

A STUDY OF SOLDIERS IN CIVILIAN
VOCATIONAL-TECHNICAL TRAINING
COURSES AT FORT SILL,
OKLAHOMA

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CHAPTER I

INTRODUCTION

Background Information

The United States Army has recognized that it must develop and utilize to its fullest potential, every one of its members. Programs for continued education (in concert with institutions of Higher Education), continuing education (short courses, seminars, and workshops offered by Army personnel) and the development of vocational skills (offered by Army/civilian education services) are all a part of the myriad of educational opportunities available for the soldier.

The responsibilities for the educational services at any military installation lies with the Army Education Center at that post. Fort Sill, Oklahoma has maintained a sizeable vocational-technical educational program to provide off/on duty hours of training for military personnel. The post generally has approximately 21,500 individuals at any given time who would be eligible for such training.

Statement of the Problem

The major problem for which this study was directed, was to determine the educational level, vocational needs, educational interests and demographic background of military personnel at Fort Sill, Oklahoma who were enrolled in vocational-technical classes during January, 1981.

In addition, military personnel indicate that they did not always know about courses being offered, consequently the vocational-technical program at this post was being underutilized.

Need for the Study

At the time that this study was done (Spring, 1981), there were 12 courses being offered. However, in the past, some courses had been cancelled because of minimal or lack of sufficient enrollment. On some occasions class attendance was irregular due to field problems, temporary tours elsewhere or unit work responsibilities.

Purpose of the Study

The purpose of this study was to gather descriptive data on the educational level, vocational interests and demographic data from a sampling of enlisted personnel who were enrolled in civilian vocational-technical training, and to investigate possible changes in the Fort Sill Vocational-Technical Program to more nearly meet the needs and interests of the students. The questions asked were to:

1. Determine the age range of individuals,
2. Determine marital status,
3. Determine the home state,
4. Determine the size of the community in which the soldier was reared,
5. Determine race,
6. Determine Military Occupational Speciality (MOS),
7. Determine formal educational level,
8. Document length of time in service,

9. Ask about re-enlistment and the possibility of a military career,
10. Determine plans for future training needs,
11. Determine where the soldiers learned about vocational-technical courses, and
12. Ask whether the training received would help in the soldiers' military job either or civilian status.

This information will serve as a basis for distribution of information, projected programs, courses, and class offerings, and frequency of offerings which ultimately will affect budgeting.

Limitations of the Study

The study was limited to the 300 soldiers who were attending civilian vocational-technical classes during the last week of January, 1981.

Definition of Terms

For the purpose of this study these terms and definitions are provided.

Enlisted Servicemen: Enlisted servicemen as used in this study refers to persons on active duty in the Armed Forces of the United States in pay grades E-1 through E-9.

GI Bill: Provisions providing for readjustment of servicemen under Public Law #16, Public Law #346, Public Law #550, Public Law #894, and Public Law #91-219.

Non-Veteran: A person who never served in the Armed Forces of the United States.

MOS: Military Occupational Speciality

PMOS: Primary Military Occupation Speciality.

Servicemen: Persons who have served in the active service of the Armed Forces of the United States, but have not been discharged from active duty.

SMOS: Secondary Military Occupational Speciality.

Veteran: A veteran is defined by the dates of his service in the Armed Forces of the United States: Vietnam Era, served after August 4, 1964; Korean Conflict Era, served at any time between June 27, 1950 and January 31, 1955; World War II, served at any time from September 16, 1940 to July 25, 1947; Post Korean Veteran, served any time between February 1, 1955 and August 4, 1964.

CHAPTER II

REVIEW OF THE LITERATURE

Fort Sill, the Field Artillery Center of the United States Army, is located in southwestern Oklahoma adjacent to the city of Lawton, which has a population of 90,000. There are approximately 21,500 military personnel stationed at Fort Sill.

In area, Fort Sill encompasses some 94,000 acres extending approximately 27 miles from east to west. The terrain varies from rolling prairie in the east to hills in the west. Firing ranges include 18 small arms' ranges and over 1300 firing points which safely accommodate all calibers of cannon artillery.

The major activities present at Fort Sill include:

1. The Field Artillery School--which trains officers and enlisted personnel in field artillery skills and procedures. This training is conducted in residence and is exported to units around the world.
2. The Artillery Training Center--which takes recruits and turns them into soldiers and cannoneers.
3. The Field Artillery Board--which conducts field testing of proposed new artillery equipment.
4. Third Corps Artillery--which has the dual job of supporting the center and maintaining the combat readiness of its 15 battalions.

It is now possible for a soldier who enters the United States Army to achieve high school completion, or GED equivalency and/or

attend college while serving in the military. It is never too late or too soon to become concerned about one's future. It is the task of professionally trained and educated civilians who are employed as counselors to aid young men and women who seek advisement, and to be prepared to give them current, correct information. Qualified counseling is available for:

1. Elementary through graduate level education,
2. Military related and skill development classes,
3. Test interpretation,
4. Group counseling,
5. Unit and group briefings,
6. Education publicity materials,
7. Student financial planning,
8. Planning post separation employment.

This possible achievement of career goals is supported by a letter from the Commanding General of Fort Sill (Appendix A).

The counselors can recommend in keeping with the soldiers desire, one or more standardized tests which can help in pointing out individual interests and abilities. These include the Strong-Vocational Interest Blank (SVIB), the Minnesota Vocational Interest Inventory (MVII), the Differential Aptitude Test (DAT), the Basic Mathematics and Science Test (BMST), and the General Education Development (GED) test.

Tuition assistance is provided to eligible military participants in accordance with existing Army regulations. Presently these regulations are: 100% tuition assistance if the soldier wishes to attend off-duty high school courses leading to a high school diploma. Seventy-five percent tuition assistance is authorized toward semester

or quarter hour costs for attendance in vocational-technical or college classes that are conducted by accredited civilian schools and colleges.

According to Hoppock (1), employees in some occupations is notoriously irregular; in others it is much more stable and secure. By choosing an occupation in which employment is known to be relatively stable, one may increase the probability that he will have a job even when millions of people are out of work.

Again according to Hoppock, in severe economic depressions as many as 75% of the workers in some occupations and industries have been unemployed. At the same time less than 10% of the workers in other fields were out of work, and in some occupations employment actually increased.

Counseling of soldiers must be taken seriously by the counselor. It is imperative that he be well read and informed with the economic conditions of the United States, indeed of the world. Since the soldiers with whom the counselors work are from throughout the United States (and other countries), it is necessary to know about the states--are they rural or urban, are they predominantly farming, industrial, or are there water-ways and lakes, mountains or plains. Would the soldier be able to use the training he wants in his home state, or would he need to consider relocating following release from the Army.

The figures at this time indicate that in the United States 60% of the population are self-employed, 25% employed by a privately owned company and 15% employed by a governmental agency (local, state or federal). When counselors are aware of the trends of the nation, advisement for a young soldier must include advisement for classes that may be a key to his future employment as well as his present need.

Occupational information alone is not enough. Knowledge and acceptance of one's own aptitudes, abilities, needs, limitations, interests, values, feelings, fears, likes and dislikes are essential. Also essential is clear thinking about the relative significance of all the facts.

It is obvious that knowledge of occupations can be effectively applied only when one knows something about himself. It is equally obvious that knowledge of oneself can be effectively applied to the choice of an occupation only when one knows something about occupations. Either without the other is incomplete.

There are many theories of occupational choice and career development. Theorists such as A. A. Brill, T. Caplow, R. V. Davis, L. J. Loftquist, D. J. Weiss, B. R. Forer, Eli Ginzberg, J. L. Holland, and A. B. Hollingshead are only a few who have contributed to the wealth of information available. According to Hoppock (1, p. 70) Ginzberg published a statement which said, "we now believe that the process (occupational decision-making) is open-ended, that it can co-exist with the individuals working life". His reformulated theory is that, "occupational choice is a life long process of decision making in which the individual seeks to find the optimal fit between his career preparation and goal and the realities of the world of work (p 73).

Again according to Hoppock (1, p. 88) J. L. Holland summarized his theory in these words, "... people search for environments and vocations that will permit them to exercise their skills and abilities to express their attitudes and values, to take on agreeable problems and roles, and to avoid disagreeable ones".

Hoppock (1), says that there is impressive evidence of the

inability of many persons to estimate their own aptitude for activities in which they have had little opportunity to experiment. Counselors must be informed and willing to work with each soldier on an individual basis as many times as necessary to insure that the soldier understands and knows of the choices available.

In its simplest terms, vocational guidance means helping people to choose work in which they will be reasonably contented, and successful within the limits of their abilities. It involves the idea of guidance toward a career that will be completely absorbing, to a life that will be fulfilled by work--in short, a vocation.

The need for vocational guidance today is probably greater than it has ever been in the history of our country. Among the reasons for this need is the wide range of possible occupations offered by our complex society and in the disintegration of the nuclear family. This nuclear family previously directed the youth into activities to help support the family (example: farming, small town businesses), so the need for exposure was limited. Today's single parent families, or families in which both parents work, offer limited and sometimes no time with the child or children. This lack or loss of closeness gives the youth no sense of direction. It is essential that the counselor establish where the soldier is in regard to his educational level in an attempt to assist him realistically.

According to data collected by the Department of Army, young men and women who enlist in the Army today, 20.6% have not graduated from high school, 70.4% have completed high school, 3.1% have their GED, and 5.9% have attended one or more years of college.

Vaughan (2) recommends that guidance should be seen as a contin-

uous process, starting at least at the beginnning of secondary school education. Donald Super (3) has suggested that between the ages of 14 and 18 years of age teenagers pass through a tentative stage in which they develop a recognition of responsibility for choosing their careers and tentatively look at various careers in relation to themselves. This is followed by a transitional stage in which the youth begins to equip himself with the necessary skills in his chosen area and then the establishment stage is reached. Not all youth reach these stages at the same time, some appearing to mature vocationally more rapidly than others. It is Super's idea that suggests the need to look at vocational guidance as a service for the individual rather than the large group of adolescents.

Vaughan (2) also suggests that before he can help anyone, we need to know his strengths and weaknesses in comparison with other people, and we must be able to predict so far as possible how these will later affect his work and personal happiness.

Again, according to Vaughan (2), some reasons for the importance of guidance in America can be seen in the educational system. There is a fairly general elementary education which takes children up to ages 12 and 14 years. Secondary education was formerly provided in the four-year high school. The recent tendency has been to develop a junior high school consisting of grades 7, 8, and 9, and a senior high school of grades 10, 11, and 12. The high school system customarily offers a wide variety of courses covering general and technical education. Classes are not generally sorted by ability. The need to provide adequate guidance for young people seems to be a critical problem.

Vaughan (2) says the range of psychological problems is extremely important. Intelligence testing done may label an individual unless there is a careful further examination of both the test results and of the person.

How stable is this low (or high) score. What parts of the test were done particularly badly or well? Does such a low (or high) score agree with his academic record? Are there abnormalities in his personality which might help to explain things? Is he bored? What is the state of his physical health (p. 85).

The Army education office can provide classes in vocational, technical, and special interest so long as ten military persons express a desire to have such classes instituted. Courses will be to assist service personnel and others in improving knowledge and obtaining proficiency in a civilian skill.

The courses are open to active duty military personnel including United States Army Reserve (USAR) and Army National Guard (ARNG) members serving on active duty or active duty for training. Military retirees, Department of Defense (DOD) civilians working on the installation, and dependents of active duty personnel may participate on a space available basis by meeting the tuition and course entrance requirements.

Following demobilization at the end of World War II and again after the Korean conflict, military leaders began to employ education as a tool of command which had significant implications for the military establishment. This concept was clearly stated as a principle in Army Regulation 355-5, publishing in March of 1953 (4).

Education within the Army must support military training. The better educated a serviceman is, the more readily he can assimilate military training. . . . troop education provides a program of academic and vocational subjects for

military personnel in order that they may: (1) improve their value to the Army, (2) make profitable use of leisure time and (3) have an opportunity to continue civilian education while in the Army (4, p. 38).

Our ability to meet industry's needs in the future could be a key factor in the development of many of the technological programs offered at Fort Sill.

We have become increasingly aware of the importance of improving the productivity of all of our servicemen. The state of the economy and the increasing competitive activity have only added to the significant demand for good business practice. The temptation is great to drive costs down for the training cycle at the expense of the ability of the man to perform. We recognize exactly how short sighted that process can become, for we then fail to meet the needs of the student. All of our training is devoted to helping a person do his present job better.

What kind of classes do we offer people? Or offer their supervisors? In all cases the supervisor approves a man coming to one of our classes. The man may express the interest but it must be a joint agreement between the man and his supervisor that at this point in time the soldier is to be allowed to attend classes.

According to Rauch (5), the needs of people as individuals and their collective needs as members of communities (in this case military) are not always identical.

The questionnaire developed was to identify the individual needs of the soldier as well as verify the programs being offered to fill needs.

Traditional vocational guidance has operated on the assumption

that everyone's values are the same, that everyone is ambitious and eager to get ahead, that everyone considers work of equal importance, and that all students share the feelings and desires of their vocational advisor. For this reason among many others, students have often found the vocational advice offered them completely unacceptable. This lack of awareness of the importance of values in working with individuals has long been a major stumbling block to the success of vocational guidance could be interpreted as a study of misunderstood and misplaced values.

Thanks to methodological theory which attempts to relate "facts" about the individual and "acts" about occupations to produce a reasoned occupational choice, testing is currently much in fashion in vocational guidance. Test scores have a spurious appearance of being "facts" and yet they are not. Test scores are only estimates of what a person can do on a limited set of tests at a given time under a particular set of circumstances. Another time, a different set of tests and an altered set of circumstances produce different scores often having little relationship to a previous set. And yet, test scores are the "facts" upon which methodological theorists would have students base their vocational decisions. This reliance upon test scores has led to the development of the myths that man can be measured and that those measurements have implications for his success in his education and vocation.

Barry and Wolf (6), have listed in their book, Epitaph for Vocational Guidance: Myths, Actualities, Implications, principles worth careful scrutiny by counselors.

The first principle basic to new theory is in essence a total

view of human personality--a principle psychologists have been emphasizing unsuccessfully for years.

Vocational counseling, for example, usually begins and ends with the areas of the person's interests and aptitudes. These are but minor parts of the total human beings, and parts neither well known or understood. Vocational counselors must keep in mind R. L. Thorndike's warning that we simply 'don't' know enough to guide a man into a specific career. We know even less about the nature and nurture of interests, and practically nothing about the broader psychological aspects of work (pp. 193-194).

The second principle that should underlie sound theory stresses the dynamic aspects of personality.

A. H. Maslow maintains that man is an ever-striving individual trying to fulfill certain physiological and psychological needs basic to his nature. This approach has many implications for the old questions, 'Why does man work and What satisfactions does he seek and gain thereby'. A person with a strong need for belongingness will try to satisfy that need through a kind of work that will furnish group membership. When this particular need has been satisfied he will then and only then seek other kinds of satisfaction through his work (p. 195).

The third principle is that a man's work is an integral part of his self concept.

An overused phrase in vocational guidance today is 'realistic self-concept'. The basic questions must be continually asked about this phrase, realistic from whose point of view? Realistic at what point in time? The self-concept is not static. Like the personality which it shapes, self-concept is constantly altering, developing and changing. Vocational choices must be an on-going process and cannot be stabilized at a single point in time (p. 196).

The fourth principle is that cultural values and expectations shape job choices in any society at any time.

The culture quire literally produces the types of citizens it values. In like manner, vocational guidance practitioners inflict their interpretation and understanding of societal and personal values upon the students

whom they advice. No counselor today should attempt to work in the vocational area without knowledge of cultures and societies (p. 196).

The fifth principle basic to all affective guidance is the old one of individual differences.

Much lip service is paid to this principle, but practically no practices find their roots in it. In fact, practically none of the most popular guidance practices are devoted to the individual at all, but rather focus upon the group. A common procedure within the schools is for the counselor to see all students for a set amount of time at regular intervals. Similar standards are set for all students, and in many cases all students are expected to make vocational choices at the same time (p. 197).

Barry and Wolf (6), say that an effective guidance program must be built upon his fifth principle, for it offers real possibilities to meet the needs of the future.

They do have a sixth and last principle. It states that "external" learnings are relatively unimportant compared with internal learnings.

What is and becomes an integral part of each person influencing directly what that person is and does. Such learnings do not take place overnight nor are they produced by external, informational means. Yet most current guidance practices do not operate at other than an information-giving or receiving level. Nor do educational methods. In the total picture of human personality, superficial information per se is perhaps the least important ingredient (p. 198).

These six principles--a holistic approach, a concept of personality as dynamic, the importance of the self-concept, an understanding of values, a recognition of differences, and learning as internalization--offer the only possibilities for effective guidance in the future. Balanced against the conclusions derived from an analysis of myths and actualities, they signify only the long overdue end of traditional vocational guidance. This, in essence, is the meaning of it all.

Summary

In summary, the United States Army offers educational opportunities for every soldier. The opportunities are in formal educational training or vocational-technical training and are offered through civilian offices on military posts. Counseling is the key to directing the prospective students into areas of interest as well as capabilities. Educational theorists have provided the rational, the impetus, to continuing goals and values of individuals. Six principles listed by Berry and Wolf (6), that counselors should heed are: (1) look holistically at the individual, (2) stress the dynamic aspects of personality, (3) the importance of the self-concept, (4) an understanding of values, (5) a recognition of differences, and finally (6) learning as internalization.

CHAPTER III

METHODOLOGY

A questionnaire was designed and administered to 300 soldiers who were enrolled in civilian vocational-technical classes at Fort Sill, Oklahoma. The instrument was prepared to include information that would perhaps support the idea that soldiers who enter the military are much like young men and women within their range in the civilian community. It was planned that questions would be asked that would help identify military units that were familiar with civilian vocational-technical education, and those that were not, so that better dissemination of information about the programs could be developed. It was planned so unit commanders could receive a copy of this study and know more about the educational participation of the soldier in his unit, whether the program would help him in his MOS, and responsiveness of these who could approve or disapprove the educational programs. The total military population at the time the study was conducted was approximately 21,500. The total enrollment in the vocational-technical programs offered at the same time was 375. The survey was done by making the questionnaire available to each class being offered. The soldiers in these classes were requested to volunteer to complete the questionnaire. When the first 300 who enrolled completed their questionnaires, the survey was concluded. The 300 make up 100% of the students attending class the third week of January, 1981.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to describe the respondents in the study and to present data relating to the objectives investigated in this study.

Description of Respondents

This section provides data on the present assigned unit, grade; Expiration Term Service (ETS), age, marital status, size of hometown, RACE, MOS (primary and secondary), civilian education, attendance at service school for MOS, years of military service, plans for re-enlistment and careers, plans for future, plans for training and type of training, re-enlistment enticements, familiarity with military educational benefits, classes in which enrolled, encouragement for vocational-technical training, use of technical skills, and attendance in vocational-technical programs.

Present Unit

The description for all respondents is indicated in Table I. The units are listed in numerical order and by specific title. There are 37 identified military units listed by 238 soldiers while 62 soldiers did not identify their unit. There were 20 soldiers enrolled who were assigned to the 299th Engineer (EN) Battalion (BN) Combat (CBT).

Eighteen soldiers were assigned to the 3rd BN 9th FA (Field Artillery). Seventeen soldiers identified their unit as the 4th BN 31 Infantry and Staff and Faculty BN. Fifteen soldiers named the 2nd BN 34th FA as their assigned unit. The remainder of the units had less than 15 enrolled with the numbers from various units ranging from one to 12.

TABLE I
FREQUENCY DISTRIBUTION OF RESPONDENTS FROM
UNITS STATIONED AT FORT SILL, OKLAHOMA

UNIT	NUMBER
6TH TRAINING BN USAFATC*	2
14TH AVN BN	1
25TH FA	3
47TH FIELD HOSPITAL	9
75TH FA GROUP	4
133D MISSILE MAINT	1
178TH AVN CO	1
200TH AVN CO	4
212TH FA GROUP	3
214TH FA BRIGADE	5
225TH MAINT CO	3
225TH MED DET	1
226TH MAINT CO	5
299TH ENGR BN (CBT)	20
471ST TRANS CO	5
546TH MP CO	3
1ST BN 12TH FA	10
1ST BN 17TH FA	1
1ST CANNON TRAINING BN USAFATC *	3
2D BN 1ST FA	7
2D BN 12TH FA	8
2D BN 18TH FA	5
2D BN 34TH FA	15
2D BN 36TH FA	12
2D BN 37TH FA	4
2D CANNON TRAINING BN USAFATC*	1
3D BN 9TH FA	18
3D BN 18TH FA	6
4TH BN 4TH FA	12
4TH BN 31ST INF	17
4TH TRAINING BN USAFATC	1
5TH PLT 68TH ATC CO	2
5TH TRAINING BN USAFATC*	1
6TH BN 33D FA	5
HQB USAFACFS	16
STAFF & FAC BN	17
USAMEDDAC	6
NO RESPONSES	62

*United States Army Field Artillery
Training Center.

The pay grades of respondents in this study are shown in Table II. The heaviest concentration was in pay grade E-1 to E-4 for a total of 173 or 5.7%. The lowest concentrations were in the upper grades.

TABLE II
FREQUENCY AND PERCENTAGE ANALYSIS
OF PAY GRADE DISTRIBUTION

Pay Grade Group	Number	Percent
E-1 to E-3	81	27.0
E-4	92	30.7
E-5	55	18.3
E-6	23	7.7
E-7 to E-9	33	11.0
01 to 05	12	4.0
CW2 to CW3	4	1.3
Total	300	100.0

In response to question number 1, "How old are you?" there were 65 respondents or 22% in the age bracket 21-22. The next highest respondent group of 59 or 20% was in the age group 19-20. The third highest respondent group 56 or 19% was in the age group 27-25. The remaining 40 responded in the following categories: 4th respondent group ages 35 and over; 40 or 13%; 5th respondent group ages 23-24, 38 or 12%; 6th respondent group ages 25-26, 32 or 11%; 7th and final respondent group ages 17-18, 10 or 3%. Table III gives the frequency and percentage of the age of respondents.

TABLE III
FREQUENCY AND PERCENTAGE ANALYSIS OF
THE AGE OF RESPONDENTS

Age Group	Number	Percent
17 - 18	10	3
19 - 20	59	20
21 - 22	65	22
23 - 24	38	12
25 - 26	32	11
27 - 35	56	19
35 and Over	<u>40</u>	<u>13</u>
N =	300	100%

Of the 300 who answered question number 2 regarding marital status, 126 or 42% were single and 174 or 58% were married. Table IV gives the frequency and percentages of single and married soldiers.

TABLE IV
FREQUENCY AND PERCENTAGE OF SINGLE
AND MARRIED SOLDIERS

Marital Status	Number	Percent
Single	126	42
Married	<u>174</u>	<u>58</u>
N =	300	100%

To question number 3 "what is your home state?" there were 38 states named. The largest number of soldiers (31), stationed at Fort Sill were from Oklahoma. The next largest number (22), were from Texas. The third largest number (21), were from Florida, while 20 came from California and 19 came from New York. Geographically this identified east and west coasts and the southeast. The remainder of the respondents were sprinkled throughout the states. There were six from Puerto Rico and one from Washington, D.C. The names of states of respondents and frequency tabulation are listed in Table V.

The responses to question number 4, "what is the size of your hometown?", and frequency tabulation by decreasing numbers is presented in Table VI. The greatest number of respondents were from a town or village over 1,000 to 20,000, 93 or 31%, while the second greatest numbers were from cities of 20,000 to 100,000, 92 or 30.9%, the third greatest numbers were from cities of 100,000 to 1,000,000, 60 or 20%; the fourth largest numbers were from cities over 1,000,000, 32 or 10%, while the smallest number of respondents reside on farms or in villages under 1,000, 23 or 85%.

The per population ratio of enlistees seems heavily skewed to more enlistments in rural and less densely populated areas than larger cities. This could mean that the scarcity of job or educational opportunities encouraged enlistment in the Army whereas larger cities have more opportunities for work, education or government assistance programs available.

According to responses for question number 5, the largest number respondents by race were caucasian, 168 or 56%, the second largest numbers were black, 105 or 35%, while 27 or 9% were listed as other.

TABLE V

HOME STATES OF SURVEY RESPONDENTS
FREQUENCY TABULATION

State	Number
Alabama	8
Arizona	2
Arkansas	12
California	20
Colorado	3
Connecticut	1
Delaware	2
District of Columbia	1
Florida	21
Georgia	9
Hawaii	2
Illinois	4
Indiana	9
Iowa	3
Kentucky	6
Louisiana	4
Maine	3
Maryland	8
Massachusetts	1
Michigan	8
Minnesota	4
Mississippi	2
Missouri	8
Nebraska	2
New Jersey	8
New York	19
North Carolina	11
Ohio	4
Oklahoma	31
Pennsylvania	12
South Carolina	7
Tennessee	14
Texas	22
Vermont	1
Virginia	4
Washington	3
West Virginia	2
Wisconsin	4
Wyoming	1
Puerto Rico	6
District of Columbia	1
No Response	8
N =	300

Some soldiers identified themselves as Puerto Rican, Mexican, Japanese while some simply checked other. These overall percentages compare with previous percentage figures for the Army. This frequency tabulation by race is presented in Table VII.

TABLE VI

SIZE OF HOME TOWN AND FREQUENCY TABULATION
BY DECREASING NUMBERS

Population of Town or Village	Number	Percent
1,000 to 20,000	93	31.0
20,000 to 100,000	92	30.9
100,000 to 1,000,000	60	20.0
Over 1,000,000	32	10.1
Farms or Village under 1,000	23	8.0
N =	300	100.0%

TABLE VII

FREQUENCY TABULATION BY RACE

Race	Number	Percent
Caucasian	168	56
Black	105	35
Other	27	9
N =	300	100%

According to responses for question number 6, "What is your primary MOS?", there were 85 different responses and eight did not identify their work area. The largest number, 36, who presented themselves for training had a PMOS of 13B or Field Artillery Crewman. Thirty-four had a PMOS of 63B Wheel Vehicle Mechanic, while 12 had a PMOS of 12B or Combat Engineer. Eleven had a PMOS of 11B Infantryman. Ten had a PMOS of 36K or Tactical Wire Operations Specialist. The bulk of the remainder were the only one in their PMOS that enrolled for classes. These are listed by numerical PMOS with the number of respondents identified in Table VIII.

To question number 7, "What is your secondary MOS?", there were 68 job categories identified. Nearly half of the respondents, 134 or 300, indicated they had no second occupational specialty. Forty-six did not respond. The balance of the 110 respondents then represented the 68 occupational specialties names. There were eight soldiers with the SMOS of 13B or six soldiers who each named their SMOS as 63B or 63C or 76Y and five soldiers each who names their SMOS as 11B or 71L or 94B. The balance of the respondents varied from one to three in representation of their SMOS. Table IX presents data on the frequency tabulation of Secondary MOS.

To question number 8 on "Highest level of civilian education achieved", there were 9 or 3% who had completed more than a sixth grade but less than a tenth grade education while 238 or 79% had completed more than a ninth grade but less than a 12th grade education. Thirty-two or 11% had completed either one or two years of college while 20 or 7% had completed more than two years of college. Data in Table X reflects the frequency distribution by educational level achieved.

TABLE VIII
 FREQUENCY TABULATION OF PRIMARY
 MILITARY OCCUPATIONAL
 SPECIALTY (PMOS)

PMOS	Number
0025	2
00Z	1
05C	1
11B	11
11C	6
12B	12
12Z	1
13A	1
13B	36
13C	1
13E	5
13Y	6
13Z	1
15D	9
15E	9
15J	2
16P	1
17B	1
17C	1
19D	1
19E	2
19F	1
21G	2
21L	6
24B	1
26V	1
31B	1
31J	2
31V	1
35P	1
36K	10
44B	1
45L	1
51B	3
51C	1
52C	3
52D	1
54E	1
62F	4

TABLE VIII (Continued)

PMOS	Number
63B	34
63C	6
63D	9
63F	1
63H	4
63S	1
63W	1
63Y	1
64B	1
64C	7
66B	1
67B	1
67L	1
67N	1
67U	1
67Z	1
71C	2
71G	2
71L	7
71M	1
72E	1
75B	1
75E	2
76C	1
76D	1
76P	1
76V	2
76Y	8
76Z	2
81B	1
82C	5
82E	1
84T	1
88A	1
91B	3
91C	1
91H	1
91S	3
93F	3
93J	2
94B	7
94F	3
95B	3
211A	1
214E	1
CHEM SP	1
NO RESPONSE	8

TABLE IX
FREQUENCY TABULATION OF
SECONDARY MOS (SMOS)

SMOS	Titles	Number
11B	Infantryman	5
11C	Indirect Infantryman	1
12B	Combat Engineer	1
13B	Field Artillery Crewman	8
13E	Cannon Fire Direction/Fire Support Specialist	3
13F	Fire Support Specialist	2
13Z	Field Artillery Senior Sergeant	2
15B	Sergeant Missile Crewman	1
15E	Pershing Missile Crewman	1
16P	Air Defense Artillery Short Range Missile Crew	1
16R	Short Range ADA Crewman	1
16Z	ADA Senior Sergeant	1
17B	Field Artillery Radar Crewman	2
17C	Sound Ranging Crewman	1
19E	Srmor Crewman	1
31B	Field Communications-Electron. Equip. Mech.	1
31V	Tactical Comm. Syst. Operator/Mechanic	2
31Z	Area Communications Chief	2
36D	Antennaman	1
36K	Tactical, Wire, Operations Specialist	3
41	Obsolete	
45D	Artillery Calibrations Specialist	1
51B	Carpenter	1
51N	Water Supply Specialist	1
51R	Electrician	1
52D	Power Generation Equipman Repairman	1
55B	Ammunication Specialist	1
61C	Watercraft Engineer	1
62B	Engineer Equipman Repairman	2
63B	Wheel Vehicle Mechanic	6
63C	Track Vehicle Mechanic	6
63F	Recovery Specialist	1
63H	Automotive Repairman	2
64C	Motor Transport Operator	2
64Y	Obsolete	1
66H	Obsolete	1
67A	Obsolete	1
67N	U.H. Helicopter Repairman	1
67Y	Helicopter Repairman	1
68G	Airframe Repairman	1
68M	Helicopter Weapons System Repairer	1
71L	Administrative Specialist	5
71M	Chaplain's Assistant	1
71P	Flight Operations Coordinator	1
71Z	Obsolete	1

TABLE IX (Continued)

SMOS	Title	Number
73Y	Obsolete	1
74D	Computer/Machine Operator	2
75B	Personnel Administration Specialist	1
75D	Personnel Records Specialist	1
75Z	Personnel Senior Sergeant	1
76B	Obsolete	1
76D	Material Supply Man	1
76K	Obsolete	1
76Q	Stock Control Specialist	1
76T	Obsolete	1
76W	Storage Supply Man	2
76Y	Unit/Organization Supply Man	6
76Z	Senior Supply Sergeant	2
82C	Artillery Surveyor	1
84F	Audio/TV Specialist	1
91B	Medical Specialist	3
91G	Behavioral Science Specialist	1
91N	Cardiac Specialist	1
93H	Air Traffic Control Tower Operator	1
94B	Food Service Specialist	5
95B	Military Policeman	1
286A	Communications-Electronics Repair Technician	1
621A	Engineer Equipment Repair Technician	1
	NONE	134
	NO RESPONSE	<u>46</u>
	N =	300

Of the total population of 300 individuals answering the questionnaire, about high school completion, question 9, 205 or 68% indicated they had received a high school diploma, 89 or 30% indicated they had not received a high school diploma, while six or 2% did not respond. The responses are shown in Table XI by frequency distribution of diploma recipients.

TABLE X
FREQUENCY DISTRIBUTION BY EDUCATIONAL
LEVEL ACHIEVED

Grade	Number	Percent
6 - 9	9	3
10 - 12	238	79
13 - 14	33	11
More than 14	<u>20</u>	<u>7</u>
N =	300	100

TABLE XI
FREQUENCY DISTRIBUTION OF
DIPLOMA RECIPIENTS

Respondents	Number	Percent
Received high school diploma	205	68
No high school diploma	89	30
No response	<u>6</u>	<u>2</u>
N =	300	100%

The response to question number 10, "Did you receive a high school equivalent through a GED program?", is shown in Table XII. Seventy-one or 24% answered yes, 167 or 56% answered no, while 62 or 20% did not respond. Of the 62 or 20% who did not respond there are likely to be some who should be included for counseling to inform them of the educational benefits available.

TABLE XII

FREQUENCY TABULATION OF GENERAL EDUCATION
DEVELOPMENT (GED) RECIPIENTS

Received GED	Number	Percent
Yes	71	24
No	167	56
No response	62	20
N =	300	100%

Table XIII shows the frequency of responses to question number 12, "Did you graduate from college?" This question verified the information solicited in question number 8, which asked the respondents to indicate the highest grade level achieved. Of the respondents in Table X, 20 respondents indicated they had completed more than grade 14 or sophomore in college. Table XIII shows 20 students as being college graduates.

TABLE XIII
FREQUENCY RESPONSES TO
"DID YOU GRADUATE
FROM COLLEGE?"

College Graduate	Number	Percent
Yes	20	7
No	273	92
No response	7	1
N =	300	100%

Of the 300 population responding to question number 13, 226 indicated they had attended a service school for their Primary MOS, while 71 indicated they had not and three did not respond. Table XIV shows the attendance at service schools for primary MOS.

TABLE XIV
ATTENDANCE AT SERVICE SCHOOL
FOR PRIMARY MOS

Attended School	Number	Percent
Yes	226	75.32
No	71	24.67
No response	3	.01
N =	300	100.00%

When questioned about years of military service, question number 14, the personnel who had been in the military from one to five years ranked highest, while those with six to ten years ranked next. The third largest number was 16 to 20 years indicating these soldiers would be making the military a career. The smallest number were the soldiers with more than 21 years service indicating they could have retired. However, they chose to remain for a longer period of time. Table XV categorizes the number of years of service with numbers of respondents for those years.

TABLE XV

LENGTH OF TIME IN SERVICE AND NUMBER OF
RESPONDENTS IN THESE TIME CATEGORIES

Years of Military Service	Number	Percent
1 to 5	195	65.0
6 to 10	44	14.7
11 to 15	19	6.3
16 to 20	24	8.0
21 or more	<u>18</u>	<u>6.0</u>
N =	300	100.0%

Responses to question number 15, "Do you plan to re-enlist?", 97 said no, 104 were not sure, nine did not respond, while 90 said yes. This would indicate that there would be the possibility of keeping more than 30% of our soldiers polled, those undecided, in the

Army if perhaps counseled or given positive input to encourage them to reconsider this military option. (Recruitment funds might well be spent in the Army rather than trying to get people back in--once they have been discharged). Table XVI shows the frequency of re-enlistment decisions.

TABLE XVI
FREQUENCY OF RE-ENLISTMENT DECISIONS

Plan to Re-enlist	Number	Percent
Yes	90	30
No	97	32
Not sure	104	35
No response	<u>9</u>	<u>3</u>
N =	300	100%

When asked about plans to make the Army a career, question number 16, there were more than one-third (112), who were not sure while 94 said yes. Ninety respondents said no while four did not respond. Again possibly over one-third of these soldiers would remain in the service if they were satisfied. What creates job satisfaction. Table XVII records the frequency of responses to "Career Army".

In response to question number 17, "What do you intend to do after leaving the service?", the greatest number, 102 or 34% indicated they would work full-time, while the second greatest number 97 or 32%

indicated they would work full-time, school part-time, the third greatest number, 40 or 13%, indicated they would work part-time, school part-time, the fourth greatest number, 31 or 10%, indicated school full-time, work part-time, the fifth greatest number, 21 or 7% indicated other, and finally the last nine or 3% indicated school full-time. Combining these figures 177 or 58% indicate they plan to go to school to continue their education on either a part-time or full-time basis when leaving the military service. Table XVIII depicts the responses to "What do you intend to do after leaving the service?", by frequency and plan after discharge.

TABLE XVII
FREQUENCY OF RESPONDENTS TO "CAREER ARMY"

<u>Military as a career</u>	<u>Number</u>	<u>Percent</u>
Yes	94	31
No	90	30
Not sure	112	38
No response	4	1
N =	300	100%

Table XIX signifies the responses to question number 18, "If you plan to work full or part-time, do you think you can readily get the kind of job you want?", the greatest number 232 or 77.3% answered yes, 60 or 20% indicated no while eight or 2.7% did not respond to the question.

TABLE XVIII

"WHAT DO YOU INTEND TO DO AFTER LEAVING
THE SERVICE?" FREQUENCY AND
PLAN AFTER DISCHARGE

	Number	Percent
Work full-time	102	34
Work full-time, school part-time	97	32
Work part-time, school part-time	40	13
School full-time, work part-time	31	10
Other	21	07
School full-time	9	03
N =	300	100%

Table XX shows the responses to question 19, "Have you worked six months or longer at a civilian occupation?". An overwhelming majority, 206 or 68.7% indicated yes while 93 or 27.7% indicated no. Eleven or 3.6% did not respond to the question. This indicates that more than one-fourth of the soldiers came into the Army with no work experience and probably represents the age groups 17 to 18; 19 to 20, and some in the age group 21 to 22.

Table XXI shows the responses to question number 20, "Do you plan to get vocational or job training (other than college) after you leave the Army?". Two hundred and thirty-two or 77.3% of all respondents indicated that they plan to get vocational or job training after they leave the service, 68 or 22.7% said they did not plan to get vocational or job training after leaving the service.

TABLE XIX

"IF YOU PLAN TO WORK FULL OR PART TIME,
DO YOU THINK YOU CAN READILY GET THE
KIND OF JOB YOU WANT?"

Get Job	Number	Percent
Yes	232	77.3
No	60	20.0
No response	<u>8</u>	<u>2.7</u>
N =	300	100.0%

TABLE XX

FREQUENCY AND PERCENTAGE ANALYSIS
OF RESPONDENTS' PAST EMPLOYMENT

Employment	Number	Percent
Yes	206	68.7
No	83	27.7
No response	<u>11</u>	<u>3.6</u>
N =	300	100.0%

TABLE XXI
FREQUENCY AND PERCENTAGE ANALYSIS OF
VOCATIONAL OR JOB TRAINING
PLANS OF RESPONDENTS

Vocational or Job Training Plans	Number	Percent
Plan to get vocational or job training other than college, after leaving the Army	232	77.3
Do not plan to get vocational or job training other than college after leaving the Army	<u>68</u>	<u>22.7</u>
N =	300	100.0%

Table XXII visualizes the responses to question number 21, "Are you familiar with the veteran's benefits under the GI Bill?", 51 indicated a positive response on the part of most respondents. These was a smaller group who were not aware of their benefits. This is understandable, since 1978 the new enlistee does not qualify the the "GI Bill".

Table XXIII depicts the responses to question number 22, "Would you like the Army to provide you with training for a civilian job prior to your Expiration Term Service (ETS)? The greatest number, 265 or 85% indicated yes, while 40 or 13.3% indicated no. There were five or 1.7% who did not respond to the question.

In response to the statement on the questionnaire, number 23, requesting first, second, and third choices of programs for training for civilian jobs there were 98 out of the 300 surveyed that did not

TABLE XXII

FREQUENCY AND PERCENTAGE ANALYSIS OF RESPONDENTS'
FAMILIARITY OF VETERANS' BENEFITS
UNDER THE GI BILL

Familiar with Benefits	Number	Percent
Yes	168	56.0
No	130	43.3
No response	<u>2</u>	<u>.7</u>
N =	300	100.0

TABLE XXIII

FREQUENCY AND PERCENTAGE ANALYSIS TO THE QUESTION
"WOULD YOU LIKE THE ARMY TO PROVIDE YOU WITH
TRAINING FOR A CIVILIAN JOB PRIOR TO ETS?"

Training Prior to ETS	Number	Percent
Yes	255	85.0
No	40	13.3
No response	<u>5</u>	<u>1.7</u>
N =	300	100.0

respond to the question. Of those that did respond, auto mechanics was selected by the most students for their first choice with computer programming the next most popular and welding the third highest choice. Auto mechanics was the most popular as a second choice with welding second most popular and computer programming third. Welding was most popular as a third choice for occupational trainings with machinist the second most popular and air conditioning repairman third. Table XXIV describes the occupational training preferences by choice and frequency tabulation.

TABLE XXIV
OCCUPATIONAL TRAINING PREFERENCES BY
CHOICE AND FREQUENCY TABULATION

Occupation	Number of Respondents		
	1st Choice	2nd Choice	3rd Choice
Auto Mechanics	69	37	18
Clerk	15	13	9
Cook	7	4	5
Retail Salesman	8	6	7
Draftsman	10	13	12
Auto Data Prog. Mach Oper.	14	31	16
Computer Programmer	50	33	18
Machinist	8	18	27
Aircraft Mechanic	10	13	18
Radio-TV Repairman	6	10	17
Welder	26	35	30
Plumber	5	9	16
A/C Repairman	14	19	25
Electrical Appl. Repair	9	15	21
Other	32	11	13
No response	98	98	98
N =	381	365	351

When asked to indicate choice of options that would help the soldier decide to re-enlist, question number 24, the greatest numbers indicated that pay was the first choice, with promotion being next important and choice of location third most important. Pay was the second choice with again promotion and location being the next in importance. Location the third choice with promotion and then pay being designated as most important factors. Over one-third, 123, failed to respond to this question. Table XXV visualizes the considerations for re-enlistment and frequency tabulation of these choices.

TABLE XXV
CONSIDERATIONS FOR RE-ENLISTMENT AND FREQUENCY
TABULATION OF THREE CHOICES

Consideration	Number of Respondents		
	1st Choice	2nd Choice	3rd Choice
Promotion	67	68	47
Pay	79	78	44
Re-assignment	11	19	23
MOS re-training	36	24	25
Choice of Location	52	61	70
Higher retirement pay	29	11	33
No response	<u>123</u>	<u>123</u>	<u>123</u>
N =	397	384	365

Upon responding to the question of familiarity with re-enlistment benefits, question number 25, 18 did not respond, 95 said no and 187 said yes. Table XXVI shows the familiarity with re-enlistment benefits

by responses.

TABLE XXVI

FAMILIARITY WITH RE-ENLISTMENT
BENEFITS BY RESPONSES

Familiar with Re-Enlistment	Number	Percent
Yes	187	62.3
No	95	31.7
No response	<u>18</u>	<u>6.0</u>
N =	300	100.0%

Table XXVII lists the classes by name and numbers of students enrolled in the Spring of 1981. This list is in response to question number 26, "In what class are you presently enrolled?" The respondents indicated the class with Defensive Driving and Basic Skills Education Programs II (BSEP) as the most popular class with 41 enrollees. There was then a drop in the number of enrollees in the other classes.

The author sought to discover how the respondents learned about the vocational-technical program(s), question number 27. The majority learned of the offerings from a friend, the next most informative source was the first sergeant of the unit, the third most informative source was publications, the smallest number indicated they got the information directly from the vocational-technical office.

or education center. Fifty-one of the soldiers did not respond.

Table XXVIII lists the source of information on civilian vocational-technical classes.

TABLE XXVII

CLASSES BY NAME AND NUMBERS OF STUDENTS
ENROLLED, SPRING, 1981

Name of class	Number
Air Conditioning	11
Auto Body Repair	12
Automotive Tune-up	13
Automotive Brakes, Front-end and Alignment	3
Basic Skills Education Program II (BSEP)	43
Diesel/Gass Engine Repair	14
Automotive Troubleshooting	1
Welding	41
Typing	8
Motor Sergeant Orientation Course	9
Battalion Training Managemetn System (BTMS)	15
Defensive Driving Course	43
Other (walk-in Vo-Tech office)	39
No response	48
N =	300

When responding to the inquiry regarding adequacy of information received at the unit on availability of civilian vocational-technical classes, question number 28, more than one-half of the respondents indicated the information received was inadequate. A very close number

indicated it was adequate while 12 chose not to respond. Table XXIX provides data on adequate available information on civilian vocational-technical programs by responses.

In response to the inquiry, "Will you be able to use the skill you are now learning in your military occupation?", question number 29, 202 answered yes, 89 answered no, and 9 did not respond. Frequency of responses to ability to use currently learned skills in military occupations is found in Table XXX.

Unit commanders or first sergeants receive information about the vocational-technical programs. When respondents were asked if the above individuals encouraged vocational-technical education, question number 30, 172 said yes, 115 said no and 13 did not respond. Table XXXI shows encouragement in civilian vocational-technical education by unit commanders or first sergeants.

TABLE XXVIII

SOURCE OF INFORMATION ON CIVILIAN
VOCATIONAL-TECHNCIAL CLASSES

Information Source	Number	Percent
Friend	88	29.3
Read about class	57	19.0
Cmdr., 1SG, FLS	76	25.3
Ed/Vo-Tech Center	28	9.4
No response	51	17.0
N =	300	100.0

TABLE XXIX

ADEQUATE AVAILABLE INFORMATION ON CIVILIAN
VOCATIONAL-TECHNICAL PROGRAMS
BY RESPONSES

Adequate Information	Number	Percent
Yes	135	45.0
No	153	51.0
No response	<u>12</u>	<u>4.0</u>
N =	300	100.0

TABLE XXX

FREQUENCY RESPONSES TO ABILITY TO USE CURRENTLY
LEARNED SKILLS IN MILITARY OCCUPATION

Learned Skill (MOS)	Number	Percent
Yes	202	67
No	89	30
No response	<u>9</u>	<u>3</u>
N =	300	100

TABLE XXXI

ENCOURAGEMENT IN CIVILIAN VOCATIONAL-
TECHNICAL EDUCATION BY UNIT
COMMANDERS OR FIRST
SERGEANTS

Encouraged Vo-Tech Training	Number	Percent
Yes	172	57
No	115	39
No response	<u>13</u>	<u>4</u>
N =	300	100%

When asked if the student could use the skill being learned in a civilian occupation, question number 31, 245 replied yes, 44 no, while 11 failed to respond. Table XXXII gives a visual perception of soldiers' ability to use the skill currently being learned in a civilian capacity.

TABLE XXXII

ABILITY TO USE SKILL CURRENTLY BEING
LEARNED IN A CIVILIAN CAPACITY

New Skill Civilian Occupation	Number	Percent
Yes	245	82
No	44	15
No Response	<u>11</u>	<u>3</u>
N =	300	100%

When queried about attendance at vocational-technical programs on a military base other than Fort Sill, question number 32, 51 indicated they had attended programs on other bases, 242 said they had not and 7 did not respond. This large number of no responses could mean simply that Fort Sill was the first and only base where the soldier had been stations. Table XXXIII shows the attendance in civilian vocational-technical programs on a military base other than Fort Sill.

TABLE XXXIII

ATTENDANCE IN CIVILIAN VOCATIONAL-
TECHNICAL PROGRAMS ON A MILITARY
BASE OTHER THAN FORT SILL

Prior Attendance	Number	Percent
Yes	51	17
No	242	81
No response	<u>7</u>	<u>2</u>
N =	300	100%

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The United States Army has been an advocate of education recognizing that increased knowledge enhances the soldier. Educational programs for a variety of needs are offered to soldiers on and off military posts, on and off duty time, and for academic as well as vocational-technical training.

The purpose of this study was to provide needed descriptive information about the occupational and educational training background, perceived **needs** and the availability and accessability of programs offered by the vocational-technical branch of the Army Education Center at Fort Sill, Oklahoma in the Spring of 1981.

This study addressed specific objectives. The descriptive data collected may be used as a tool for; (1) planning of civilian training programs at Fort Sill, (2) planning methods for communicating to units that may increase enrollment in classes at Fort Sill, (3) consideration of counseling at the unit level rather than counselors remaining in their offices waiting for soldiers to come in for advisement.

Data was collected from 300 male and female soldiers stationed at Fort Sill in January, 1981. The questionnaire was made available at class sites and class participants were requested to complete the form.

When the total number desired was achieved the questionnaires were collected.

Findings

This section summarizes the findings based on the analysis and interpretation of data as posed by the questions on the questionnaire.

There were 37 identified units named by 238 soldiers while 87 soldiers came from five units and 151 came from the other 32 units. Sixty-two soldiers did not identify their units. There were 85 different PMOS named while eight individuals indicated none. The largest number attending classes were field artillery crewmen. The next largest number was wheel vehicle mechanics. Most of the soldiers (three-fourths of 300), represented 83 other skills.

The heaviest concentration for pay purposes were in pay grades E-1 to E-4 (lowest pay grades---173 soldiers), while only 33 were in the highest enlisted pay grades (E7 - E9).

Relative to the personal, educational, and demographic data; 3% were in the 17 to 18 age group, 20% were in the 19 to 20 age group, 22% were in the 21 to 22 age group, 12% were in the 27 to 35 age group, while 13% were 35 and over. More than half of the soldiers in this study were married.

Members of the vocational-technical classes are comprised of soldiers from most of the states with the more heavily populated states apparently supplying the greatest numbers of soldiers. The size of the community or city appears to have a bearing on enlistments of students in vocational-technical classes. It would appear that more farm or small town youth that join the Army attend vocational-technical

classes, than from larger cities.

Approximately 56% of this group were caucasian and 35% were black. Nine percent of this group were counted under "other".

The soldiers with the PMOS of 13B or Field Artillery Crewman were enrolled most heavily in vocational-technical courses, next sizeable group were those with a PMOS of 63B or Wheel Vehicle Mechanic. These two categories constituted slightly below one-fourth of the total number of respondents. The remaining three-fourths were divided into 83 skills.

Nearly one-half, 134 or the 300 respondents, did not have a Secondary Military Occupational Specialty (SMOS) which means they have been trained to do only one thing. Forty-six did not respond which makes one conclude they do not have, or do not like, their SMOS.

The questions relating to education level reveals that this sampling of the Army had educational opportunities prior to coming into the Army with only 3% having less than a senior high school education and 7% already having a college degree. Sixty-eight percent have received a high school diploma. Twenty-four percent indicated they had received a GED certificate. There could be some overlapping here in terms of how a soldier viewed his GED (as a high school diploma or as a certificate of completion of requirements). There were 24 individuals, or 8% of 300, who indicated they did not have a high school diploma or a high school equivalency certificate, but did want to achieve this goal.

Seventy-five percent of the respondents indicated they had attended a service school for their primary MOS, while 25% had not.

This may indicate that those who were not trained in the PMOS were accepted into the Army with that skill.

Those soldiers who had one to five years military service represented almost two-thirds of this sampling, 195 or 300. In terms of cost-effectiveness, it would appear this is extremely lop-sided. There was a dramatic drop in the next category of six to ten years to 44 soldiers of the 300. Then again another drop in the category 11 to 15 years in service to 19 of the 300 soldiers. There was a small increase in the number that indicate the soldier had planned to make the Army a career and retire with 20 to 30 years service.

When responding to re-enlistment questions, approximately one-third planned to re-enlist, one-third did not plan to re-enlist and one-third were not sure. These soldiers have been trained/educated and in whom the Army has a large investment. The indecision regarding re-enlistment in this small sample of the U. S. Army implies that there is dissatisfaction with the "job of a soldier". Again when questioned about the Army as a career the replies were approximately the same. That is, approximately one-third planned to make the Army a career and the remaining one-third were undecided.

After leaving the Army, 13% of the sample indicated they would attend school part-time. Sixty-six percent indicated they would work full-time and 10% indicated they would work part-time. This implies that people who want to continue their education know that economically they must also work.

This sample of military personnel were confident in their perceived ability to get the kind of job they want after they leave the service. Only 20% indicated they felt they could not get the kind of

job they wanted.

Two hundred and six of the 300 respondents indicated they had worked before coming into the Army. This could imply that approximately one-third of this sample entered the Army because they could find no employment, hence they joined the Army. These may well represent some of those soldiers who indicated they will not stay in the Army.

Even though this sample of soldiers indicated confidence in getting the job they wanted, more than three-fourth of the 300 sampled plan to get vocational or job training other than college. This presumably would be for an avocation or perhaps even the opportunity for dual careers.

The largest number of soldiers in this sample have entered the Army since the "GI Bill" benefits ceased. This could explain why over two-fifths of the respondents indicated they were not familiar with the benefits.

Again when questioning about education, 85% indicated they would like the Army to provide training for a civilian job prior to getting out of the service.

The types of occupation that appear most desirable as first choice for training were auto mechanics, computer programming, and welding, with other occupations selected but by not as great a number. For a second choice the respondents again selected auto mechanics, welding and computer programming as most in demand with other occupations selected but by not as great a number. For the third choice welding was rated most desirable, machinist next, followed by air conditioning repairman. The spread of choices was more widely disseminated with this third choice than with the first two.

Re-enlistment considerations were viewed by approximately one-third as unimportant for 100 and 23 did not respond to this question. Pay, promotion, and choice of location were the top considerations by the majority of those that did respond.

When asked about re-enlistment benefits approximately one-third of the 300 respondents were not familiar with the benefits that were available. Information such as this to soldiers who are not knowledgeable could possibly be a motivating factor to retain soldiers in the Army.

There were 12 classes being held when this study was conducted. Defensive Driving and Basic Skills Education Program II had the largest number of enrollees of 43 each with welding the next most popular with 41 students enrolled. Only one student was enrolled in an automotive troubleshooting class and only three enrolled in automotive brakes, front-end alignment. The Vocational-Technical Education Center has a concern for the under-utilization of these facilities and human resources.

Auto mechanics, computer programming and welding are the most popular vocational-technical programs. Pay, promotion, and choice of location were the top considerations for re-enlistment by the majority of those responding. Lack of information by soldiers on re-enlistment benefits should be considered as a reason soldiers leave the Army. Certain vocational-technical classes were underutilized and perhaps others should be offered.

Dissemination of information was an item of concern and the source of the soldiers information was solicited. The majority learned of the civilian vocational-technical programs from a friend. The next most important source of information was the first sergeant,

who is regularly sent announcements. The third most important source was publications provided by the vocational-technical center and the Army. The smallest number of respondents actually got information from the vocational-technical education center directly. This would indicate that perhaps the vocational-technical center employees should spend more time away from their own center for counseling.

Approximately one-half of the soldiers who answered the questionnaire indicated that the information received at the unit was adequate while approximately one-half indicated it was inadequate. One concludes that it was adequate if the soldier was motivated to follow through but inadequate if the information wasn't "the right information at the right place, at the right time for the right people".

More than two-thirds of the 300 respondents indicated they would be able to use the skill they were learning in their military occupation. Self-motivation such as this implies the student cares, has pride and wants to improve his productivity. For those who cannot use this occupational education in their military occupation but have taken the training for self-improvement, again indicates that people with pride want to learn and seek opportunities.

The respondents indicated that the first sergeants did encourage attendance at vocational-technical classes, 172 yes, but perhaps not as much as they could, 115 no. This indicates perhaps a conflict between Army needs and perceived needs or wants of the soldier.

Eighty-two percent of the respondents indicated they could use the training that they had taken in a civilian occupation. Since the majority of the soldiers were young and had automobiles, it is understandable that auto body classes and welding would be very popular.

Eighty-one percent of the respondents had not attended a vocational-technical class on another base. This large percent and number, 242, could mean simply that Fort Sill was the first and only base where the soldier had been stationed.

Overall, the interests exhibited indicated that some soldiers were pleased to have been able to participate and that they want to "tell" about themselves. Such proof of this interest was; signed questionnaires, birth dates included by the age category, identifying by name the individual who told them about the educational opportunities available at Fort Sill, and short personal statements relating to themselves.

Conclusions

The following conclusions were drawn after the data of the study were analyzed:

1. It appears that soldiers attending vocational-technical classes tend to leave the Army after a first two or three year enlistment and then may rejoin the Army again after several years in civilian life. They may re-enlist for another two to six year period but then leave the service again (ages 27-35). Those remaining after 35 will undoubtedly make the Army their career. This in and out pattern makes one highly suspicious of the lack of job satisfaction, yet lack of preparation for a means of financial support in civilian life may contribute to making the Army a career.

2. Soldiers in vocational-technical classes indicated proximity to the Army bases and recruiting offices may have a bearing on enlistment. Also the economic conditions in some states may encourage Army enlistment.

3. Percentage wise the greatest enlistment group appears to come from rural communities or small towns. Economic conditions, or perhaps the opportunity for exposure to other styles of life, or educational opportunities may also be factors in enlistment of people from the smaller communities.

4. Too little personal involvement by military leaders was reflected by the respondents indecision to remain in the Army or to make the Army a career. The data presented in the tables indicates that the problem was not necessarily recruitment but retention.

5. Civilian employment was a concern of the respondents. It appears confidence in getting a job was not a problem but lack of preparation or skills training for that job was a reality.

Recommendations

It is recommended that:

1. Vocational-technical education counselors be authorized to counsel in heavily populated Army areas away from the counseling center and in such areas as unit dining rooms, day rooms, and unit training classrooms.

2. All soldiers be trained in more than one MOS.

3. Civilian preparation for job opportunities be encouraged.

4. Unit clerks forward the name of each soldier with less than a high school diploma, or those requesting educational information, to the educational center for direct contact with the soldier by the education center.

5. More personal involvement with soldiers by significant military leaders to aid in job satisfaction.

6. Improved dissemination of information on educational opportunities within the Army, benefits of re-enlistment and career opportunities be instituted on a routine basis, particularly to soldiers in basic training.

7. A "role model" soldier be developed in each unit to inspire and encourage young soldiers to continue to learn.

8. Officers be reminded of their obligation to set the example or be a role model to increase job satisfaction and Army retention.

9. The commanding officers of all participating units be made aware of the importance of their support in the vocational-technical courses.

10. The personnel in today's Army that want to achieve academically or vocationally continue to have the opportunity for vocational-technical education. Army leaders should take a look at the soldiers stated needs and desires and offer education on a structured basis.

11. Training officials at military installations should review the findings and recommendations of this study for possible use in their educational program.

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APPENDIX A

A SUPPORTIVE LETTER FROM MAJOR GENERAL

EDWARD A. DINGES, COMMANDING GENERAL,

FORT SILL, OKLAHOMA, 1981



DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY FIELD ARTILLERY CENTER AND FORT SILL
FORT SILL, OKLAHOMA 73503

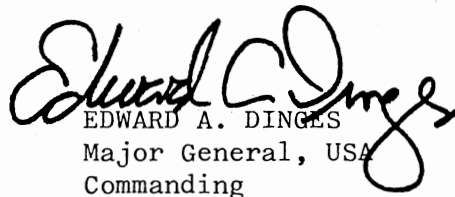
ATZR-PAPSE

9 JUL 1980

SUBJECT: Education Services Plan, FY-81

FORT SILL PERSONNEL

1. It is vital to our nation's welfare that Army readiness be constantly maintained at the highest possible level. A prime element in this effort is the ability of the Army to attract and keep highly motivated and skilled soldiers. The accessibility of educational opportunities by which the soldier can develop skills commensurate with those attainable in civilian life has long been recognized as a leading factor in recruiting high caliber soldiers.
2. The Fort Sill Army Education Center has a commitment to enhance the educational and professional welfare of each soldier. This FY 81 Fort Sill Education Services Plan has outlined an outstanding curriculum that includes offerings from basic educational needs to graduate studies. Vocational/technical and MOS-related programs have been modified to provide more variety and flexibility in the development of job-related skills. A full-time counseling staff is available at the Education Center to assist each individual in planning a realistic program to meet both short and long range goals.
3. I urge all military personnel to take full advantage of these educational opportunities. The staff of the Fort Sill Army Education Center is equipped to assist in the establishment and achievement of career goals attainable through the programs outlined in this plan.


EDWARD A. DINGES
Major General, USA
Commanding

APPENDIX B

QUESTIONNAIRE

"Soldiers are encouraged to have occupational skills certified which are learned through Army training and experience by taking part in an Army skill recognition program or to acquire an occupational skill through the skill development center." Page IV, Army Education Services Plan, Fort Sill, Oklahoma FY 1981

QUESTIONNAIRE

The purpose of this questionnaire is to gather educational information from the students enrolled in vocational-technical programs at Fort Sill, Oklahoma. The information gathered will be used by this office as an evaluation of our programs and will be used as the basis for a study.

Present Unit _____ Grade _____ ETS _____

1. How old are you?

- ___ a. 17-18
- ___ b. 19-20
- ___ c. 21-22
- ___ d. 23-24
- ___ e. 25-26
- ___ f. 27-35
- ___ g. 35-Over

2. Marital Status? _____ Single _____ Married

3. What is your home state? _____

4. What is the size of your hometown?

- ___ a. Farm or small village under 1,000
- ___ b. Town or village over 1,000 to 20,000
- ___ c. City over 20,000 to 100,000
- ___ d. City over 100,000 to 1,000,000
- ___ e. Over 1,000,000

5. What is your race?
- ☐ a. Caucasian
- ☐ b. Black
- ☐ c. Other (What) _____
6. What is your primary MOS? _____
7. What is your secondary MOS? _____
8. Civilian Education (highest level achieved) (Circle one).
- 1 2 3 4 5 6 7 8 9 10 11 12 13 14 More Than 14
9. Did you receive a high school diploma? ☐ Yes ☐ No
10. Did you receive a high school equivalent certificate through GED Program? ☐ Yes ☐ No
11. If you do not have a high school diploma or a high school equivalent certificate, do you want to earn one? ☐ Yes ☐ No
(If yes, please contact the Education Center for specific assistance)
12. Did you graduate from college? ☐ Yes ☐ No
13. Did you attend a service school for your primary MOS?
- ☐ Yes ☐ No
14. Years of Military Service?
- ☐ a. 1-5
- ☐ b. 6-10
- ☐ c. 11-15
- ☐ d. 16-20
- ☐ e. 21 or More
15. Do you intend to re-enlist? ☐ Yes ☐ No ☐ Not Sure
16. Do you plan to make the military a career? ☐ Yes ☐ No
☐ Not Sure

17. What do you intend to do after leaving service?

- a. Work full time
- b. Work full time, school part time
- c. Work part time, school part time
- d. School full time
- e. School full time, work part time
- f. Other

18. If you plan to work full or part time, do you think you can readily get the kind of job you want? ____ Yes ____ No

19. Have you worked six months or longer at a civilian occupation?

____ Yes ____ No (If yes, give name of job _____)

20. Do you plan to get vocational or job training (other than college) after you leave the Army? ____ Yes ____ No

21. Are you generally familiar with the veterans benefits under the GI bill? ____ Yes ____ No

22. Would you like the Army to provide you with training for a civilian job prior to your ETS? ____ Yes ____ No

23. If you would like training for one of the following kinds of civilian jobs, indicate by putting a "1" before your choice, indicate two additional choices by placing a "2" before your second choice and a "3" before your third choice.

- ____ a. Auto Mechanics
- ____ b. Clerk
- ____ c. Cook
- ____ d. Retail Salesman
- ____ e. Draftsman
- ____ f. Automatic Data Processing Machine Operator
- ____ g. Computer Programmer

- ☐ h. Machinist
- ☐ i. Aircraft Mechanic
- ☐ j. Radio-TV Repairman
- ☐ k. Welder
- ☐ l. Plumber
- ☐ m. Air Conditioning Repairman
- ☐ n. Electrical Appliances Repairman
- ☐ o. Other (What) _____

24. Which of the following would be important in helping you decide to re-enlist? (Place a "1" before your first choice, a "2" before your second, and a "3" before your third).

- ☐ a. Promotion
- ☐ b. Pay
- ☐ c. Assignment to Another Unit
- ☐ d. Training for Another MOS
- ☐ e. Choice of Location
- ☐ f. Higher Retirement Pay

25. Are you familiar with the benefits you will receive from re-enlistment? ☐ Yes ☐ No

26. In what class are you presently enrolled?

(Name the class) _____

27. How did you learn of the class? (Friend, read about it, saw the buildings and classes. Name the source of information) _____

28. Does your unit receive adequate information on the availability of vo-tech classes? ☐ Yes ☐ No

29. Will you be able to use the skill you are now learning in your military occupation? ☐ Yes ☐ No

30. Does your unit commander or first sergeant encourage vocational-technical training? ____ Yes ____ No

31. Will you be able to use the skill you are now learning in a civilian occupation? ____ Yes ____ No

32. Have you attended any vo-tech programs on a military base other than Fort Sill? ____ Yes ____ No

Thank you for your assistance. Contact the ARMY EDUCATION CENTER at Fort Sill for your educational information.

VITA²

Arthur J. Kruger

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF SOLDIERS IN CIVILIAN VOCATIONAL-TECHNICAL TRAINING
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