



RESEARCH NOTE 86-02

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# The Perception of Need for Counseling Among Successful Infantry OSUT Trainees and TDP Attrites

James E. Schroeder and Marvin E. Grunzke  
Mellonics Systems Development Division  
Litton Systems, Inc.

Charles J. Slimowicz, Jr., Edward Kemery, and Beverly Williams

ARI Field Unit at Fort Benning, Georgia  
Training Research Laboratory

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Research Institute for the Behavioral and Social Sciences

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Research accomplished under contract  
for the Department of the Army

Mellonics Systems Development Division, Litton Systems, Inc.

Technical review by

Jack M. Hicks  
Michael G. Sanders

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## 20. Abstract (continued)

counseling. Also, the frequency of occurrence and preferred counselor varied from problem to problem. Personal interviews with the TDP attrites after the structured interviews indicated that the attrites were not a homogeneous group, something often assumed in studies of attrition. Finally, there was evidence that psychological bias due to success or failure affected the results of the interview: attrites reported a higher incidence of "more socially acceptable" problems, whereas successful OSUT graduates reported a higher incidence of "less socially acceptable" problems. The results are discussed in terms of implications for Army counseling, counselor training, and studies of attrition.

RESEARCH NOTE 86-02

# **OS 1. ertion of Need for Counseling Successful Infantry Trainees and TDP Attrites**

**James E. Schroeder and Marvin E. Grunzke  
Mellonics Systems Development Division  
Litton Systems, Inc.**

**Charles J. Slimowicz, Jr., Edward Kemery, and Beverly Williams  
ARI Field Unit at Fort Benning, Georgia**

**Frederick N. Dyer, Contracting Officer's Representative**

**Submitted by  
Seward Smith, Chief  
ARI Field Unit at Fort Benning, Georgia**

**Approved as technically adequate  
and submitted for publication by  
Harold F. O'Neil, Jr., Director  
Training Research Laboratory**

**U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES  
5001 Eisenhower Avenue, Alexandria, Virginia 22333**

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THE PERCEPTION OF NEED FOR COUNSELING AMONG SUCCESSFUL OSUT TRAINEES AND TDP ATTRITES: AN ATTRIBUTIONAL ANALYSIS

EXECUTIVE SUMMARY

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Requirement:

To evaluate the current need for counseling among successful One Station Unit Training (OSUT) trainees and Training Discharge Program (TDP) attrites. To evaluate which problems occur more frequently and the preferred counselors for those problems. To determine whether psychological biases due to success or failure could subtly influence the results of interview data.

Procedure:

Structured interviews were given to 149 successful trainees and 57 TDP attrites. The interview was designed to evaluate the current needs for both performance and personal counseling and whether those needs are being met. The interview also assessed the frequency of various types of problems and who the trainees preferred as counselors for those problems.

Embedded in the interview was an experiment designed to determine whether subtle psychological biases might be influencing the results of the interviews. More specifically, according to Attribution Theory, such subtle biases might exist simply due to the success (successful trainees) or failure (TDP attrites) of the person being interviewed. If so, post-success or post-failure data should be interpreted with caution.

Less formal unstructured interviews were given to the TDP attrites in an effort to gain insights into the nature of the TDP population and to try to determine if more counseling might have prevented the discharge.

Findings:

- o Both groups (OSUT successes and TDP attrites) felt that there is currently a substantial amount of both performance and personal counseling provided.
- o Both groups felt that more performance and personal counseling is needed.
- o Both groups expressed a relatively higher need for more feedback about how they were doing (i.e. performance counseling) than for personal counseling.



o As would be expected, results indicated a large range in frequency of occurrence for the 22 selected problems.

o As would be expected, results indicated that preference for counselor was dependent on type of problem.

o There was an indication that psychological bias might have influenced some of the results of the interviews, i.e. TDP attrites reported a higher incidence of "more socially acceptable" problems than "less socially acceptable" problems while the successful trainees indicated the opposite. This fact should serve as a cautionary note for future research efforts where post-success or post-failure data are being collected. However, it certainly should not preclude collecting such potentially valuable data.

o Scientists interviewing the TDP attrites reported a high degree of heterogeneity both in reasons for being discharged and personality traits of the TDP group. On a subjective basis, interviewers were able to distinguish two major categories of attrites. The existence of such heterogeneity makes prediction of the potential attrite extremely difficult.

#### Utilization:

Although it is questionable whether providing more counseling in OSUT would substantially reduce attrition, it is certainly true that trainees expressed a strong need for more performance and personal counseling, and providing more counseling would probably significantly increase morale. Also, the information presented in this report has significant implications for Army counselors in the OSUT setting. Knowledge of which problems occur most frequently and who the preferred counselors are should assist the Army counselor in deciding which counseling approaches are most appropriate. Similarly, such information should assist Army trainers in deciding which methods of counseling best fit a given Program of Instruction. The heterogeneous nature of the TDP population has important implications for military scientists attempting to predict potential attrites. Analysis of the TDP population is necessary to decide which type of individual is most readily predicted. Finally, the evidence of psychological bias due to the effects of success or failure should serve as a caution for all investigators working in the attrition area.

THE PERCEPTION OF NEED FOR COUNSELING AMONG SUCCESSFUL INFANTRY OSUT  
TRAINEES AND TDP ATTRITES

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## INTRODUCTION

### Background

Attrition in the Armed Forces has become a primary concern, especially since the creation of the All Volunteer Force (AVF) in 1973. According to information found in a General Accounting Office Report (1980), first term attrition increased from 30% to 40% in the period 1971-1974. According to DOD's comments on the report, part of the increase was due to the fact that had high attrition been allowed during the draft era, it would have undermined the integrity of the draft system. Not only does high attrition represent a significant government expenditure with little or no return (an estimated \$5.2 billion between 1974 and 1977), but there also may be significant personal costs for the individuals leaving the Armed Forces. Since nearly 90% of all DOD male attrition is estimated to occur in the first enlistment period (60% of Army attrition in the first year for 1977), there is serious concern about the possible adverse affects on the young American who fails to complete what is likely to be one of his or her first adulthood challenges.

Because of its importance, the attrition problem is currently being attacked in a number of ways (see Goodstadt and Yedlin, 1980, for a review of the recent literature). From a management standpoint, questions are being asked concerning the organization's role in controlling attrition (e.g., should there be imposed ceilings on the amount of attrition). From a psychological and sociological standpoint, attempts are being made to predict the potential attrite so that he or she might be screened out at the recruitment stage. Efforts are being made to effectively enhance incentives (salary, bonuses, benefits, living quarters, etc.) and morale factors (recognition for accomplishments, attempts to increase esprit de corps, etc.). Much of this is probably due directly to the need to make the military competitive with private enterprise in order to man the force (see Moskos, 1978).

The purpose of the present paper is to investigate the need for and extent of counseling in the difficult period of adjustment represented by basic training. More specifically, the need for counseling, amount of counseling, locus of counseling, and frequency of problems were investigated in two trainee populations: successful trainees graduating from Infantry OSUT (One Situation Unit Training), and TDP (Training Discharge Program) attrites.

### Objectives

The present research represents efforts to answer five questions dealing with counseling in the OSUT setting. The first question simply addressed the current need for counseling among OSUT trainees. Since the Army distinguishes between personal counseling (e.g., when a soldier is having a personal problem), and performance counseling (e.g., providing positive or negative feedback on

a performance task), attempts were made to assess the need for both of these types of counseling.

The second question dealt with types of problems that occur in the OSUT setting. If there is a need for counseling, it would be extremely useful to determine which problems are most frequently encountered. For example, Programs of Instruction for NCO counseling and/or Chaplain counseling might be constructed so that more frequently occurring problems would receive more instructional weighting.

The third question concerned the OSUT trainees' preferred counselor. Knowing who the trainee would prefer to talk to would be useful for two reasons. First, from an organization standpoint, the most preferred counselor (e.g., Drill Sergeant, Chaplain, First Sergeant, etc.) might be made available for counseling during designated periods, or relieved of some other assignment in order to concentrate on counseling. Second, counseling training for a given MOS might be weighted according to the kind of counseling problem that is most likely to be encountered. For example, why give Drill Sergeants extensive training on counseling family problems if trainees clearly prefer to talk with the Chaplain about family problems?

The fourth question dealt with the differences in perception that the two populations (successful trainees and TDP's) might have about counseling. Do differences in attitude between successful trainees and TDP attrites represent true differences? Do they represent dispositional differences in the two groups? Or, are they merely results of success and failure? Attribution theorists (see Weiner, Frieze, Kukla, Reed, Rest, and Rosenbaum, 1972), have shown that explanations of a success/failure situation depend heavily on the individual you ask. Typically, the person who fails will attribute his failure to situational variables beyond his control. For example, the attrite might attribute the TDP to the system, the Drill Sergeant, etc. (situational); not his own problem (dispositional). The successful trainee might have quite a disparate view of the TDP. In fact, according to Attribution Theory, he would be more likely to have the opposite explanation [i.e., he is a loser and it was his fault (dispositional); it was not the system (situational)]. The major point is that whenever the perceptions of succeeding and failing populations are being assessed, the subtle biases of the populations involved must be taken into account.

The fifth question dealt with the nature of the TDP population. Attempts to predict the attrite have often failed to realize that attrites represent a heterogeneous, rather than homogeneous population. Some studies have concentrated only on the TDP attrite, but even with the TDP population there may be great differences in the personality, background, and reason for being discharged. The final purpose of the present research was to assess the homogeneity of the TDP population. If heterogeneity exists, then future attempts to predict the TDP attrite must take this fact into account and specify which type of TDP attrite their instrument predicts.

## METHOD

In order to provide input for answers to the five questions posed, structured interviews were given to a group of successful trainees (n=149) the day before graduation, and a group of attrites (N=57) being discharged under the Training Discharge Program. The successful trainees came from the Alpha and Delta companies, Sixth Battalion, Infantry Training Brigade at Fort Benning (July - August 1980). Of the various attrition categories, the TDP population was selected because it represents a substantial portion of all attrition (92% of all OSUT attrition at Fort Benning<sup>1</sup>) and because the TDP attrites were accessible. The TDP trainees were interviewed as available from all eight battalions of the Infantry Training Brigade at Fort Benning (August 1980 - March 1981).

Both samples were given the same structured interview. The administration of the interview was different for the two samples because of the difference in availability of the two groups. The successful trainees were available in two large groups on separate days. The TDP attrites were available on an individual basis over a period of several months. All other dimensions of the interview were made as similar as possible. Both groups were first given Privacy Act statements. The purpose of the interview was explained to both groups. For both groups, the questions were read aloud and the trainees circled their response choice. A total of 70 questions were asked in the structured interview. Five questions dealt with amount of or need for personal counseling. Ten questions dealt with amount of or need for performance counseling. There were questions about frequency of occurrence and preferred counselor for 22 different topic areas. Finally, there were 11 questions to assess the trainees' knowledge of existing counseling sources. The trainees typically required 10-15 minutes to complete the structured interview. Following the structured interviews, the TDP attrites were given an additional personal interview. The purpose of this interview was to further the understanding of the nature of the TDP attrite population. In this interview, TDP attrites were individually asked more general questions about why they were being discharged, how they felt about the discharge, whether they had intentionally done things to get discharged, whether the Army was what they expected, etc. Four interviewers were involved in the data collection: a male research psychologist, a male R&D coordinator, a female psychology graduate student, and a male psychology graduate student. The personal interviews lasted approximately 10-20 minutes.

## RESULTS AND DISCUSSION

### Need for Counseling

Personal counseling. Personal counseling is defined as providing help to a soldier experiencing a personal problem. Table 1 shows the mean frequency rating of both groups for three of the questions pertaining to personal counseling. Detailed results of the structured interview as well as all specific questions can be found in Appendix A for the successful trainees (Column 1) and TDP attrites (Column 2). The TDP attrites indicated a significantly higher frequency of need for personal counseling than successful trainees (Question 1). However, both groups indicated a relatively low frequency need. There was no difference in the two groups when asked how frequently the other soldiers encountered personal problems (Question 6). When asked if the Army

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<sup>1</sup>For the period 1 Jan 81 to 30 Sep 81.

Table 1  
Personal Counseling

	SUCCESSFUL TRAINEES (Mean)	ALL TDP'S (Mean)	STATISTICAL TEST
QUESTION #1 Since you joined the Army, how often have you needed to ask for advice about some personal problem? (Circle one)	2.07	2.45	$t = - 2.090^*$
Never 1			
Rarely 2			
Occasionally 3			
Often 4			
Very Often 5			
QUESTION #6 How often have other soldiers in your platoon wanted to ask for advice about some personal problem? (Circle one)	2.88	3.06	$t = - 1.009$
Never 1			
Rarely 2			
Occasionally 3			
Often 4			
Very Often 5			
QUESTION #10 Should the Army give soldiers a better way of getting advice about personal problems? (Circle one)	1.22 (Yes = 78%)	1.11 (Yes = 89%)	$\chi^2 = 2.50$
Yes 1			
No 2			

$p < .05$



should provide a better way of getting advice about personal problems (Question 10), a high percent of both groups agreed (78% for the successful trainees and 89% for the TDP attrites).

Performance counseling. Performance counseling is defined as providing feedback information about performance on some task. In order to assess the need for performance counseling a number of questions were asked. Table 2 presents results for eight performance counseling questions. When asked if the Army should tell soldiers more about how they are doing (Question 11), a high percentage of both groups indicated "yes" (93% for both). The trainees were also asked how frequently their Drill Sergeants talked to individuals privately about how they were doing (Question 3 and 8); how often the Drill Sergeants talked to individuals in front of a group about how they were doing (Questions 4 and 9); and how often the Drill Sergeant had talked to the group about how the group was doing (Question 5). There were no significant differences between the successful trainees and TDP attrites on any of these questions. The general pattern for both populations, was (in decreasing order of frequency of occurrence), Drill Sergeant counseling the whole group, Drill Sergeant counseling a single trainee in the presence of the group, and Drill Sergeant counseling an individual soldier in private.

There was a relatively high need for seeking information in both groups. When asked how frequently they (Question 2), or the other trainees (Question 7), had needed to ask someone about something they needed to know, the mean responses in both cases were between "Occasionally" and "Often."

Apart from type of counseling, trainees were asked what mode of counseling should be provided (i.e., friendly advice or more authoritarian directed feedback). Table 3 shows the results of four questions designed to assess the perceived need for the two modes of counseling. It would be easy to infer from Table 3 (Question 14 and 15) that there is at present very little counseling occurring in OSUT. However, Table 4 (Questions 16 and 17) shows the same groups' responses to questions concerning incidence of both types of counseling. In three of four cases (the fourth being 49.19%), a majority of trainees reported that the Army was providing a lot of counseling. It is difficult to imagine many (if any) of the public or private educational institutions doing this well in making counseling available. The picture emerging is that the Army is currently providing a substantial amount of friendly advice and direct feedback, but that more is needed.

One checklist was included to assess the trainees' knowledge of what types of counseling are available to soldiers (see Appendix A, Question 18). The list contained nine types of counseling which are available and two which are not (Skinnerian and Investment). The mean number of times legitimate counseling sources were correctly identified was 5.25 for the successful trainees and 4.38 for the TDP's. Although this difference was significant [ $t(202)=2.129$ ,  $p<.05$ ], it probably simply reflects a response bias since the successful trainees also had a significant greater number of false alarms, where nonexistent counseling sources were identified [ $t(202)=2.124$ ,  $p <.05$ ].

Table 2  
Performance Counseling

<u>QUESTION NUMBER</u>		<u>SUCCESSFUL TRAINEES (Mean)</u>	<u>ALL TDP'S (Mean)</u>	<u>STATISTICAL TEST</u>
11	Should the Army tell soldiers more about how they are doing? (Circle one)	1.07	1.07	$\chi^2 = .035$
	Yes No			
	1 2			
3	How often has the drill sergeant talked to you privately about how you're doing? (Circle one)	1.83	2.05	$t = 1.422$
	Never Rarely Occasionally Often Very Often			
	1 2 3 4 5			
8	How often has the drill sergeant privately talked to other soldiers in your company about how they're doing? (Circle one)	2.92	2.86	$t = .329$
	Never Rarely Occasionally Often Very Often			
	1 2 3 4 5			
4	How often has the drill sergeant talked to you in front of a group about how you're doing? (Circle one)	1.63	1.82	$t = 1.206$
	Never Rarely Occasionally Often Very Often			
	1 2 3 4 5			

Continued

Table 2  
Performance Counseling (Cont)

<u>QUESTION NUMBER</u>		<u>SUCCESSFUL TRAINEES (Mean)</u>	<u>ALL TDP'S (Mean)</u>	<u>STATISTICAL TEST</u>
9	How often has the drill sergeant talked to others in your group in front of the group about how they're doing? (Circle one) Never 1   Rarely 2   Occasionally 3   Often 4   Very Often 5	2.36	2.67	$\underline{t} = - 1.792$
5	How often does the drill sergeant talk to the group about how the group is doing? (Circle one) Never 1   Rarely 2   Occasionally 3   Often 4   Very Often 5	3.82	3.50	$\underline{t} = - 1.753$
2	Since you joined the Army, how often have you needed to ask someone about something you wanted to know? (Circle one) Never 1   Rarely 2   Occasionally 3   Often 4   Very Often 5	3.33	3.25	$\underline{t} = - .473$
7	How often have the other soldiers in your platoon wanted to ask someone about something they needed to know? (Circle one) Never 1   Rarely 2   Occasionally 3   Often 4   Very Often 5	3.62	3.46	$\underline{t} = - .945$

TABLE 3

NEED FOR MORE FRIENDLY ADVICE AND  
NEED FOR MORE DIRECT FEEDBACK

	Provide more <u>Counseling</u>	Not change <u>Anything</u>	Provide less <u>Counseling</u>	<u>Abstentions</u>
If "counseling" is giving advice to trainees in a friendly fashion, then I think the Army should:				
TDP's	81.8%	12.7%	3.6%	1.8%
Successful Trainees	74.5%	22.2%	3.4%	0%
If "counseling" is taking a trainee aside, telling him exactly where he's messing up, and telling him how he has to change, then I think the Army should:				
TDP's	74.5%	14.5%	5.4%	5.5%
Successful Trainees	67.1%	24.8%	7.3%	.7%

TABLE 4

AMOUNT OF FRIENDLY ADVICE AND

AMOUNT OF DIRECT FEEDBACK

	Providing a lot of Counseling	Providing a little Counseling	Providing no Counseling	Abstention	
If "counseling" is giving advice to trainees in a friendly fashion, then I think the Army is:	TDP's	49.1%	36.4%	9.1%	5.5%
	Successful Trainees	54.4%	35.6%	8.7%	1.3%
If "counseling" is taking a trainee aside, telling him exactly where he's messing up, and telling him how he has to change, then I think the Army is:	TDP's	50.9%	32.7%	10.9%	5.9%
	Successful Trainees	63.1%	27.5%	8.0%	1.3%

These data suggest that various counseling outlets might be explained to trainees in more detail. However, it is impossible to determine whether the trainees were not adequately informed, failed to learn the information, or failed to remember the information.

### Most Frequent Problems

All trainees were asked to rate 22 problems on frequency of occurrence for other members of their unit (see Appendix A, Question 12 for a listing of the problem areas). They were not asked about frequency of their own problems because of the defensiveness that such phrasing might create, and also in order to give both groups a common reference group. The 22 problems were selected with the help of counselors, Army Officers, and OSUT Drill Sergeants. At the end of this section of the interview, the trainees were also asked to suggest any other type of problem they had observed. Out of 204 trainees, only one trainee offered a suggestion, so the list was apparently fairly comprehensive.

Table 5 shows a rank ordering of the mean frequency ratings for the successful trainees. The mean ratings ranged from 3.98 (the semantic "equivalent" to 4.0 is "Often"), to 2.06 (the semantic "equivalent" to 2.0 is "Rarely"). Table 6 presents a rank ordering of the mean frequency ratings for the TDP attrite group (for more detailed information on frequency ratings for both groups, see Appendix A). There were some interesting differences in the perceptions of problem frequency for the two groups. Some of these differences will be discussed in more detail in a later section of the paper. Table 7 shows a list of the problems in which significant differences were found between the two groups. There were a total of 13 significant differences within the 22 problem areas. By chance, one would expect 1.1 significant differences. In order to secure an estimate of the consistency of rating, the 149 successful trainees were randomly divided in half and a correlation was computed on the mean frequency ratings for the two halves. The correlation of mean problem frequency, for the two halves of the successful trainee group, was  $r=.94$ , suggesting fairly high agreement within the successful trainee group. In contrast, the correlation of the mean frequency ratings for the successful group and the TDP attrite group was  $r=.41$ .

### Counselor Preference

All trainees from both samples were asked to indicate their preferred counselor for the 22 problems. The seven alternatives were: one of the other soldiers in your group, your Drill Sergeant, your First Sergeant, the Chaplain, a Drill Sergeant in another company, someone else here at the Fort, and no one. Figure 1 shows the overall counselor preference for both trainee groups. There was general agreement between the two groups with regard to overall preferred counselors. The only significant differences in preference for counselor between the two groups were for "someone else here at the Fort," ( $z=4.38$ ,  $p<.0001$ ), and "no one", ( $z=2.95$ ,  $p<.01$ ). In general, the Drill Sergeants were the most preferred, followed by "one of the other soldiers in

Table 5

FREQUENCY OF PROBLEMS

## Successful Trainees

<u>Rank Order</u>	<u>Mean</u>	<u>Problem</u>
1	3.98	Money
2.5	3.39	Being unable to take orders
2.5	3.39	Other trainees
4	3.38	Not liking routine jobs
5	3.28	Having to do "unimportant" jobs
6	3.25	Getting along in the Army
7	3.24	Alcohol abuse
8	3.10	Not knowing enough about life
9	3.00	Some of the drill sergeants
10	2.99	Not wanting to be a soldier
11	2.95	Becoming totally dedicated to the Army
12	2.80	Learning the new material
13	2.64	Physical fitness
14	2.63	Health
15	2.58	Learning basic Army tasks
16	2.54	Close personal friendships
17	2.47	Fears
18.5	2.36	Legal matters
18.5	2.36	Family
20	2.31	Recreational activities
21	2.17	Parents
22	2.06	Religious beliefs

Table 6

FREQUENCY OF PROBLEMS

## TDP Attrites

<u>Rank Order</u>	<u>Mean</u>	<u>Problem</u>
1	3.62	Having to do "unimportant" jobs
2	3.46	Some of the drill sergeants
3.5	3.33	Money
3.5	3.33	Other trainees
5	3.31	Not liking routine jobs
6	3.30	Physical fitness
7	3.16	Learning the new material
8	3.07	Getting along in the Army
9	3.06	Family
10	3.04	Learning basic Army tasks
11	3.00	Becoming totally dedicated to the Army
12	2.98	Recreational activities
13	2.96	Not wanting to be a soldier
14	2.91	Fears
15	2.87	Close personal friendships
16	2.71	Health
17	2.69	Parents
18	2.66	Not knowing enough about life
19	2.47	Being unable to take orders
20	2.41	Religious beliefs
21	2.33	Alcohol abuse
22	2.26	Legal matters



TABLE 7

PROBLEM AREAS IN WHICH SIGNIFICANT  
DIFFERENCES WERE FOUND BETWEEN SUCCESSFUL TRAINEES  
AND TDP ATTRITES

<u>Problem</u>	Mean (Successful Trainee)	Mean (TDP)	<u>t</u>
Being unable to take orders	3.39	2.62	4.31***
Religious beliefs	2.06	2.41	-1.96*
Some of the drill sergeants	3.00	3.46	-2.52*
Learning the new material	2.80	3.16	-2.15*
Learning basic Army tasks	2.58	3.04	-2.58**
Money	3.98	3.33	3.26**
Fears	2.47	2.91	-2.47*
Parents	2.17	2.69	-2.80**
Physical fitness	2.64	3.30	-4.00***
Not knowing enough about life	3.10	2.66	2.07*
Alcohol abuse	3.24	2.33	4.12***
Family	2.36	3.06	-3.94***
Recreational activities	2.31	2.98	-3.19**

\*  $P < .05$

\*\*  $P < .01$

\*\*\*  $P < .001$

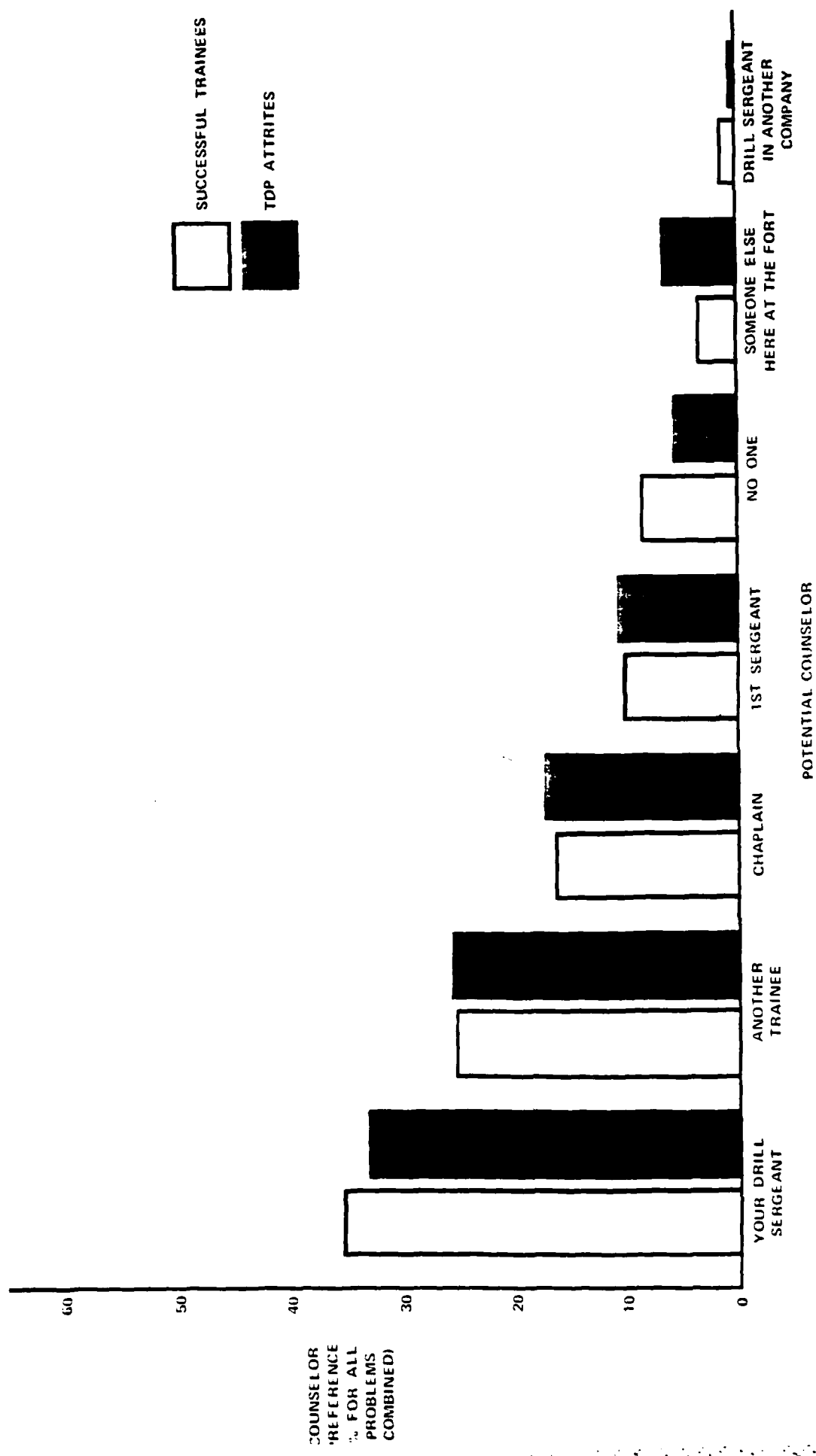


Figure 1. Counselor Preference.

your group," the Chaplain, and First Sergeant. Less than 10% preference went to each of the other counselors. (For details on which counselors were preferred for the 22 problem areas, see Appendix A, Question 13).

#### Attribution and Reported Problem Frequency

It was predicted that some amount of disagreement between the two groups, would occur just because of the simple fact that one group had failed and one group had succeeded (sour grapes and/or sweet lemons). It is a well known psychological fact that reasons given for failing depend on the individual giving the reason. The person failing will typically have a good reason for the failure (e.g., it's not me, it is just this situation), while observers may have quite different accounts (e.g., it's not the situation, it's just him or her). For example, consider the significant difference that was found between attrites and successful trainees on the question concerning need for more personal counseling, to what extent was the attrite saying "it wasn't me, they just didn't provide me with enough counseling," and/or to what extent is the successful trainee saying "I made it because of my strength; the other guy didn't make it because of his weaknesses?" In summary, one must be careful with post hoc interview data in cases where success or failure are involved. In areas where there is general agreement between the two groups, there is little problem interpreting results. However, in areas where there is a discrepancy, interpretation becomes difficult. For example, consider using the results of the present research to choose problem topics for inclusion in a Drill Sergeant counseling course. Should one concentrate more on the problems that the TDP attrites indicate are most frequent (since they are presumably the group with the problems), and run the risk that those aren't actually the real problems that come up, but rather the best sounding reasons? Or, should one select the problems that the successful trainees cite (since their perspective is less biased), and run the risk that you really aren't getting at the true problems?

In order to assess the influence of consistency needs and/or attribution principles on the trainees' attitudes, and hence on the present results, an experiment was programmed into the interview. A group of 11 Army Research Institute (ARI) personnel were asked to rate the 22 problem topics from Question 12 of the structured interview for social acceptability. Two of the ARI personnel were female secretaries, one was a female research psychologist, two were ARI military personnel, and six were male research psychologists. The ARI personnel were asked to imagine that they had been discharged from the Army and were explaining to a friend back home. Would they feel good about giving the reason, or not? The results are found in Table 8. The problems have been rank ordered for social acceptability. The 22 problem topics were split in half so that the 11 which were judged to be the most socially acceptable problems composed one level of social acceptability (high), and the 11 topics which were judged to be less socially acceptable problems composed the second level of social acceptability (low). Attribution theory would predict that attrites would probably have a tendency to describe their problem in more socially acceptable terms in order to justify their departure. The successful trainees would be likely to be either more honest about the actual

TABLE 8

Ratings of Social Acceptability  
by Independent Non-trainee Raters

<u>Social Acceptability (% Indicating "Good" Reason)</u>	<u>Rank Order</u>	<u>Item Number</u>	<u>Problem Area</u>
100%	1.5	11.	Because I need more money than they pay.
100%	1.5	18.	Because of health reasons.
91%	4.5	1.	Because I didn't want to be a soldier.
91%	4.5	5.	Because I couldn't justify it with my religious beliefs.
91%	4.5	7.	Because I had to do so many unimportant jobs.
91%	4.5	21.	Because of family problems at home.
82%	7	10.	Because I didn't like doing routine jobs.
64%	9.5	3.	Because I couldn't become dedicated to the Army.
64%	9.5	6.	Because of some of the Drill Sergeants.
64%	9.5	13.	Because of my parents.
64%	9.5	16.	Because of problems I was having with close personal friends.
55%	12	22.	Because there wasn't enough recreational activity.
45%	13.5	2.	Because I had trouble getting along in the Army.
45%	13.5	19.	Because of legal problems.
36%	15	15.	Because of problems with the other trainees.
18%	16.5	14.	Because of my physical fitness.
9%	16.5	20.	Because of an alcohol problem.
0%	18	4.	Because I couldn't take orders.
0%	20.5	8.	Because I had trouble learning the new material.
0%	20.5	9.	Because I couldn't learn basic Army tasks.
0%	20.5	12.	Because of fear.
0%	20.5	17.	Because I didn't know enough about life.

problems or to describe the problems in less acceptable terms (possibly because they hadn't run into any significant problems). The current analysis went one step further and predicted that the attrites would describe the other trainees' problems as more acceptable (possibly in order to help justify their leaving the Army). On the other hand, successful trainees would describe the other trainees' problems as more unacceptable (possibly because they hadn't experienced any problems or possibly because they were being more honest). The prediction was simply that the description of problems would be different for the two groups (i.e., an interaction between trainee populations and social acceptability). Note that if such differences should exist, there is no way (in the present analysis) to know which group's opinions represent "truth" and which group's opinions represent psychological bias. Theoretically, the TDP attrite's perceptions would be more subject to bias due to the fact that he has more to explain and justify.

Figure 2 shows the predicted interaction. The dependent variable was the mean frequency rating for the two levels of social acceptability which were nested in the frequency of problems (Question 12) of the structured interview. The predicted interaction was empirically supported. The TDP attrites reported a higher frequency of more socially acceptable problems than less socially acceptable problems relative to the successful trainees. An analysis of variance was conducted with proportionate number of subjects ( $n$  (TDP) = 49, and  $n$  (Successful) = 98). Eight of the TDP subjects, and 15 of the successful trainees were eliminated because of missing data. Another 36 of the successful trainees were randomly discarded to achieve proportional sample sizes. The predicted interaction was marginally significant [ $F(1,145) = 3.70, .05 < p < .06$ ]. Neither of the main effects (groups or social acceptability), was significant ( $F's < 1.0$ ).

#### Attrite Heterogeneity

In order to gain a better understanding of the TDP attrite population, in-depth interviews were given following the structured interviews. These interviews were unstructured. In order to predict attrition, one must have a good understanding of the population being predicted. The homogeneity of the predicted population is important. If the predicted population is homogeneous, a single well constructed instrument might be adequate. However, if the predicted population is heterogeneous, as Manning and Ingraham (1981) found in a post-basic training population, then a more complex instrument with multiple predictors would probably be required (one to predict each of the attrition subsets). Too often in the past, prediction has been based on correlations for the entire attrite population. If different types of attrites exist within the TDP population, then typically low item-criterion correlations might be partially explained.

In attempting to classify the TDP attrites, the interviewees' responses to questions as well as any other non-verbal expressions of attitudes were used. It should be emphasized that the resulting categories represent a very preliminary "pilot" effort and that much more needs to be done (e.g., evaluate the validity and reliability of the classification system).

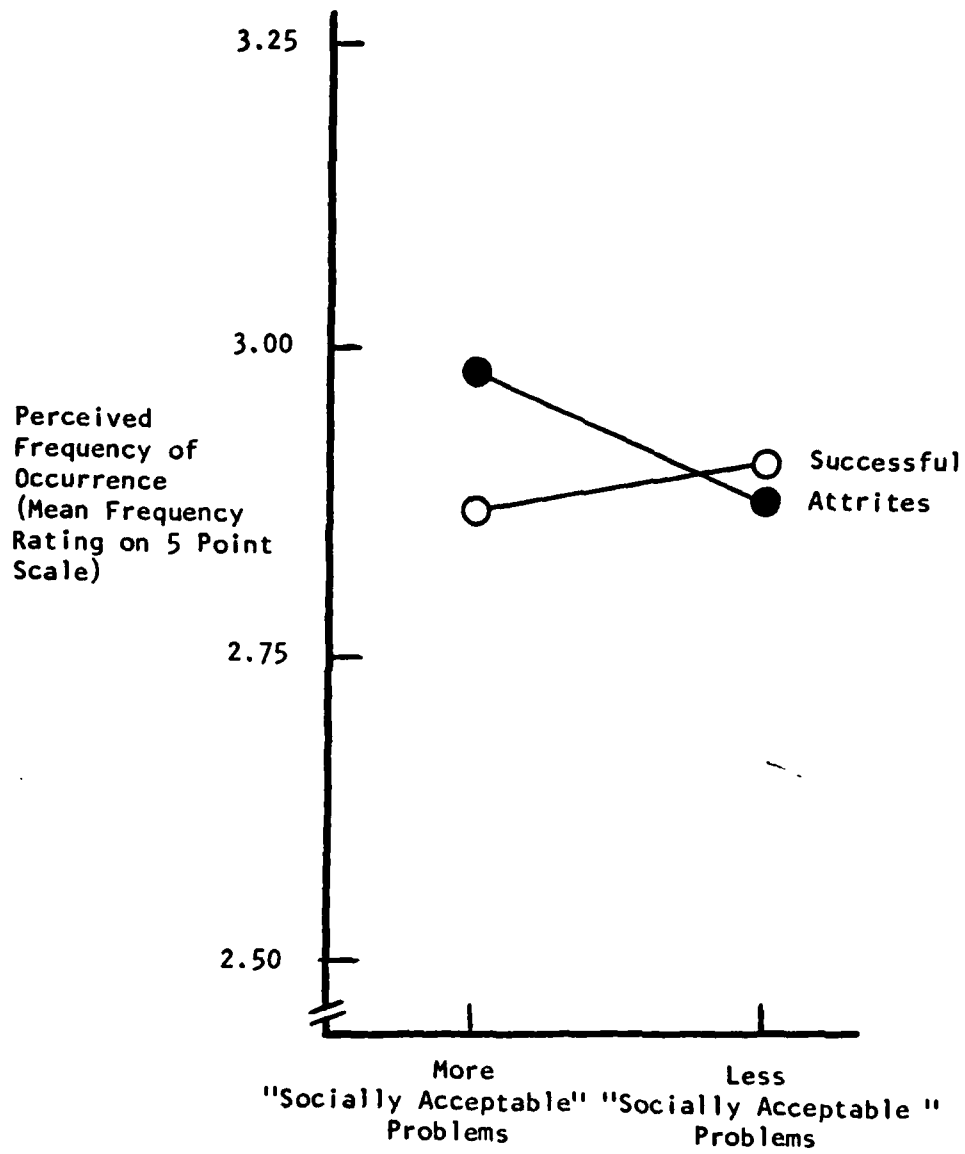


Figure 2. Frequency of Occurrence for Successful Trainees and TDP Attrites.

Based on the interviewers' evaluations, the TDP attrite population is quite heterogeneous. One major division was between those trainees who were "salvageable" in that they had no good reason for wanting to leave the Army but nevertheless wanted to leave, and those who were "not salvageable" in that there were very good reasons for those individuals leaving the Army. Low motivation and bad attitude would probably be the best descriptors of the salvageable group. Another characteristic of this group was their attitude toward the Army. Whether for real or psychological reasons (see the attribution section), these trainees had definitely soured in their attitude toward the Army. In general, they blamed the Army in one way or the other for misleading them or causing the problem. This group was salvageable to the extent that some program or change in training might be able to change these trainees' attitudes toward the Army. This group was also "salvageable" in contrast to the other major group in that most of the "not salvageable" group had justifiable personal reasons for being discharged, or problems over which the Army had little or no control. Table 9 shows a breakdown of the two major categories (salvageable and not salvageable), and the ten specific categories. The interviewers felt that the salvageable group could be subdivided into two general categories (Code 1 and Code 2). In general, the Code 1 group was unhappy with the Army because it was harder than they thought. Many complained of psychosomatic symptoms (defined here as a complaint of physical problem for which the Army medical facility found no evidence or too little to justify a medical discharge). They also talked more about getting home to family and friends. On the other hand, the Code 2 group seemed more hardened, street-wise, manipulative, and expressed in more dramatic terms their dislike for the authority and discipline of military life. Interestingly, over 35% of this group admitted intentionally doing things to be discharged.

The 38.6% that fell in categories 3-10 were felt to be unsalvageable in the sense that there were good reasons for their being discharged (either on the part of the Army or on the part of the individual). A certain amount of attrition should be expected in any contemporary organization. Codes 3-5 were possibly the result of deficiencies in the testing, classification or selection methods used in the recruiting process. The Code 6 was an individual who wanted to stay in the Army, but said he had extreme pains in his back (pains which were not judged by the Army medical facility to be sufficient for medical discharge and hence, labeled here as psychosomatic). The Code 7 problems were unfortunate and certainly beyond the control of the Army or the individual. The Code 8 individuals might represent an inability to adjust, or the possible instability of the individual prior to entry. The Code 9 individuals were being discharged because of drugs or alcohol. The Code 10 people were apparently unable to reconcile military life with their religion (although this should be relatively rare in the AVF). With regard to reason for being discharged, it is apparent that the TDP population is quite heterogeneous. The interviewers' objective evaluations from personal interviews also indicated a heterogeneity of personality. Given the diverse nature of this sample of the predicted population, it is not difficult to understand why

Table 9  
The Attrition Categories  
(N=57)

<u>General Categories</u>	<u>Specific Category</u>	<u>(%)</u>	<u>Description</u>
Salvageable (61.4%)	Code 1	(31.6)	Some Psychosomatic, Army's too Hard, Want to go Home, Soft
	Code 2	(29.8)	Beligerent, Manipulator Street-wise, Hard
Unsalvageable (38.6%)	Code 3	(5.3)	Learning Problem
	Code 4	(3.5)	Reading Problem
	Code 5	(3.5)	Language Problem
	Code 6	(1.8)	Psychosomatic, Not Glad to Get Out
	Code 7	(12.3)	Personal Problems at Home
	Code 8	(5.3)	Mental Health
	Code 9	(3.5)	Drugs-Alcohol
	Code 10	(3.5)	Religion



attempts to predict attrites have not been extremely successful. It appears that more extensive analyses of the TDP population are necessary in order to more precisely specify the target group(s).

Since the Code 3-10 groups have more specific reasons for being discharged, one would expect them to be less in conflict about leaving and, hence, more likely to be consistent with successful trainees than their Code 1 and Code 2 counterparts with respect to frequency of counseling problems. In Attrition terms, if there is a well defined reason for their being discharged (i.e., Codes 3-10), then the attrites will have less of a need for coming up with good sounding, socially acceptable counseling problems. If so, then Codes 3-10 should have a perception of problems frequency more similar to successful trainees than to their Code 1 and Code 2 TDP counterparts. Figure 3 shows the predicted interaction. Codes 1 and 2 indicated a higher incidence of more socially acceptable problems while Codes 3-10 and the successful trainees indicated a higher incidence of less socially acceptable problems. However, a 2 x 2 analysis (with proportional n's) for the two groups (Codes 1 and 2 versus Codes 3-10), and type of problems (more socially acceptable and less socially acceptable), yielded no significant interaction [ $F(1,43) = 3.41, .05 < p < .10$ ]. For details on how Codes 1, 2 and 3-10 responded in the structured interview, see Appendix A (columns 3-6).

Some specific questions were nested within the unstructured interview. Responses to these questions provided some interesting insights about the TDP population. For example, 62.5% indicated that they had made the decision to join the Army quickly. Also, 73.2% said the Army was not what they expected. A majority (55.4%) said they preferred to be alone rather than in a group. The preceding results are interesting and may lead to future research efforts. However, they are very difficult to interpret since the successful trainee group was not given the unstructured interview.

Seventy five percent of the TDP's reported they were happy about leaving the Army. This figure is generally comparable to the 63% figure reported by Orend, Stord, and Rosen (1977) for another sample. A number of attrites (19.6%) reported intentionally misbehaving to get the TDP. When asked if more personal counseling would have made a difference in receiving a TDP, 23.2% indicated the affirmative. When asked if receiving more information about where they stood and how they were doing would have made a difference in receiving the TDP, 39.3% indicated the affirmative. These results indicate a more general need for feedback and performance counseling than for personal counseling.

### General Discussion

In general, results indicated a high need for both personal counseling and performance counseling. A substantial amount of both types of counseling is currently being provided, but trainees indicated that more is needed. It is questionable whether supplying more counseling would substantially reduce attrition since only 23.2% of the attrites indicated that more personal

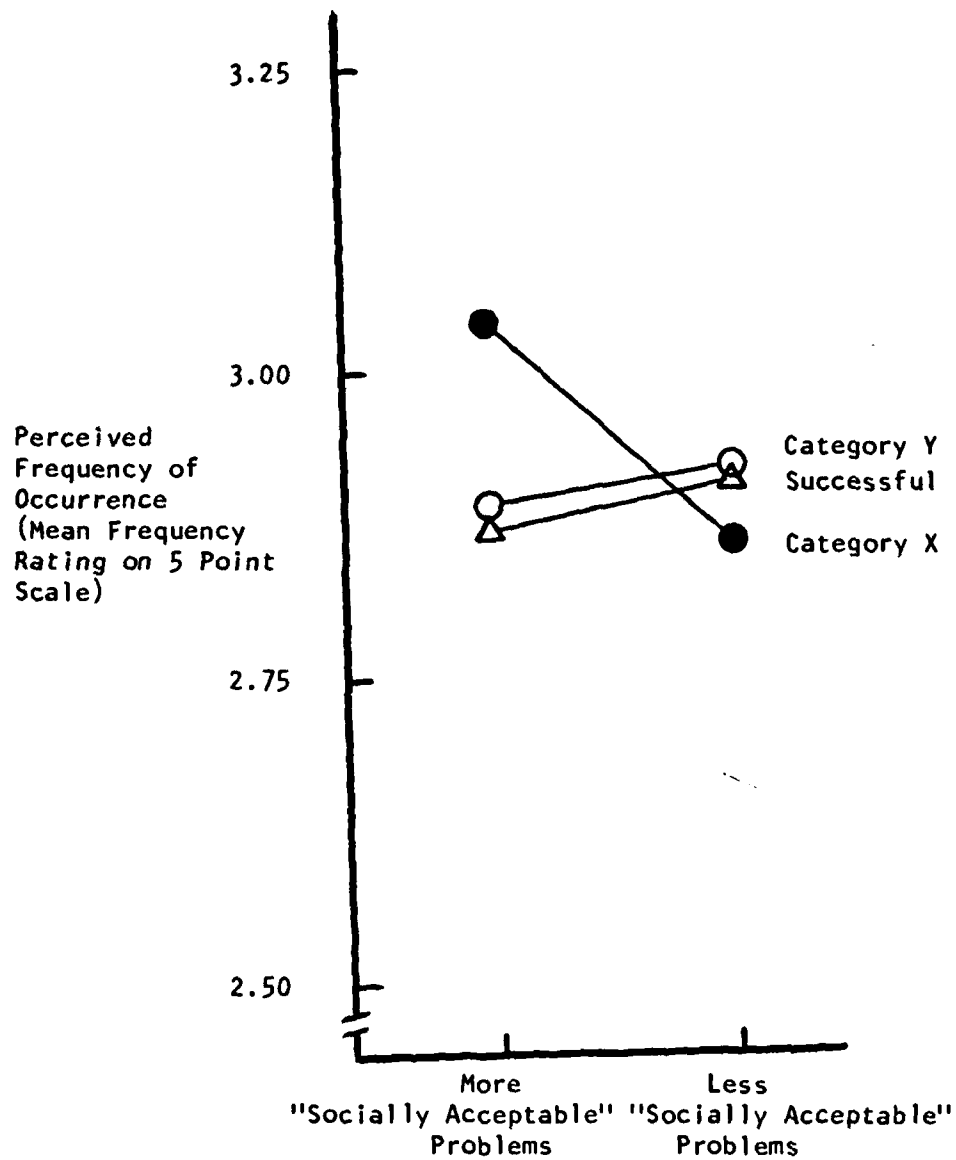


Figure 3. Frequency of Occurrence for Successful Trainees and Attrite Groups.

counseling might have stopped the TDP and 39.3% of the attrites indicated that more performance feedback might have stopped the TDP. However, providing more counseling could have other desirable effects, e.g. increasing the morale of all trainees. Of the two types of counseling, the pattern of results indicated a greater need for performance counseling (feedback about how they are doing) than personal counseling.

The incidence of various problems was to some extent dependent on which group was queried. Interpretation of problem frequency becomes difficult because of the strong possibility of psychological biases due to success or failure. Nevertheless, current results provide useful information with regard to the type of counseling training that should be provided. Also, the results from the preferred counselor data should provide useful input for decisions about the content of counselor training for various MOS's.

The results of the attribution experiment support the idea that data from interviews with succeeding and failing populations become very difficult to interpret. This difficulty should not be interpreted as a reason to abandon post hoc data collection. Rather, such data contain unique information if analyzed with caution.

Finally, although very preliminary, results of the subjective unstructured interviews indicated a heterogeneous TDP attrite population. These findings are similar to those found by Manning and Ingraham (1981) in a post-basic training population. Such variability in the predicted population may partially explain the relatively unsuccessful attempts to predict attrition in the past. More research is needed both to confirm the existence of heterogeneity, and if it is found, to learn more about the nature of specific categories so that they might be more accurately predicted.

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## APPENDIX A

### How to use Appendix A

Appendix A contains results from the structured interview. Each page presents statistical information on a given question for the successful trainees (column 1); all TDP's (column 2); Code 1 TDP's (column 3); Code 2 TDP's (column 4); the "salvageable" TDP, Code 1 and Code 2 (column 5); and the "unsalvageable" TDP, Codes 3-10 (column 6). Means, and variances are reported where appropriate (questions 1-12v and 14-18b), and mode and frequencies are reported for questions 13a-13v. The statistical test values below any two columns ( $t$  or  $\chi^2$ ) represent the outcome of tests between those column populations.

\*  $p < .05$

\*\*  $p < .01$

\*\*\*  $p < .001$

QUESTION #1 Since you joined the Army, how often have you needed to ask for advice about some personal problem? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.446	2.368	2.294	2.333	2.650
$S^2$	1.633	1.579	1.221	1.371	2.134
N	56	19	17	36	20
	$t = 2.090^*$	$t = .197$		$t = .999$	

QUESTION # 2 Since you joined the Army, how often have you needed to ask someone about something you wanted to know? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.33	3.250	3.579	3.235	3.417	2.950
$S^2$	1.07	1.391	.924	1.191	1.050	1.945
N	147	56	19	17	36	20
	$t = .473$		$t = 1.006$		$t = 1.433$	

QUESTION #3 How often has the drill sergeant talked to you privately about how you're doing? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	1.83	2.054	1.895	2.471	2.167	1.850
$s^2$	.92	1.252	.877	2.265	1.571	.661
N	149	56	19	17	36	20

$t = 1.422$        $t = 1.395$        $t = 1.016$



QUESTION # 4 How often has the drill sergeant talked to you in front of a group about how you're doing? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	1.63	1.821	1.632	1.941	1.778	1.900
$s^2$	.90	1.349	1.357	1.434	1.378	1.358
N	149	56	19	17	36	20

$t = 1.206$

$t = -.794$

$t = .374$

QUESTION #5 How often does the drill sergeant talk to the group about how the group is doing? (Circle one)

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.82	3.500	3.333	3.588	3.457	3.579
$s^2$	1.37	1.160	1.294	1.257	1.255	1.035
N	146	54	18	17	35	19
	$\bar{t} = 1.753$		$\bar{t} = -.667$		$\bar{t} = .394$	

QUESTION #6 How often have other soldiers in your platoon wanted to ask for advice about some personal problem? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINFES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.88	3.057	3.176	3.000	3.088	3.000
$s^2$	1.24	1.093	1.404	1.125	1.234	.889
N	148	53	17	17	34	19

$t = -1.009$

$t = .456$

$t = -.291$

QUESTION # 7 How often have the other soldiers in your platoon wanted to ask someone about something they needed to know? (Circle one)

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
3.62	3.463	3.500	3.588	3.543	3.316
1.11	1.046	1.206	1.007	1.079	1.006
149	54	18	17	35	19

$\bar{t} = .945$

$\bar{t} = -.247$

$\bar{t} = -.776$

QUESTION # 8 How often has the drill sergeant privately talked to other soldiers in your company about how they're doing? (Circle one)

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
SUCCESSFUL TRAINEES					
$\bar{X}$	2.865	2.882	2.824	2.853	2.889
$s^2$	.982	1.235	.654	.917	1.163
N	52	17	17	34	18
	$t = .329$	$t = .174$		$t = .123$	

QUESTION # 9 How often has the drill sergeant talked to others in your group in front of the group about how they're doing? (Circle one)

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.36	2.667	2.278	2.765	2.514	2.947
$s^2$	1.09	1.358	1.154	1.316	1.257	1.497
N	148	54	18	17	35	19
	$t = -1.792$		$t = -1.297$		$t = 1.313$	

QUESTION # 10 Should the Army give soldiers a better way of getting advice about personal problems? (Circle one)

Yes      No  
1        2

	SUCCESSFUL TRAINEES	ALL		CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
		TDP'S	TDP'S				
$\bar{X}$	1.22	1.111	1.235	1.000	1.235	1.111	1.111
$s^2$	.17	.101	.191	0	.191	.102	.105
N	148	54	17	19	17	36	18
% Yes	78	89	76	100	76	89	89

$\chi^2 = 2.50$        $\chi^2 = 2.93$        $\chi^2 = .21$

QUESTION # 11 Should the Army tell soldiers more about how they are doing? (Circle one)

Yes No  
1 2

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{x}$	1.07	1.074	1.000	1.118	1.056	1.111
$s^2$	.06	.070	0	.110	.054	.105
N	145	54	19	17	36	18
% Yes	93	93	100	88	94	89

$\chi^2 = .035$                        $\chi^2 = .66$                        $\chi^2 = .03$



QUESTION # 12-a How often do the following problems come up with different members of your unit? (Be sure to check one box in each row for each statement.)  
 PROBLEMS THAT RELATE TO:  
 a. Not wanting to be a soldier

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

SUCCESSFUL TRAINEES	ALL	CODE 1	CODE 2	CODE 1	CODE 2	ALL
	TDP'S	TDP'S	TDP'S	AND CODE 2	AND CODE 2	OTHER TDP'S
$\bar{X}$	2.964	2.895	2.941	2.917	3.053	
$s^2$	1.554	1.655	1.309	1.450	1.836	
N	55	19	17	35	19	
	$t = .155$		$t = -.113$		$t = .392$	

QUESTION # 12-b Getting along in the Army

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.25	3.073	2.895	3.176	3.028	3.158
$s^2$	1.09	1.180	1.099	.904	.999	1.585
N	148	55	19	17	36	19

$t = 1.062$

$t = -.939$

$t = .419$

QUESTION # 12-c Becoming totally dedicated to the Army

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.95	2.673	3.000	2.647	2.833	2.368
$s^2$	1.38	1.298	1.222	1.243	1.229	1.357
N	149	55	19	17	36	19

$t = 1.507$

$t = .953$

$t = -1.454$

QUESTION # 12-d Being unable to take orders

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.39	2.618	2.474	2.647	2.556	2.737
$s^2$	1.36	1.092	.708	1.493	1.054	1.205
N	149	55	19	17	36	19

$t = 4.311^{***}$

$t = -.499$

$t = .607$

QUESTION # 12-e Religious beliefs

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.06	2.407	2.278	2.824	2.543	2.158
$s^2$	1.14	1.497	1.154	2.279	1.726	1.029
N	147	54	18	17	35	19

$t = -1.962^*$

$t = -1.239$

$t = -1.109$

QUESTION # 12-f Some of the drill sergeants

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.00	3.455	3.474	3.647	3.556	3.263
$s^2$	1.31	1.290	1.485	1.118	1.283	1.316
N	145	55	19	17	36	19

$t = -2.516^*$

$t = -.452$

$t = -.908$

QUESTION # 12-g Having to do "unimportant" jobs

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.28	3.618	3.737	4.000	3.861	3.158
$s^2$	1.64	1.611	1.538	1.125	1.323	1.918
N	148	55	19	17	36	19

$t = -1.675$

$t = -.680$

$t = -2.008$

QUESTION # 12-h Learning the new material

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.80	3.164	2.947	3.118	3.028	3.421
$s^2$	1.11	1.251	1.497	1.110	1.285	1.146
N	147	55	19	17	36	19

$t = -2.149^*$

$t = -.447$

$t = 1.246$



QUESTION 12-i Learning basic Army tasks

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{x}$	2.58	3.037	2.944	2.706	2.829	3.421
$s^2$	1.09	1.659	1.114	1.971	1.499	1.813
N	148	54	18	17	35	19

$t = -2.581^{**}$

$t = .569$

$t = 1.638$

QUESTION # 12-j Not liking routine jobs

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$ 3.38	3.309	3.526	3.176	3.361	3.211
$s^2$ 1.30	1.551	1.708	1.654	1.666	1.398
N 148	55	19	17	36	19

$t = .384$

$t = .808$

$t = -.422$

QUESTION # 12-k Money

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.98	3.327	2.789	3.824	3.278	3.421
$s^2$	1.51	1.891	1.731	1.779	1.978	1.813
N	149	55	19	17	36	19

$t = 3.260^{**}$

$t = -2.341^*$

$t = .364$

QUESTION # 12-1 Fears

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHE I TDP'S
$\bar{X}$	2.47	2.909	2.947	3.059	3.000	2.737
$s^2$	1.17	1.529	1.608	1.309	1.429	1.760
N	149	55	19	17	36	19

$t = -2.473^*$

$t = -.277$

$t = -.747$

QUESTION # 12-m Parents

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.17	2.691	3.158	2.353	2.778	2.526
$s^2$	1.05	2.292	2.140	1.868	2.121	2.708
N	147	55	19	17	36	19

$t = -2.800^{**}$

$t = 1.700$

$t = -.583$

QUESTION 12-n Physical fitness

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.64	3.302	3.444	3.438	3.441	3.053
$s^2$	1.11	1.176	1.320	1.062	1.163	1.164
N	149	53	18	12	34	19

$t = -3.999^{***}$

$t = .015$

$t = -1.256$

QUESTION # 12-o Other trainees

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.39	3.333	3.579	3.125	3.371	3.263
$s^2$	1.60	1.094	1.146	1.183	1.182	.982
N	147	54	19	12	35	19

$t = .296$

$t = 1.143$

$t = -.359$

QUESTION # 12-p Close personal friendships

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.54	2.873	3.000	3.235	3.111	2.421
$s^2$	1.25	1.780	.889	2.316	1.530	2.035
N	149	55	19	17	36	19

$t = -1.789$

$t = -.563$

$t = -1.865$



QUESTION # 12-q Not knowing enough about life

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.10	2.660	2.778	2.529	2.657	2.667
$s^2$	1.86	1.498	1.477	1.265	1.350	1.882
N	149	53	18	17	35	18

$t = 2.070^*$

$t = .628$

$t = .028$

QUESTION # 12-r Health

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.63	2.709	2.526	2.588	2.556	3.000
$s^2$	1.13	1.210	1.374	1.257	1.283	1.000
N	149	55	19	17	36	19

$t = -.467$

$t = -.162$

$t = 1.437$

QUESTION # 12-s Legal matters

Never 1      Rarely 2      Occasionally 3      Often 4      Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{x}$	2.36	2.255	2.421	2.294	2.361	2.053
$s^2$	1.14	1.341	1.924	.971	1.437	1.164
N	147	55	19	17	36	19

$t = .608$

$t = .313$

$t = -.937$

QUESTION # 12-t Alcohol abuse

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	3.24	2.327	2.263	2.059	2.167	2.632
$s^2$	1.97	1.965	2.538	1.434	1.971	1.912
N	148	55	19	17	36	19

$t = 4.121^{***}$

$t = .430$

$t = 1.151$

QUESTION # 12-u Family

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.36	3.056	2.895	2.941	2.917	3.333
$s^2$	1.13	1.525	2.322	1.059	1.679	1.176
N	148	54	19	17	36	18

$t = -3.940^{***}$

$t = -.105$

$t = 1.171$

QUESTION # 12-v Recreational activities

Never 1 Rarely 2 Occasionally 3 Often 4 Very Often 5

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	2.31	2.982	3.105	3.000	3.056	2.842
$s^2$	1.64	2.129	2.099	2.250	2.111	2.251
N	147	55	19	17	36	19
		$t = -3.194^{**}$	$t = .214$		$t = -.514$	

QUESTION # 13-a If the members of your unit had the following problems, whom would they rather go to? (Check one box in each row.)

Not wanting to be a soldier

One of the other soldiers in your group	Your drill Sgt	Your 1st Sgt	The Chaplain	A drill Sgt in another company	Someone else here at the fort	No One
1	2	3	4	5	6	7

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1-52**	4-21	2,4-7	2-8	2-15	4-8
2	4-40	2-19	1-3	4-6	4-13	1-5
3	2-24	1-9	6-2	1,6,7-1	1-4	2-4
N	146	55	19	17	36	19

\*\* (Category Number - Frequency)

QUESTION # 13-b Getting along in the Army

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-54	2-22	2-9	2-9	2-18	4-7
2	1-43	1-13	3-4	1-4	1-7	1-6
3	4-29	4-11	1-3	4-3	3,4-4	2-4
N	146	55	19	17	36	19



QUESTION # 13-c Becoming totally dedicated to the Army

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-64	2-23	2-8	2-7	2-15	2-8
2	3-36	3-13	3-4	3-4	3-8	3-5
3	1-20	1-7	1-2	1,4,7-2	1-4	1-3
N	145	54	18	17	35	19

QUESTION # 13-d Being unable to take orders

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-44	1-18	1,4-6	2-6	1-11	1,4-7
2	1-41	4-14	3-3	1-5	2,3,4-7	2-3
3	4-27	2-10	2,5,7-1	3-4	5,6,7-1	6-2
N	146	54	18	17	35	19

QUESTION # 13-e Religious beliefs

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	4-121	4-39	4-16	4-11	4-27	4-12
2	1-12	2-6	1-2	2-4	2-4	2-2
3	7-8	1-3	-	7-2	1,7-2	-
N	147	51	18	17	35	16

QUESTION # 13-f Some of the drill Sgt's

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	3-58	3-18	3-6	2-5	3-10	3-8
2	1-41	1-11	1,4,6-3	1,3-4	1-7	1-4
3	2-15	2-8	5-2	4,6-2	2-6	2,5,6-2
N	147	54	18	17	35	19

QUESTION # 13-g Having to do "unimportant" jobs

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-71	2-19	2-7	2-7	2-14	1,2-5
2	1-49	1-14	1,3-3	1-6	1-9	3-4
3	7-10	3-8	6,7-2	6-2	3,6-4	7-3
N	146	53	18	17	35	18

QUESTION # 13-h Learning the new material

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP 'S	CODE 1 TDP 'S	CODE 2 TDP 'S	CODE 1 AND CODE 2	ALL OTHER TDP 'S
1	2-91	2-28	2-9	1,2-8	2-17	2-11
2	1-46	1-18	1-6	3-1	1-14	1-4
3	6-4	3-5	3-2	-	3-3	3-2
N	146	52	18	17	35	17

QUESTION # 13-i Learning basic Army tasks

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-95	2-34	2-12	2-9	2-21	2-13
2	1-37	1-13	1-4	1-6	1-10	1-3
3	3,6,7-4	3-4	3,7,9-1	3,7-1	3,7-2	3-2
N	145	53	18	17	35	18

QUESTION 13-j Not liking routine jobs

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1,2-54	1-19	3-6	1-8	1-13	1,2-6
2	3-20	2-16	1,2-5	2-5	2-10	7-3
3	7-14	3-10	4,7-1	3-2	3-8	3-2
N	147	53	18	17	35	18



QUESTION # 13-k Money

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1-52	1-19	1,2-6	1-8	1-14	1,2-5
2	2-48	2-16	3-5	2-5	2-11	3-4
3	3-32	3-10	7-1	7-2	3-6	6-3
N	147	52	18	17	35	17

QUESTION # 13-1 Fears

RANK ORDER*	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1-40	1-16	1,2-5	1-6	1-11	2-6
2	4-39	2-15	4-4	2,4-4	2-9	1-5
3	2-38	4-12	7-3	7-2	4-8	4-4
N	145	53	18	17	35	18

QUESTION # 13-m Parents

RANK ORDER	SUCCESSFUL TRAINFES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2		ALL OTHR TDP'S
					CODE 1	CODE 2	
1	4-46	4-19	4-6	4-6	4-12	4-7	
2	2-36	1-13	1,2,7-4	1-5	1-9	1-4	
3	1-35	2-10	-	2-3	2-7	2-3	
N	143	51	18	17	35	16	

QUESTION # 13-n Physical fitness

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-101	2-34	2-10	2-11	2-21	2-13
2	1-25	1-8	1-4	1-3	1-7	6-2
3	7-12	6,7-3	3,4,7-1	7-2	7-3	1,3-1
N	146	51	17	17	34	17

QUESTION # 13-o Other trainees

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-90	2-31	2-9	2-9	2-18	2-13
2	1-29	1-16	1-6	1-6	1-12	1-4
3	3-13	3-4	3-2	3-2	3-4	-
N	145	52	18	17	35	17

QUESTION # 13-p Close personal friendships

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1-56	1-28	1-11	1-8	1-19	1-9
2	2-37	4-8	4-3	7-4	4-6	2,4,6,7-2
3	4-28	7-7	2-2	4-3	7-5	-
N	146	52	18	17	35	17

QUESTION # 13-q Not knowing enough about life

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	4-49	4-21	4-8	4-6	4-14	4-7
2	1-41	1-15	1-5	1,2-4	1-9	1-6
3	7-25	2-9	2-3	6,2,9-1	2-7	2-2
N	145	51	18	16	34	17

QUESTION # 13-r Health

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-86	2-28	2-10	2-8	2-18	2-10
2	6-21	1-8	4-4	1,6-4	1-6	6-4
3	1-15	6-8	1-2	7-1	4,6-4	1-2
N	145	53	18	17	35	18



QUESTION # 13-s Legal matters

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	2-49	2,3-14	3-8	2-7	2,3-10	1,2,3,6-4
2	3-44	6-11	1,2-3	6-5	6-7	7-1
3	6-12	1-7	4,6-2	4-3	4-5	-
N	144	52	18	17	35	17

QUESTION # 13-t Alcohol abuse

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	4-37	1-12	4-5	1,4-8	2-6
2	2-34	2,4-11	1,2,7-2	2,6,7-5	1-4
3	7-28	6-7	3,6-2	3-4	4-3
N	146	53	18	35	18

QUESTION # 13-u Family

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	4-55	4-22	4-7	4-6	4-14	4-8
2	1-29	1-13	1-6	2-4	2-9	1-5
3	2-27	2-11	2-5	1,6,7-2	1-8	2-2
N	143	52	18	17	35	17

QUESTION # 13-v Recreational activities

RANK ORDER	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
1	1,2-53	1,2-17	1-7	6,2-5	2-11	1-7
2	3-20	3,6-7	2-6	1-3	1-10	2-6
3	7-12	7-3	3-3	3,4-2	6-6	3,7-2
N	144	53	18	17	35	18

QUESTION # 14 If "counseling" is giving advice to trainees in a friendly fashion, then I think the Army should: (Check one)

1 Provide more counseling.  
 2 Not change anything.  
 3 Provide less counseling.

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1		CODE 2		CODE 1 AND CODE 2		ALL OTHER TDP'S
			TDP'S	TDP'S	TDP'S	TDP'S	TDP'S	TDP'S	
$\bar{X}$	1.29	1.204	1.158	1.118	1.139	1.333			
$s^2$	.27	.241	.140	.110	.123	.471			
N	149	54	19	17	36	18			
	$t = 1.057$		$t = .338$			$t = 1.381$			

QUESTION # 15 If "counseling" is taking a trainee aside, telling him exactly where they're messing up, and telling them how they have to change, then I think the Army should:  
(Check one)

- 1 Provide more counseling.
- 2 Not change anything.
- 3 Provide less counseling.

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	1.40	1.269	1.278	1.353	1.314	1.176
$s^2$	.39	.318	.330	.493	.398	.154
N	148	52	18	17	35	17
	$t = 1.333$		$t = -.347$			$t = -.825$

QUESTION # 16 If "counseling" is giving advice to trainees in a friendly fashion, then the Army is (Check one)

- 1 Providing a lot of counseling.
- 2 Providing a little counseling.
- 3 Providing no counseling.

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	1.54	1.577	1.556	1.588	1.571	1.588
$s^2$	.43	.445	.379	.507	.429	.507
N	147	52	18	17	35	17
	$t = -.348$		$t = -.142$			$t = .085$

QUESTION # 17 If "counseling" is taking a trainee aside, telling him exactly where he's messing up, and telling him how they have to change, then I think the Army is:

(Check one)

- 1 Providing a lot of counseling.
- 2 Providing a little counseling.
- 3 Providing no counseling.

	SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	1.44	1.577	1.444	1.529	1.486	1.765
$s^2$	.41	.484	.261	.515	.375	.691
N	147	52	18	17	35	17

$t = -1.296$

$t = -.406$

$t = 1.368$



Question # 18a On the following list, put a check in front of the kinds of counseling available to soldiers:  
 (Available counseling sources)

- a. Psychiatric counseling \_\_\_\_\_
- b. Social-services counseling \_\_\_\_\_
- c. Religious counseling \_\_\_\_\_
- e. Legal counseling \_\_\_\_\_
- g. Family counseling \_\_\_\_\_
- h. Group counseling \_\_\_\_\_
- i. Financial counseling \_\_\_\_\_
- j. Educational counseling \_\_\_\_\_
- k. Vocational counseling \_\_\_\_\_

SUCCESSFUL TRAINEES	ALL TDP'S	CODE 1		CODE 2 TDP'S	CODE 1 AND CODE 2		ALL OTHER TDP'S
		TDP'S	TDP'S		TDP'S	TDP'S	
5.25	4.382	4.632	4.529	4.583	4.000		
7.50	4.426	5.023	4.640	4.704	3.889		
149	55	19	17	36	19		

$\Sigma = 2.129^*$

$\Sigma = .140$

$\Sigma = -.977$

Question # 18b On the following list, put a check in front of the kinds of counseling available to soldiers:  
 (Counseling services which are not available)

- d. Skinnerian counseling
- f. Investment counseling

Question # 18b

	SUCCESSFUL TRAINEES	ALL TDP'S *	CODE 1 TDP'S	CODE 2 TDP'S	CODE 1 AND CODE 2	ALL OTHER TDP'S
$\bar{X}$	.516	.309	.368	.412	.389	.158
$s^2$	.441	.218	.246	.257	.244	.140
N	149	55	19	17	36	19

$t = 2.124^*$

$t = -.263$

$t = -1.783$