shows that 59 percent of the study group desired additional civilian education, however, their efforts were handicapped. (This item was added to the study project subsequent to the trial run and was answered by only 216 of the 262 subjects.)

TABLE XII

NUMBERS AND PERCENTAGES OF PERSONNEL
DESIRING CIVILIAN EDUCATION

Responses	Military bases						All bases	
	New River		Cherry Point		Camp Lejeune		No. of cases	Per-cent
	No. of cases	Per-cent	No. of cases	Per-cent	No. of cases	Per-cent		
Yes	27	52	56	60	43	62	126	59
No	25	48	39	40	26	38	90	41
Totals	52	100	95	100	69	100	216	100

Of the 126 respondents listing factors that hindered educational pursuits, several respondents listed more than one reason. Table XIII is a presentation of the factors interfering with the subjects attending civilian schooling. In a comparison of Table XI, page 36, with Table XII, data from the former indicate that 32 percent of the subjects attended civilian schooling, whereas data in Table XII specify that 59 percent of the subjects sought educational objectives. Consequently, 27 percent (59 percent who desired minus the 32 percent who achieved)

TABLE XIII

PERCENTAGES OF PERSONNEL STATING FACTORS
THAT IMPEDED EDUCATIONAL PURSUITS

Factors	New River	Cherry Point	Camp Lejeune	Total cases	
	Number of responses	Number of responses	Number of responses	Num- ber	Per- cent
Civilian education that I desired was not available near my base	3	11	3	17	13
I was not stationed long enough at one base to attend school	11	10	20	41	33
Irregular work hours & military duties prevented regular school attendance	13	35	21	69	55
My unit would not make allowances for me to attend school	8	9	3	20	16
Transportation to and from school was difficult to get	4	4	2	10	8
Study areas for doing homework were not available	3	5	5	13	10
Other	2	5	9	16	12
Totals	44	79	63	186	n/a

found it impossible to satisfy their desires for civilian education.

Data in Table XIII shows that more than one-half of the study group,

55 percent, reported that the primary deterrent to civilian schooling was "irregular work hours and military duties prevented regular school attendance."

Item 12. During your military service, what factor, or factors caused you not to re-enlist? Please place an X in front of those items as they pertain to you.

- None. My original intention was to serve only my enlistment.
- My in-service military education and training had prepared me for a civilian occupation.
- I thought I would be more satisfied in a civilian occupation.
- I had served my obligation to my country.
- I had no desire for additional combat experience.
- I disliked the regimented, military life.
- Other _____
- _____
- _____

This item seeks to identify those factors that caused the subjects not to re-enlist in the Marine Corps. Data in Table V, page 27, show that 61 percent of the subjects entered the service with the idea of only serving their initial contract obligation. Conversely, 39 percent of the study group was military service orientated, or were likely career potentials at time of enlistment. Comparison of data between Table V and Table XIV points out a shift in the factor of military obligation. Though 61 percent of the subjects indicated "serve only my military obligation" at time of enlistment (Table V), Table XIV shows that 50 percent listed the same reason at time of discharge. Apparently, other factors of military service became dominant as reasons for not re-enlisting.

The 262 respondents gave 464 responses to Item 12. Of the total group, data point out that 55 percent (Table XIV) expressed "dislike for the regimented military service" as a contributing factor. Thirty-

TABLE XIV

PERCENTAGES OF SUBJECTS WHO LISTED
FACTORS AFFECTING REENLISTMENT

	Total cases	
	Number	Percent
None. Only serve my enlistment	81	31
Had learned skill for civilian job	7	3
More satisfied in a civilian job	103	39
Had served my military obligation	50	19
No desire for additional combat duty	16	6
Disliked the regimented, military life	145	55
Other		
Incompetent seniors	14	5
Individual disregard	8	3
Too much harrassment, petty	5	2
Choose my own life	4	2
No individual freedom	4	2
Lack of cooperation among personnel	3	1
Unable to receive proper training	3	1
Family separation	3	1
Disliked senior personnel	3	1
Earn more money	2	1
Disappointment in Marine Corps	2	1
Miscellaneous reasons	11	4

NOTE: The 262 respondents made a total of 464 responses.

nine percent expressed the opinion of being more satisfied in an occupation associated with the civilian society. Only two subjects indicated poor pay as a factor affecting reenlistment, and though 106 subjects were married at time of discharge (Table XX, page 50), only three subjects indicated "family separation" as a reenlistment obstacle.

Item 13. According to your own personal experience, please indicate the adequacy of the below listed elements in the Marine Corps.

	Very Good	Good	Fair	Poor
Opportunity for job change				
Job counseling				
Career planning				

A purpose of this item was to evaluate the occupational counseling program offered by the Marine Corps. The research was

FIGURE 4

PERCENTAGES OF PERSONNEL RATING OPPORTUNITY
FOR JOB CHANGE IN THE MARINE CORPS

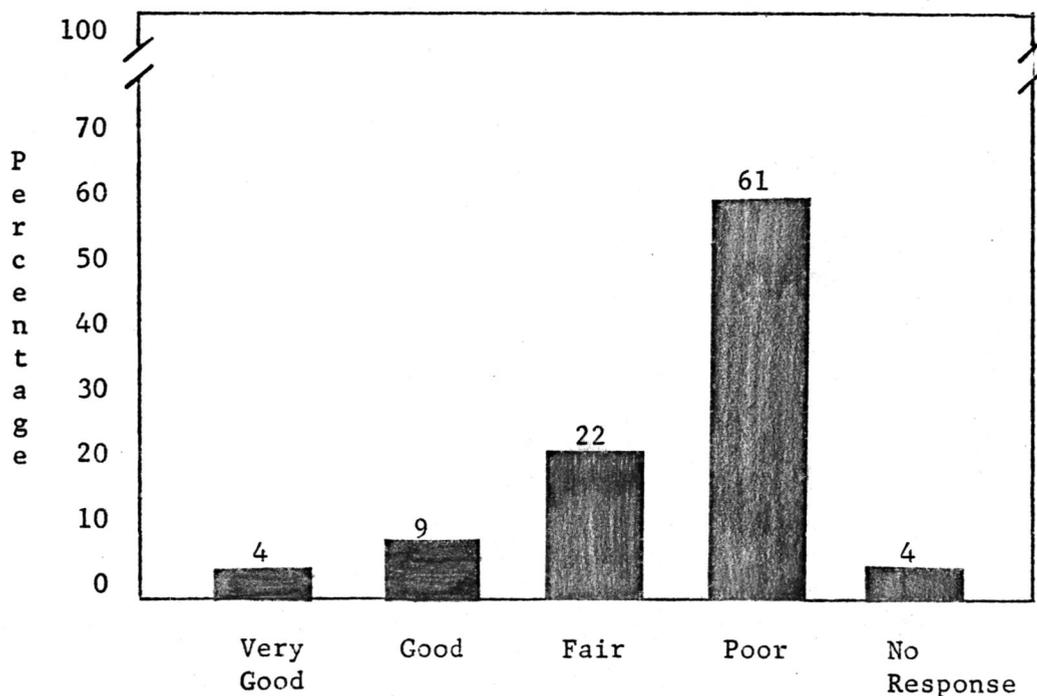
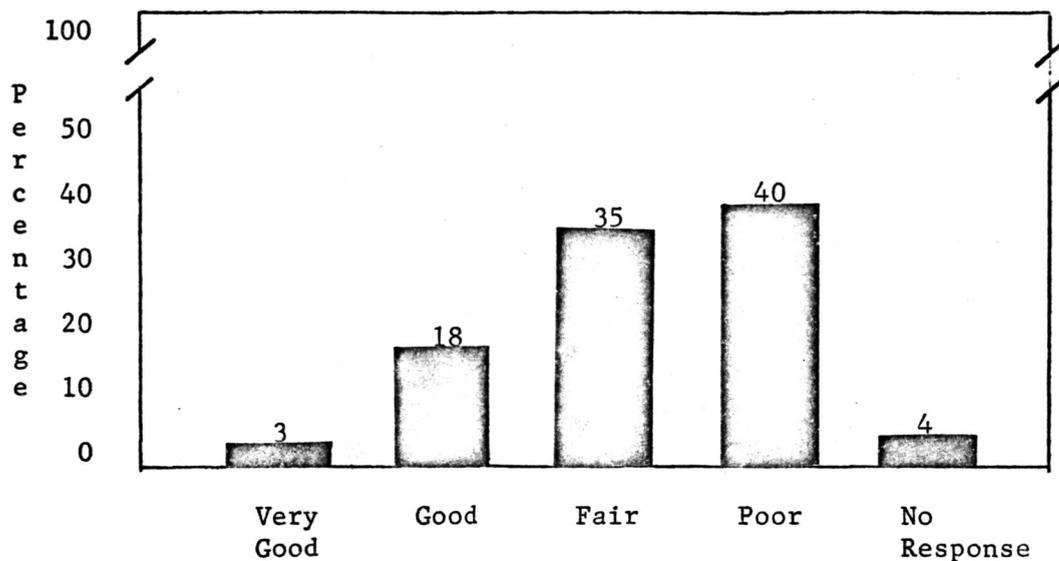


FIGURE 5

PERCENTAGES OF PERSONNEL RATING JOB COUNSELING
IN THE MARINE CORPS

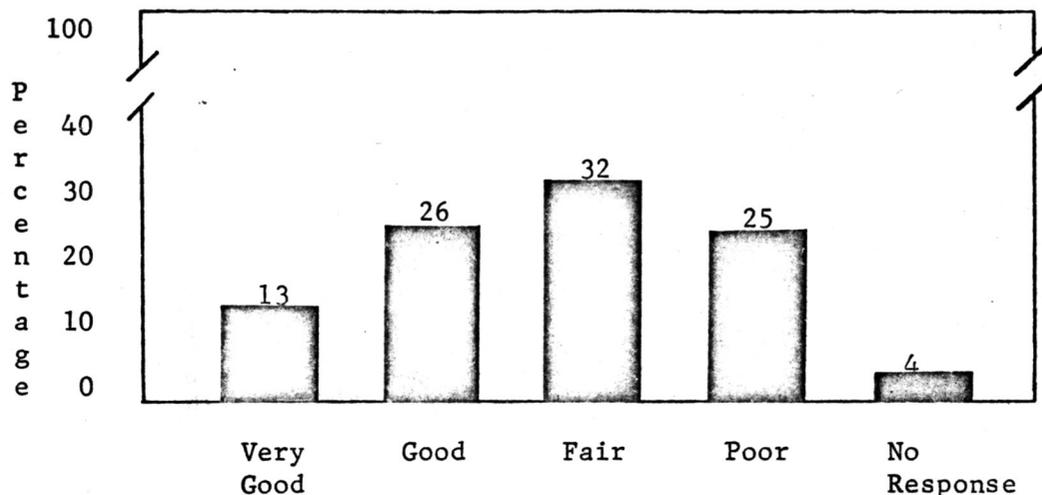


directed toward the success the Marine Corps realized in satisfying immediate occupational needs of the individual (job counseling and opportunity for job change) and the effectiveness of long-range occupational needs (career planning).

Item 13 solicited the opinions of the subjects concerning the adequacy of three Marine Corps, in-service occupational functions. Data in Figure 4 show that few subjects, four percent, rated the opportunity for job change as "very good." Sixty-one percent of the respondents rated job opportunities as "poor." In Figure 5, data show that only three percent of the respondents rated job counseling as "very good," 40 percent rated job counseling as "poor." The study group had a more favorable opinion of the Marine Corps career planning program with 13 percent rating career planning as "very good" and only 25 percent as "poor." Data express the conclusion that the Marine Corps

FIGURE 6

PERCENTAGES OF PERSONNEL RATING CAREER PLANNING
IN THE MARINE CORPS



is more effective with its long-range occupational counseling (career planning) than it is with the goal of satisfying the immediate occupational needs of the individual (opportunity for job change and job counseling).

Item 14. How much has your military education and training helped you obtain a civilian occupation?

- _____ A great deal
- _____ A moderate amount
- _____ A small amount
- _____ Not at all

This question demonstrates to what degree military education and training prepared this study group for civilian occupations. Two hundred and fifty-eight subjects responded to the question, and data in Table XV show a poor transition of military skills to comparable civilian occupations. Forty-four percent of the subjects indicate having acquired no saleable occupational skills, 22 percent "a small

TABLE XV

NUMBERS AND PERCENTAGES OF PERSONNEL STATING
MILITARY TRAINING HELPED THEM IN
OBTAINING CIVILIAN EMPLOYMENT

Responses	No. of cases	Percent
A great deal	39	15
A moderate amount	44	17
A small amount	57	22
Not at all	116	44
No response	6	2
Totals	262	100

amount," 17 percent "a moderate amount," and 15 percent "a great deal." Considering that the two choices of "a moderate amount" and "a great deal" indicate favorable success in seeking a post-military vocation, 83 of the subjects, or 32 percent believed at time of discharge that they had learned a skill that would be in demand in the civilian labor force, or would aid them in securing gainful employment.

Item 15. Please complete the items below as they pertained to you at time of enlistment.

Age at enlistment _____ (years)
 Term of enlistment _____ (years)
 Place _____ (city/state)
 Schooling _____ (years)
 Marital status _____ (single/married)

This item was included in the research to obtain data about selected parameters that were considered significant in identifying the study group.

In Figure 7, the presentation illustrates preponderance, 67 percent, of the subjects being either 18 or 19 years of age at the time of enlistment. The age range of the study group was from 17 years to 27 years. Of the 260 subjects who listed their age at time of enlistment, the mean age was 18.7 years.

FIGURE 7

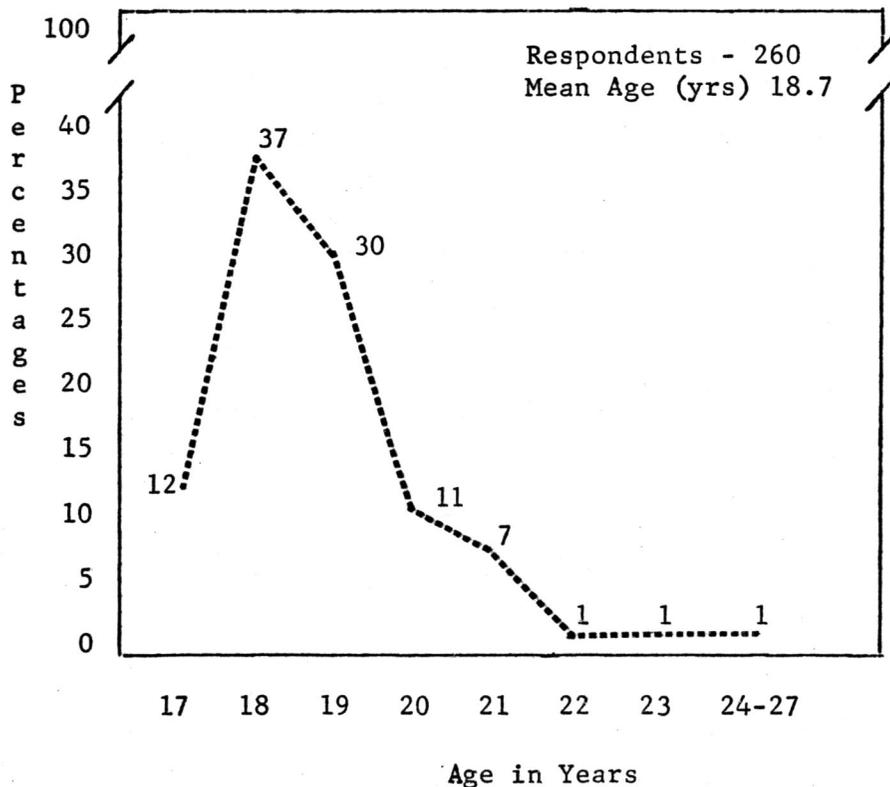
PERCENTAGES OF PERSONNEL BY AGE
AT TIME OF ENLISTMENT

TABLE XVI

NUMBERS AND PERCENTAGES OF PERSONNEL
BY TERM OF ENLISTMENT

Years	No. of cases	Percent
2	43	16
3	62	24
4	155	59
No response	2	1
Totals	262	100

TABLE XVII

NUMBERS AND PERCENTAGES OF PERSONNEL
COMPLETING SCHOOLING BY YEARS

Years of schooling	No. of cases	Percent
7	1	<1
8	3	1
9	7	3
10	17	7
11	18	7
12	164	63
13	26	10
14	16	6
15	6	2
16	0	0
17	1	<1
No response	3	1
Totals	262	100

TABLE XVIII

NUMBERS AND PERCENTAGES OF PERSONNEL
MARRIED AT TIME OF ENLISTMENT

Marital status	No. of cases	Percent
Not-married	226	87
Married	33	12
No response	3	1
Totals	262	100

Data in Table XVI show that the term of enlistment ranged from 2 to 4 years and that 59 percent of the subjects enlisted for 4 years. The mean term of enlistment was 3.1 years.

Appendix G is a listing of the number of subjects by states at time of enlistment. Thirty-eight states were represented by the group.

Data from Table XVII show that 63 percent of the study group (259 subjects responding) completed 12 years of schooling prior to enlistment. Eighteen percent of the subjects completed less than 12 years, 18 percent more than 12 years. The mean years of schooling was 11.9.

Of the 259 respondents who indicated their marital status at time of enlistment, 33 were married and 226 were single. (Table XVIII).

Item 16. Please complete the items below as they pertain to you at time of discharge from active duty.

Military Occupational Specialty _____ (MOS)
Civilian occupation _____ (title)

Release _____ (date/place)
Marital status _____ (single/married)

The purposes of this item were to determine the occupational skills of the subjects at time of discharge, to record the civilian occupational choices of the subjects, and to determine the marital status at time of discharge as compared to the marital status at time of enlistment. The "release (date/place)" sub-section of Item 16 was used by the researcher for categorizing the subjects by military location.

During the time frame that the subjects completed the discharge questionnaire, (July 29, 1969 to September 30, 1969), the Marine Corps assigned military occupational specialties (MOS) by numerical coding according to Marine Corps Order, Publication 1200.7 (MOS Manual). For enlisted personnel, this manual lists 34 primary occupational fields and 366 military occupational specialties within the 34 occupational fields. Of the study group, 258 subjects listed their MOS at time of discharge. Appendix D, pages 72-75, contains a complete listing of the 25 Primary Occupational Fields and the 60 Military Occupational Specialties represented by the study group.

One consideration of this study was to determine the civilian occupational choices of the subjects at time of discharge. The data were to be of significance for this research phase and for use with the follow-up research phases. Appendix H, pages 80-81, is a listing of the occupational fields in which the subjects were seeking employment.

For this research it was meaningful to determine the number of subjects that had selected a particular civilian occupation prior to release from active military duty. According to data in Table XIX,

TABLE XIX

CIVILIAN OCCUPATIONAL CHOICES OF MARINE CORPS
ENLISTEES AT TIME OF DISCHARGE

Choices	Number	Percent
Entering labor force	123	47
Attending school	73	28
Unknown	39	15
No response	27	10
Totals	262	100

TABLE XX

RELATIONSHIP OF MILITARY OCCUPATIONAL SPECIALTIES
TO CIVILIAN OCCUPATIONAL CHOICES

Relationship	Total Group		Entering Labor Force	
	Num- ber	Per- cent	Num- ber	Per- cent
Not related	78	30	78	63
Related	45	17	45	37
Not entering labor force	139	53	-	-
Totals	262	100	123	100

TABLE XXI

NUMBERS AND PERCENTAGES OF PERSONNEL SINGLE/MARRIED
AT TIME OF DISCHARGE

Marital status	No. of cases	Percent
Single	153	59
Married	106	40
No response	3	1
Totals	262	100

73 subjects, or 28 percent of the study group listed "schooling" as the main occupational choice; 39, or 15 percent of the subjects indicated occupational choice as "unknown;" and 27, or 10 percent of the respondents did not respond. The resultant is a total of 47 percent of the study group having been employed, or definitely contemplating civilian employment following discharge from the Marine Corps.

A detailed evaluation of the individual questionnaires was made to determine the number of respondents who chose a civilian occupation related to their military occupational specialty. The relationship is shown by data in Table XX. Considering the total study group, 17 percent of the respondents indicated having selected a job related to their military occupational specialty. If only those entering the labor force are considered, the result is more favorable. Of the 123 respondents seeking civilian employment, 45 subjects, or 37 percent selected a related job, and 78, or 63 percent chose a non-related occupation.

Just prior to discharge 106 men, or 40 percent of the study group reported that they were married. (Table XXI). In a comparison of Table XXI with Table XVIII, page 48, where 33, or 12 percent of the group were married, the data show that 73 subjects, or 28 percent of the respondents evidently married while in the service.

CHAPTER V

I. CONCLUSIONS

Marine Corps Enlistment as an Occupational Choice. Results of this research study confirm that young men do not choose Marine Corps Enlistment as a life occupation. The occupation of military service is selected for the purpose of serving a "military obligation for country." As was demonstrated in Table V, page 27, 61 percent of this study group enlisted because of obligation rather than as a definite, judged selection of Marine Corps service as occupational choice. Twenty-nine percent were undecided about the Marine Corps as a career job, and only ten percent had considered military service as an occupation at time of their enlistment.

Occupational Satisfaction and Dissatisfaction. Sixty-one percent of the respondents knew at time of enlistment that they would be making an occupational shift at the termination of their enlistment contract. For the remaining 39 percent, the desire for a different occupation was realized during military service. The dominant factor that was listed as causing the enlistees to seek a different occupation was "disliked the regimented, military life." In Chapter II, it was stated that the Marine Corps reenlistment rate for first-term enlistees was approximately nine percent during the time of this research project. These data can then be compared to the study group where 39 percent of the respondents entered the Marine Corps with the possibility of

making military service their vocation. In view of these data, it could be concluded that approximately four times as many first-term enlistees failed to find satisfaction with their military job and environment as compared to those who realized a personal satisfaction by remaining in the Marine Corps beyond their initial contract obligation.

Marine Corps Advertisement Media. Marine Corps advertisement media are effective since 58 percent of the study group listed advertisement media as the source that influenced their enlistment. Data prove that the personal association of young men with active duty marines and ex-marines is also a very effective communication source. Apparently, ex-marines are good, if not the best single advertisement medium in selling their own occupation.

The Marine Corps advertisement program is effective and far-reaching. Of this study group, nine out of ten subjects reported exposure to Marine Corps advertisement prior to enlistment.

Job Information and Job Selection. Ninety-three respondents (35 percent of the study group) reported not receiving information about military jobs at time of enlistment. Although 169 respondents (65 percent of the group) received job information, data attest that 214 of the 262 subjects desired a particular job. However, of those who expressed an interest in a particular position, 90 respondents had the request honored and 124 subjects did not have the request honored during their term of military service.

Occupational Need. Data show that at time of enlistment a small percentage of the study group, 10 percent, had the intention of

making military service a career. However, almost one-half of the group, 42 percent, believed that they had made a wise choice in selecting military service as an occupation. These data reveal that individuals may choose an occupation to satisfy personal needs rather than to select a job they like, or one that will provide life-long employment.

Post-military Occupational Intentions. In general, the vocational choices of the enlistees at time of discharge were not related to their military occupational specialties, or to their experience gained in the Marine Corps. Twenty-eight percent of the group chose to further their education as a means of obtaining a satisfying vocation. Nearly one-third of the group, 25 percent had not decided on a civilian vocation and apparently were individually satisfied just in the thought of being discharged from the Marine Corps. The remainder of the group, 47 percent of the respondents, were entering the labor force. Of those individuals entering the labor force, the vocational choices were varied, and data point out that 37 percent of the labor-force group, or 17 percent of the total study group had selected a civilian vocation that correlated with their military occupational specialty.

An evaluation of the research data indicates that 32 percent of this study group believed at time of discharge that they had acquired during their military training and experience an occupational skill or ability that would aid them in securing civilian employment. However, a number of the respondents must have sought employment in an unrelated occupation since only 17 percent of the subjects were seeking employment in a civilian vocation related to their military job skills.

In-service Schooling and Training. In addition to approximately three months of basic and individual combat training, the subjects of this study group received 11 weeks of schooling related to their military occupational specialty, or for the purpose of maintaining or achieving military proficiency.

Of the research group, nearly one-third of the respondents, 32 percent of the group, completed some type of civilian education. This education was received primarily through their own efforts and in addition to their normal military job responsibilities. For every three subjects that reported completing civilian education, one subject reported being thwarted in his personal pursuit of civilian schooling.

II. RECOMMENDATIONS

Marine Corps Career Counseling. It is recommended that a more favorable plan be determined to concentrate on those individuals who selected Marine Corps Enlistment as an occupational choice (10 percent according to Table V, page 27), and direct the career counseling effort toward this entity. Collected data substantiate that for this study group, nearly two-thirds of the subjects entered the Marine Corps with no intention of remaining beyond their initial contract obligation. If this group is representative of Marine Corps enlistees, then the Marine Corps is likely expending an excessive number of man-hours trying to re-enlist a non-receptive majority. Authorities within the military hierarchy must be continually cognizant that most enlistees, as shown by this study project, serve because of personal needs rather than because of a distinct liking, or enthusiasm for the vocation of military service.

Military Skills for Civilian Jobs. Marine Corps personnel managers should not be overly optimistic to the idea that first-term enlistees depart the service because of job skills they have acquired during their military service experience. Two-thirds of this study group pointed out that their military skills would aid them little, or not at all in seeking civilian employment. The recommendation is proposed that the Marine Corps collect data related to the transition of military skills to comparable civilian jobs in order to evaluate the significance of military schooling, training, and experience for the civilian labor force.

Job Counseling. It is recommended that the Marine Corps achieve improved classification assignments by establishing within the recruitment programs sufficient personnel and time to provide for job counseling for all enlistees. Data compiled from this study group show that at time of induction about one-third of the enlistees did not receive information or counseling about jobs.

Occupational Shift. One-third of the respondents were undecided about Marine Corps Enlistment as an occupational choice at time of enlistment and this one-third failed to find personal, job satisfaction, or were disillusioned and left the service. The Marine Corps should search for the factors that prompt enlistees to list "dislike for the regimented, military life" as their primary reason. Some plan should be designed to educate personnel to the necessity of regimentation.

Military and Civilian Educational Counseling. The Marine Corps military and civilian counseling programs reached about two-thirds of

the respondents. In order to reach a greater number the Marine Corps should examine the counseling organization and determine why one-third of the marines are not counseled about military and civilian educational opportunities. The research data show that approximately one out of every four enlistees of this study group was kept back in his pursuit of civilian education while in the service. Notwithstanding the fact that the primary objective of any military service is military education, the Marine Corps should make a concerted effort to re-evaluate its civilian educational programs in order to provide this opportunity while a man serves his country. Also, the Marine Corps should make every opportunity to bring counseling concerning military jobs to every first-term enlistee as a means to place individuals in jobs of their choice, or to satisfy individual interests about jobs through counseling.

Marine Corps Counseling Program. It is recommended that the Marine Corps evaluate its present counseling program with a positive view toward ways to satisfy more effectively the job desires of individuals. Data demonstrate that the existing Marine Corps counseling program is not very effective, especially with the immediate occupational needs of the individual as pertains to opportunity for job change and job counseling. It is likely that the dislike for the regimented, military life is coterminous with the rigidity, or lack of flexibility associated with job change and the need for job counseling.

Civilian Occupational Intentions. As stated in Chapter II, "Review of the Literature," some people tend to have many and varied reasons for the occupations they choose. Data from this study support

the hypothesis that individuals change jobs for personal reasons and not because they possess a significant job talent or ability. In view of this conclusion, it is recommended that the Marine Corps add emphasis to its programs that deal with the world of work and civilian occupations. By this endeavor, the Marine Corps can more effectively prepare the "short-timer" marine who is seeking employment in a post-military vocation.

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Permission to print secured.

APPENDIXES

APPENDIX A

Joint Career Planning Center
Marine Corps Air Station (H)
New River, Jacksonville
North Carolina 28540
24 February 1969

RETENTION OF ENLISTED MARINES

Before an enlisted marine is released from active duty or discharged he is given a series of interviews by his career planning non-commissioned officer and his commanding officer.

The first of these interviews is one year prior to the individual's expected release or discharge date. This interview is given by the career planning non-commissioned officer, and he informs the man of the benefits the Marine Corps has to offer him and the opportunities available to him for re-training, formal schooling, duty station changes, and other programs in the event he re-enlists. During this interview the individual is asked if he intends to re-enlist. If he does not intend to do so, the career planner attempts to determine why the man is leaving the Marine Corps.

The next interview is six months prior to the individual's release date, and this interview is conducted by the individual's commanding officer. Again the benefits of a Marine Corps career and the opportunities available to him are explained, and if the man is still determined to leave the Marine Corps, he is asked to give his reasons.

About eighty percent of the marines interviewed give the career planner, or the commanding officer the following reasons for leaving

the service: "to go back and finish college," or "to pursue a civilian career." Very few men give such reasons as "discontent with military life," "family consideration," or "low pay."

Two weeks prior to being released or discharged, each marine is given a civil-readjustment lecture to acquaint him with his veteran's administration benefits, the Marine Corps Reserve, and job opportunities. During this lecture he is given a questionnaire and asked to write his reasons for leaving the Marine Corps. The majority of these marines state they are being discharged because of "poor leadership," "too much harassment," "not doing a satisfying job in the United States compared to combat duty," "too many incompetent superiors," "positions of responsibility are awarded on the basis of rank and time in service rather than on ability."

I am of the opinion that these men with two weeks service remaining are being more honest in stating their reasons for getting out than the men with six months or a year to go before separation.

I do not believe the Marine Corps has lost its status as an outstanding fighting force. Most men who have been in combat will relate that the Marine Corps is still the finest organization. However, when a marine returns from a combat tour he somehow loses his respect for the Marine Corps and no longer takes pride in his job or derives any satisfaction from the military service.

A very small part of this respect for the Marine Corps can be attributed to poor leadership and other similar factors. But, I think this lack of pride, or loss of respect for the Marine Corps can be mainly attributed to attitude. Too many marines have lost the attitude that they are the finest fighting men and a member of an unbeatable team.

Why or how they lose their attitude I do not know. Some of it can be attributed to leadership, not poor leadership, just a simple failure on the part of superiors to recognize the performance of their men. Idle time is the cause in some cases. A man cannot be proud of his job if he does not have one to do!

Leadership and lack of utilization of manpower are two factors for poor retention rates. There must be other reasons, but I have not uncovered them.



G. A. McAdams
Captain USMC
Officer-in-Charge
Joint Career Planning Center

APPENDIX B

SIX-MONTH, FOLLOW-UP QUESTIONNAIRE

Dear Mr. Civilian,

This is a continuation of the occupational research study that I explained to you when you were discharged from the Marine Corps.

Your cooperation in completing and mailing the attached card would be appreciated.

Respectfully,

Eugene L. Osmondson

Your present job _____

Did you receive help in obtaining your present job?

Yes ___ No ___ If Yes, who helped _____

What other jobs have you held since discharge?

Did your job experience and training in the Marine Corps help you in obtaining your present job?

(circle) much some none N/A

APPENDIX C

TWO-YEAR, FOLLOW-UP QUESTIONNAIRE

THIS QUESTIONNAIRE IS TO BE USED IN A SURVEY TO FIND OUT WHAT YOUR CIVILIAN OCCUPATION HAS BEEN, WHAT TYPE OF OCCUPATIONAL COUNSELING YOU HAVE RECEIVED, AND WHAT TYPE OF EDUCATION YOU HAVE RECEIVED SINCE BEING DISCHARGED FROM THE MARINE CORPS.

YOU ARE REQUESTED TO COMPLETE EACH QUESTION AS HONESTLY AND AS COMPLETELY AS POSSIBLE. IF YOU HAVE NOT BEEN EMPLOYED, OR ARE A FULL TIME STUDENT, MARK "NOT APPLICABLE" AS AN INDICATION YOU HAVE READ THE QUESTION.

1. What is your present occupation?

2. Have you been working in the same job since being discharged from the Marine Corps?

___ Yes ___ No ___ Not applicable

If no, what other jobs have you held and for how long?

Job

Time

3. Listed below are several items that a person can do in reference to seeking a job, or can do after being successfully employed. Please place an X in front of those items that you have done since being released from active duty.

- ___ Placed my job qualifications with an employment agency
___ Been interviewed by an employment agency
___ Received job advice from an employment agency counselor
___ Received counseling about my present job prior to being employed
___ Been counseled about occupational opportunities outside my present job
___ Have not been counseled about jobs
___ Not applicable

4. How satisfied are you with your present job?

- Very satisfied
 Satisfied
 Not satisfied
 Not applicable

5. What is your intention concerning your present job?

- Not considering a job change
 Undecided
 Considering a job change
 Not applicable

6. With your present job are you using military training and experience that you received while in the Marine Corps?

- Yes, most of the time
 Yes, once in a while
 No, never
 Not applicable

7. With the other jobs that you have held since being discharged, have you used your military training and experience?

- Yes, most of the time
 Yes, once in a while
 No, never
 Not applicable

8. Is the job that you are presently doing the same sort of job that you were doing before you went into the Marine Corps?

- Yes
 Did not have a job before military service
 No
 Not applicable

9. Since being released from active duty, what type of education have you received? Please complete those items as they apply in your case.

	Full	Part
	Time	Time
	Months	Months
College/University		
Adult Education		
Technical/Vocational		
Correspondence courses		
On-the-job training		

10. Did you have difficulty obtaining a civilian job?

- Had a job prior to discharge
 Had no difficulty

- Had some difficulty
 Had much difficulty
 Not applicable

11. Please complete the items below as they pertain to you at the present time.

Marital status _____ (single/married)
Residence _____ (city/state)
Name of employer _____
Name of school _____

APPENDIX D

PRIMARY OCCUPATIONAL FIELDS AND MILITARY OCCUPATIONAL
SPECIALTIES OF RESEARCH GROUP

<u>FIELD/SPECIALTY</u>	<u>TITLE</u>	<u>NUMBER</u>
<u>01 Personnel and Administration</u>		
0141	Administrative Man	12
<u>02 Intelligence</u>		
0221	Intelligence Man Air	1
<u>03 Infantry</u>		
0311	Rifleman	22
0331	Machine Gunner	2
0341	Mortar Man	1
0351	Antitank Assaultman	1
<u>04 Logistics</u>		
0441	Logistics Man	2
<u>08 Field Artillery</u>		
0846	Artillery Scout Observer	1
0848	Field Artillery Operations Man	1
<u>11 Utilities</u>		
1121	Plumber and Water Supply Man	1
1161	Refrigeration Mechanic	2

<u>FIELD/SPECIALTY</u>	<u>TITLE</u>	<u>NUMBER</u>
<u>13 Construction, Equipment and Shore Party</u>		
1341	Engineer Equipment Mechanic	4
1345	Engineer Equipment Operator	2
1371	Combat Engineer	9
1391	Bulk Fuel Man	6
<u>18 Tank and Amphibian Tractor</u>		
1811	Tank Crewman	1
1833	Amphibian Tractor Crewman	3
<u>21 Armament Repair</u>		
2143	Tracked Vehicle Repairman, Antitank	1
2157	Hawk Mechanical System Repairman	1
2161	Repair Shop Machinist	1
2163	Repair Shop Machinist	2
<u>25 Operational Communications</u>		
2511	Wireman	1
2531	Field Radio Operator	8
2532	Radio Relay Operator	1
2533	Radio Telegraph Operator	5
2571	Special Radio Operator	1
<u>28 Telecommunications Maintenance</u>		
2831	Radio Relay Repairman	1
2851	Aviation Radio Repairman	3
<u>30 Supply Administration and Operations</u>		
3041	Supply Administrative Man-Manual Account	6
3051	General Warehouseman	5
3071	Aviation Supply Man- Manual Account	2

<u>FIELD/SPECIALTY</u>	<u>TITLE</u>	<u>NUMBER</u>
<u>31 Transportation</u>		
3111	Freight Operations Man	4
<u>33 Food Services</u>		
3371	Cook	1
<u>34 Auditing, Finance and Accounting</u>		
3421	Disbursing Man	1
<u>35 Motor Transport</u>		
3513	Body Repairman	1
3516	Automotive Mechanic	11
3531	Motor Vehicle Operator	46
<u>40 Data Systems</u>		
4011	Data Processing Equipment Operator	1
4021	Computer Operations Technician	1
<u>43 Informational Services</u>		
4312	Press Information Man	1
<u>55 Band</u>		
5591	Field Music Bugler	1
<u>62 Avionics</u>		
6212	A/C Comm/Navigation Sys Tech Transport/ Helicopter	2
6234	A/C Radar Attack Sys Technician A6	7
6236	A/C Missile Control System Technician F4B Aero 1A	1

<u>FIELD/SPECIALTY</u>	<u>TITLE</u>	<u>NUMBER</u>
6242	A/C Electrical Systems Tech Transport/Helicopter	5
6244	A/C Electrical Systems Technician A6/EA6	3
<u>63 Aircraft Maintenance</u>		
6316	Aircraft Jet Engine Mechanic J52	3
6319	Jet Helicopter Mechanic T53	3
6320	Jet Helicopter Mechanic T58	9
6321	Jet Helicopter Mechanic T64	3
6331	Aircraft Reciprocating Engine Mechanic General	1
6332	Reciprocating Helicopter Mechanic	7
6351	Aircraft Hydraulic Mechanic	4
6371	Aviation Photographic Electronics Technician	3
<u>65 Aviation Ordnance</u>		
6511	Aviation Ordnanceman	16
<u>67 Air Control/Anti-Air Warfare</u>		
6711	Air Traffic Controller	2
6741	Air Control/Anti-Air Warfare Electronics Operator	3
6742	Anti-Air Warfare Batteryman	2
6761	Navigator (Enlisted)	1
<u>70 Aviation Operations</u>		
7011	Aircraft Launch and Recovery Technician	1
7051	Aircraft Crash, Fire and Rescue Man	3
No Reply		4

APPENDIX E

NUMBER OF RESPONDENTS EACH SUB-GROUP
BY MILITARY BASE

<u>Sub-group</u>	<u>New River</u>	<u>Cherry Point</u>	<u>Camp Lejeune</u>
1	7		
2		32	
3	7		
4	7		
5	22		
6		46	
7			69
8		49	
9	13		
10	<u>10</u>	—	—
Totals	66	127	69

APPENDIX F

AGE, EDUCATION, AND ENLISTMENT IN
YEARS OF RESPONDENTS

Years	Age	Education	Enlistment
	Number	Number	Number
2			43
3			62
4			155
5			
6			
7		1	
8		3	
9		7	
10		17	
11		18	
12		164	
13		26	
14		16	
15		6	
16			
17	32	1	
18	97		
19	79		
20	28		

Years	Age	Education	Enlistment
	Number	Number	Number
21	17		
22	3		
23	2		
24			
25	1		
26			
27	1		
No response	2	3	2
Totals	262	262	262

APPENDIX G

RESIDENCE OF SUBJECTS BY STATE
AT TIME OF ENLISTMENT

<u>State</u>	<u>Number</u>	<u>State</u>	<u>Number</u>
Alabama	4	Minnesota	5
Arkansas	3	Missouri	3
Arizona	1	New Hampshire	1
California	6	New Jersey	9
Colorado	3	New York	22
Connecticut	7	Nebraska	1
Delaware	3	North Carolina	11
Florida	14	Ohio	18
Georgia	11	Oklahoma	1
Idaho	1	Oregon	1
Indiana	12	Pennsylvania	27
Illinois	13	Rhode Island	1
Iowa	4	South Carolina	1
Kentucky	9	Tennessee	4
Louisiana	5	Texas	6
Kansas	1	Virginia	5
Maryland	11	West Virginia	1
Massachusetts	17	Washington	3
Michigan	8	Wisconsin	7
		No response	2

NOTE: Thirty-eight states were represented by the 262 subjects.

APPENDIX H

OCCUPATIONAL CHOICES OF RESPONDENTS AT TIME
OF DISCHARGE FROM THE MARINE CORPS

<u>Occupation</u>	<u>Number</u>	<u>Occupation</u>	<u>Number</u>
School	73	Electronic Technician	2
Unknown	39	Fireman	2
No Response	27	Metalsmith	2
Patrolman	10	Office Manager	2
Mechanic	9	Ordnance Man	2
Welder	8	Rancher	2
Machinist	6	Air Controller	1
Salesman	6	Advertiser	1
Farmer	5	Baker	1
Truck Driver	5	Barber	1
IBM Operator	4	Automotives	1
Plummer	4	Business Man	1
Postal Clerk	4	Brick Mason	1
Wireman	4	Carpenter	1
Construction	3	Clerk Typist	1
Engineer	3	Conservationist	1
Laborer	3	Doffer (textile)	1
Accountant	2	Draftsman	1
Electrician	2	Field Auditor	1

<u>Occupation</u>	<u>Number</u>
Freight Operator	1
Gunsmith	1
Illustrator	1
Interior Decorator	1
Meat Cutter	1
Optician	1
Pressman	1
Photographer	1
Plastic Technician	1
Programmer	1
Repairman	1
Press Operator	1
Pool Servicer	1
Sheet Metalist	1
Surveyor	1
Twister Tender	1
Teacher	1
Stockman	1
Proof Director	1
Radar Technician	1
Total	<u>262</u>