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AN ANALYSIS OF THE ATTITUDES OF MILITARY PARENTS TOWARD
RELOCATION, INTERPERSONAL RELATIONS, AND DEPARTMENT
OF DEFENSE DEPENDENTS SCHOOLS DURING THEIR CURRENT
TOUR OF DUTY, OKINAWA, JAPAN

presented by

Suzanne Elizabeth O'Shea

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Department of Educational
Administration

A handwritten signature in cursive script, reading "Herbert C. Rudman".

Major professor

Herbert C. Rudman

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By

Suzanne Elizabeth O'Shea

A DISSERTATION

Submitted to
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ABSTRACT

AN ANALYSIS OF THE ATTITUDES OF MILITARY PARENTS TOWARD RELOCATION, INTERPERSONAL RELATIONS, AND DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS DURING THEIR CURRENT TOUR OF DUTY, OKINAWA, JAPAN

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Purpose of the Study. The central purpose of this study was to analyze the attitudes of military parents toward the relocation process, self and interpersonal relations, and the Department of Defense Dependents Schools during their current tour of duty, Okinawa, Japan. The secondary purposes of this study were (1) to determine if those of higher rank among commissioned and noncommissioned personnel have more positive attitudes than those of lower rank and (2) to determine if length of total military service is positively related to attitudes about relocation, self and others, and the Department of Defense Dependents Schools.

Procedures. A 45-item questionnaire was developed which contained statements concerned with the relocation process, self and interpersonal relations, and the Department of Defense Dependents Schools. Likert scales were provided for respondents' ratings of each item as to the degree the attitude was closest to their own feelings about the statement. The questionnaire was sent to a randomly selected

Suzanne Elizabeth O'Shea

sample of 600 military parents. Summary statistics, analysis of variance, and multivariate analysis of variance were the statistical treatments used to find the presence of significant differences in the responses of contrasting groups with the criterion of statistical significance set at $p < .05$.

Findings. The major findings of this study were (1) the longer the family serves in their current tour of duty, the greater will be their satisfaction with the tour of duty; (2) length of time of military service is not a factor in the family's satisfaction with the tour of duty; (3) the higher the rank of the enlisted member is not a significant factor in the family's level of satisfaction; (4) higher-rank officer personnel were found to be more satisfied with the tour of duty than lower-rank officers and all enlisted personnel.

Conclusions. Within the limitations of the study, the following conclusions are drawn: (1) there was less disagreement with statements related to the Department of Defense Schools than with relocation and self and others; and (2) insufficient information before and during the tour is a critical factor in a lower level of satisfaction.

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Last, I wish to thank the military families I have known in my long association with the Department of Defense Dependents Schools. The parents have shared their children with me; their children have been a personal and professional joy.

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CHAPTER I

INTRODUCTION

Introduction to the Study

Having a highly mobile armed forces serving in the overseas areas has been determined by military tacticians to serve the defense of the United States and its allies in their best interest. Military families, an appendage to the armed forces, are subject to the mobility of its members. Both the military members and their families have felt the effects of numerous transitions. Transitions for the military members are "from civilian to military status, from peace to combat to peace, from one assignment to another, from one geographic area to another, and from active military status to retirement" (Hunter, 1977). As military personnel experience these transitions, the families also experience "the effects of war, mobility, separation, and loss" (Hunter, 1977, p. v).

The number of married personnel has increased in the armed forces with the advent of the all-volunteer force. Although the military services have a long history, it was not until the beginning of the Cold War (Moskos, 1976) when the practical problems of military personnel and their families received acknowledgment through appropriations by the Department of Defense. Expansion of the then-existing

facilities through the base exchange (retail store), commissary (super-market), and medical services was begun. On-base schools, commercial enterprises, and recreational facilities were established. In the late 1960s, the military system began "to institute various community and family agencies designed to increase further the range of services for family needs" (Moskos, 1976, p. 10). The importance of meeting the needs of the family rests on budgetary restrictions with the result that policies concerned with families are transitory, at best.

The historical development of the military system has created the following assumptions about the family:

1. The defense of the United States is the primary mission of the military; the concerns and needs of the family are subordinate to the mission;
2. The military profession is a way of life; families are expected to accept the inherent stresses of extended family separations and relocations;
3. The system has defined the role of the military wife as supportive and subordinate as the role is a traditional one and must be maintained;
4. In caring for its own, programs and benefits are a reflection of the military's interest in the family; these should not be considered guaranteed rights;
5. The financial demands of forced relocation are to be borne by the member as pay, allowances, and benefits are fair, generous, and conducive to a comfortable standard of living;

6. Family influences are not influential in the recruitment, health, performance, and retention of personnel;

7. The concerns of family cannot be considered in job assignments, relocations, or separations because of the great logistical problems they would create;

8. Family problems are to be dealt with within the family; deviant behavior of family members reflects negatively on the service member;

9. It is considered improper for the family to challenge policies of the military system;

10. Data that are needed to evaluate any policies pertaining to the family are available to policy makers (McCubbin et al., 1978, pp. 47-48).

Each one of these assumptions can be found in the event that reoccurs in the lives of the military members and their families: geographical mobility. Nye (1969) wrote of the consequences of spatial mobility as (1) an increase in the number and variety of readjustments a family makes; (2) the extreme loss of support of the family by neighborhood, friendship, and kinship primary groups; and (3) weakening in the discouragement of divorce or separation by these groups.

Sorokin (1959) found that the meaning one who moves gives to the act of relocation can have either negative or positive corollaries. He stated in Social and Cultural Mobility the following ten propositions in the effects mobility has on human behavior and psychology:

1. Behavior becomes more plastic and versatile.
2. Increase of mobility tends to reduce narrow-mindedness and occupational and other idiosyncrasies.
3. Mobility tends to increase mental strain.
4. Mobility facilitates inventions and discoveries.
5. Mobility facilitates an increase of intellectual life.
6. Mobility facilitates also an increase of mental disease.
7. Mobility tends to increase superficiality, to decrease sensitiveness of the nervous system.
8. Mobility favors skepticism and cynicism.
9. Mobility diminishes intimacy and increases psycho-social isolation and loneliness of individuals, suicide, hunt for sensual pleasure, and restlessness.
10. Mobility facilitates disintegration of morals (pp. 508-509).

Need for the Study

Geographical mobility is encountered by members of the United States Armed Forces (60% annually) to a greater extent than employees of private corporations (20% annually) (Hill, 1976). The service member is seemingly in a constant state of transition from one community to another, either within the United States or in an overseas area. Stressful as the move can be, it is important for the agencies of the military that provide support services to know of the values and attitudes that are brought to the new location by its members and their families.

One of the supporting services offered to the families of the military members is the education of their children. For those who are assigned to a military base outside the United States, "a free public education through secondary school for dependents in the overseas area" is provided by the Department of Defense Dependents Schools (United States Code Annotated, 1983). "The schools are located in 20 countries around the world, with an enrollment of approximately 136,000 students and are staffed with approximately 11,000 employees" (Department of Defense Dependents Schools, 1983). These schools are fulfilling the functions of an American educational system by (1) transmission of the traditions of the civilization, (2) strengthening of national spirit, (3) providing for the establishment of social relationships, (4) job training, (5) teaching societal values, and (6) maintenance of societal norms (Spencer, 1979).

Other than demographic information of the parent population of the Department of Defense Dependent Schools, little is known of the values and attitudes that parents bring to the overseas location. The vast majority of parents are a sponsoring member and dependent spouse in one of the four branches of the U.S. Armed Forces: Army, Navy, Air Force, and Marines. A smaller percentage of the parents are civilian employees of the Department of Defense through direct employment with one of the military services or as an administrator or educator with the school system.

Assignment of the military member to the overseas area is a commitment of 12 months (without family members) to four years (with

family members). The length of residency in one of the 20 host countries where there are Department of Defense Dependents Schools has been determined by the individual services. Administrators and educators are assigned for one or two years, depending on the location of the school, with the right to renew their agreement to remain in that location or to request a transfer to another location.

Families of service and civilian members can usually move directly with the sponsor, although there may be exceptions to the right of concurrent travel. At times, housing limitations and command regulations prevent the family from accompanying the military or civilian sponsor. Thus, a family may await the availability of housing in the overseas area while residing in the United States. It is rare that this can be done at the former base, which entails a move by the family, resulting in a separation as long as six months.

The highly transient population among students presents a challenge to administrators and educators to maintain stability and consistency in the educational program and services. To a lesser degree than the student population, there is a transfer of school personnel which makes staffing perhaps less stable than in other nonmilitary-related-sponsored schools in the United States. The maintenance of a stable educational environment is dependent upon the understanding of the characteristics of the military family through accommodation and service.

Military families present many characteristics which set them apart from society. The profession of arms is dangerous, whether in wartime or peacetime. The military member of the family is

subject to instant change of duty, whether permanent or temporary. Military families are likely to spend many years living in communities composed entirely, or largely, of other military families, and in an area where they are likely to be supported entirely, or largely, by military facilities.

But while military families have many things in common, they also represent great diversity. (Hunter & Nice, 1978b)

One of the great differences that separates the military family from many other families is the lack of extended history in a community. This is also true of other family units who are highly mobile, e.g., migrant workers, corporate executives, construction workers, school superintendents, and entertainers. In terms of population, it can be stated that the military represents the most highly mobile organization (Hill, 1976, p. 13).

Since the military society draws from the larger American society, there is a great diversity of backgrounds, ethnic and kinship ties, educational levels, and career experiences. Rootlessness is a result of frequent moves; rootlessness results in the military family being comfortable with other military families who share common problems. The attitudes of society toward "those who serve" does not always make them welcome in the community. Knowing that their time will be brief compared to the lifelong resident, the military member is seen as making only marginal efforts in investing in the community.

As Hill noted in Families in the Military System (1976), families, particularly during wartime, have been willing to make accommodations and sacrifices for a son, husband, or father to enter the service if the war is deemed one that is "popular." He wrote that the "military system would have less trouble if it could restrict

membership to celibates whose only family responsibilities were filial obligations to parents" (p. 12). Whether America would have a better military service to defend people and ideals with celibates is not for discussion, but rather the importance of families to the service members and the obligation the military organization has to them.

Montalvo (1976) found military families possess a common sub-culture in that they share life experiences and are subject to similar social pressures and sanctions. This leads to conformity to the values and the norms of the organization. Living in restricted residential communities, there is an overlap of work and home acquaintances, producing a close network of social relationships. "The group's traditions, customs, and wearing of a uniform as a visible distinction between members emphasize group identity, group solidarity, and to distinguish the military from all others in society" (Montalvo, 1976, p. 152). Each adult member of military families possesses values and attitudes that were shaped by background, education, and experiences before entering the service or matrimony. Those values and attitudes that had meaning in one community may be subject to modification, or appear in conflict, with another community--the military community.

All adult family members have an understanding of the complexities of moving.

Even under the most favorable circumstances, families on the move have a variety of complex tasks to perform. While new, and, perhaps, different relationships must be established between the family and the new as well as the old community, administration of customary family affairs must continue without interruption. (Marsh, 1976)

Modification to values and attitudes may be compounded by relocation to an overseas area where the host cultural values and attitudes diverge from the country of origin. Even with the support of the common subculture of the military community,

the complexity of geographical mobility may also be affected by mediating variables such as a forced relocation, by a sudden move with limited time to plan the move, or by a relocation to a community viewed by the family members as an undesirable place to live or work. (Marsh, 1976, p. 93)

However, we know very little about the values and attitudes of parents who have children enrolled in the Department of Defense Dependents Schools toward relocation, either in the first few months of arrival or when the residency in the overseas area has been for an extended period of time. While methods have been employed to collect data on issues such as retention, housing, pay, and benefits, there has not been a systematic assessment of parents' attitudes about the relocation process, self and interpersonal relations, nor with the Department of Defense Dependents Schools. These categories are of importance to the educators and administrators of the Department of Defense Dependent Schools, as well as other military agencies, because of the possible attendant effects of the performance of students when considering the degree of satisfaction of the families. It is essential, therefore, to know of parents' attitudes toward their relocation to Okinawa, Japan, as these attitudes may have an effect on the children, and thus on the schools, in their acceptance, operation, and goal attainment.

Knowledge was sought of the military families' adaptation from one geographical area to another area. There was a need for research that was directed toward the attitudes of military parents in the following areas: (1) the relocation process, (2) desire to be in the overseas area, (3) losses encountered because of the move, (4) support given by the military service to the families, (5) awareness that the schools are providing the desired education for their children, (6) family conflicts are no greater than they were in the previous location, (7) their expectations for their children's educational achievement are being met, (8) satisfaction with the present career assignment, and (9) relocation as an opportunity for personal and professional growth.

Purpose of the Study

Geographical mobility, while not unique to the military member and family, is a constant in their lives as it is deemed to be in the best interest of the military organization. The purpose of this study was to survey three groups of military parents about their attitudes on the organizationally directed relocation to Okinawa, Japan. The focus of the research was the attitudes the military parent had for (1) the relocation process, (2) self and interpersonal relationships related to the relocation, and (3) attitudes toward the Department of Defense Dependents Schools, Okinawa, Japan.

The central question of this study was, "Do the attitudes of military families toward relocation, themselves and others, and the Department of Defense Dependents Schools increase positively the longer

they serve their tour of duty on Okinawa?" Secondary purposes of this study were (1) to determine if those of higher rank among commissioned and noncommissioned personnel have more positive attitudes than those of lower rank and (2) to determine if length of total military service is positively related to attitudes about relocation, self and others, and the Department of Defense Dependents Schools.

Hypothesis

While four general hypotheses along with operational hypotheses are found in Chapter III, the research hypothesis was:

Greater satisfaction with the relocation process, self and others, and the Department of Defense Dependents Schools is positively related to higher rank, length of time in the military service, and length of time of the current tour of duty.

Overview

In Chapter II the literature related to theories and studies about the family in general and the military family in particular are reviewed. Sample selection, data collection, methodology, and data analysis are presented in Chapter III. Analysis of the results of this study is found in Chapter IV. A summary of the study, conclusions, and recommendations are contained in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter focuses on the theories and research related to the family in general and the military family in particular. The review of literature contains generalized theories of mobility with specific references to the military family: member, spouse, and children. The Department of Defense Dependents Schools is described in its (1) purposes and history, (2) educational programs, and (3) operation of its schools. A brief history of Okinawa, the location of the research and the duty assignment of the subjects, is presented in Appendix D.

The Family as a System

The theory that the family is viewed as an open system can be traced to the work of Ludwig von Bertalanffy, who "developed several basic concepts that described the organism as an open system" (Allen, 1978). "A complex phenomenon (the family) is more than the simple sum of its parts (the members) or the properties (individual characteristics) of its parts" (Allen, 1978, pp. 16-17). A number of related entities (Kremer & deSmit, 1977), elements (Allen, 1978), or components (Kuhn, 1975) affect one another to achieve a balance by what is

given out and taken in, becoming a system on their being interrelated to one another. A change in one brings about a change in the other.

Systems

A system is defined as a set of elements that are interdependent.

. . . This definition is general, but it permits any complex phenomenon to be included for purposes of analysis. Interdependent means that the elements interact, and more important, whatever affects one element will in some way affect all the other elements. The elements are the components or parts of the system. (Allen, 1978, p. 22)

A system as a whole has properties that none of its elements or subelements have. Every element in the system is directly or indirectly related to every other element. An abstract system, a nonliving system, contains elements that are made up of concepts. A concrete system, which can be living or nonliving, is one that is physically real.

Systems have been described as being either open or closed. The open system processes stimuli from its environment in the form of energy or information in order to function. A living system is an open system because it interacts with its external environment. A closed system does not have an external environment, but is a self-contained unit.

"Every system has a boundary, which is some kind of division or listing that separates what is inside from its environment" (Kuhn, 1975, p. 11). The boundary establishes the limits of the system. Boundaries are not necessarily physical as in the example of the

family, where all members belong to the family when they are not present within the house to the same degree that they are members when they are inside the house.

The open system has the capacity to grow, and according to von Bertalanffy, "closed systems are systems which are considered to be isolated from the environment" (Kuhn, 1975, p. 13). "If a system is regarded as open, the state of the system and that of the environment influence each other; the system interacts with its environment" (Kremer & deSmit, 1977, p. 33). Relations exist between the system and the environment whereby one element of the system influences the state of an element in the environment.

The state of a system is defined as a particular arrangement of components (elements) at a given point in time. Over time, a system's components may change in arrangement but such a change does not constitute a new system. Thus it is possible for a system to have or occupy many different states. There is some minimum number of variables or components necessary for describing the state of the system. (Allen, 1978, p. 25)

The difference between traditional science and general systems theory is that traditional science is interested in the analysis and design of parts whereas general systems theory concentrates on the analysis and design of the whole. "In very many social problems it has been found that the results of studies will improve with a holistic approach in which emphasis is put mainly on the interrelationship of individual parts" (Kremer & deSmit, 1977, p. 2). A systems approach follows two basic premises: (1) reality is regarded in terms of wholes, Gestalten; and (2) the environment is regarded as essential

systems as in the interaction with the environment by open systems (Kremer & deSmit, 1977, p. 5).

Boundaries of systems can be spatial, functional, or analytical. Spatial boundaries are the easiest to see because they are physical. Functional boundaries are the components that perform a given function or certain behaviors of a particular part. All components and interactions that can be analyzed and understood by using a particular science have an analytical boundary. Systems need to be identified in their relationship to other levels of a system when placing a boundary on a system (Kuhn, 1975, pp. 11-12). The boundary establishes the limits of the system.

Inputs to the system are the energies absorbed by it or information processed by it. Living systems process two types of inputs: maintenance and signal. Systems are energized by maintenance inputs, enabling them to function. Signal inputs give the system the information that is to be processed. Two additional types of inputs are controlled and uncontrolled inputs. The controlled inputs can be regulated; uncontrolled inputs are unpredictable.

Once the inputs to the system have been processed, outputs are discharged into the suprasystem. "Such outputs may be information, products, services, and energies. Such outputs may be useful to the suprasystem or unusable in the form of waste" (Allen, 1978, p. 26). A system takes some form of energy, psychic or chemical, for processing. During the processing, some standard is used for comparative means of determining when the desired outcome has been met.

A controlled system is one that maintains one or more variables within some specific range. If it goes beyond the range, it is self-regulating in that it will bring the system back to within its normal limits. Any controlled system can be called a cybernetic system. Norbert Wiener (1948), along with a group of scientists seeking terminology to describe the "entire field of control and communication theory whether in the machine or in the animal," coined the term "cybernetics." It is the field of science that compares the communication and control systems built into mechanical and other man-made devices with those found in the biological organisms.

A relatively stable balance between two or more forces is known as equilibrium. If A varies directly with a change in B, but B varies inversely with a change in A, the situation tends toward equilibrium. This relation is also known as negative feedback (Kuhn, 1975, p. 19). Examples of negative feedback are a thermostat to stabilize temperature and the governor on a steam engine to stabilize velocity (Wiener, 1948, p. 97).

Positive feedback "means that the action set off by a change is not opposite and 'corrective,' but is in the same direction and aggravating" (Kuhn, 1975, p. 20).

For obvious reasons, positive feedback situations are disequilibrating, unstable, explosive, or destructive, depending on which is the more appropriate term. In contrast to negative feedback, positive feedback is also a major source of social dynamics and developmental change. (Kuhn, 1975, p. 23)

Wiener (1948) stated that a small, closely knit community has a high measure of homeostasis whether they are highly literate or are not

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Wiener (1948) stated that a small, closely knit community has a high measure of homeostasis whether they are highly literate or are not

literate. Creation of an antihomeostatic factor in a society depends on the means of control of communication. "Any organism is held together in this action by the possession of means for the acquisition, use, retention, and transmission of information" (Wiener, 1948, p. 161). Societies that are large do not have direct contact with their members, but must rely on other means such as the press, radio, television, theaters, movies, telephone, schools, and churches to communicate to members.

Therefore, any member of a society depends on the society for the acquisition, use, retention, and transmission of information. A subsociety within the greater society is the family, which is dependent on the society to which it belongs for the information it may acquire, use, transmit, and retain.

Families

The concept of the family as a system was the contention of Kantor and Lehy (1975): "Family systems, like all social systems, are organizationally complex, open, adaptive, and information-processing systems" (p. 8). They asserted that

Families evolve networks of interdependent causal relations which are governed primarily by the mechanisms of feedback control. In other words, the component parts of a family system are neither fixed and unchanging nor chaotically organized; rather, the relation among the component parts of a family are circular, that is, reciprocally influencing. (pp. 10-11)

Family systems are open in that the interchange with the larger environment is essential for the system's viability; there is found a two-directional movement with the larger environment. Family systems

are adaptive because they grow and develop as a result of the interchange with the environment. While stress and tension are inevitable, the systems are capable of making changes in the stress, be it internally or externally stimulated. Information-processing capabilities of the family system permit it to change action patterns, based on the information that it acquires, uses, transmits, and retains.

Kantor and Lehr (1975) asserted that the information process of the family is distance-regulating information, which they base on extensive empirical observations.

[We] believe that family systems seek to attain their goals by continuously informing their members what constitutes a proper and optimal distance as relationships among members, and between members and specific events, become established and fluctuate.
(p. 12)

Kantor and Lehr presented four concepts of the family: family systems are organizationally complex, family systems are open systems, family systems are adaptive, and family systems are information-processing systems. This is shown diagrammatically in Figure 2.1.

Kantor and Lehr described the feedback loop as: (1) loop begins with stimulus or disturbance, (2) input signal is generated, and (3) interactions take place between the signal and the response. The sensor signal receives the input signal from the stimulus and sends it toward the system as a whole. The sensor signal states the system's desired states of regulation. The system comparator sends an error signal, based on the discrepancy between the sensor's signal and the reference signal. The error signal activates the system's effector

function to produce the system's response to the original stimulus.

The output provides a feedback link to the input stimulus (p. 14).

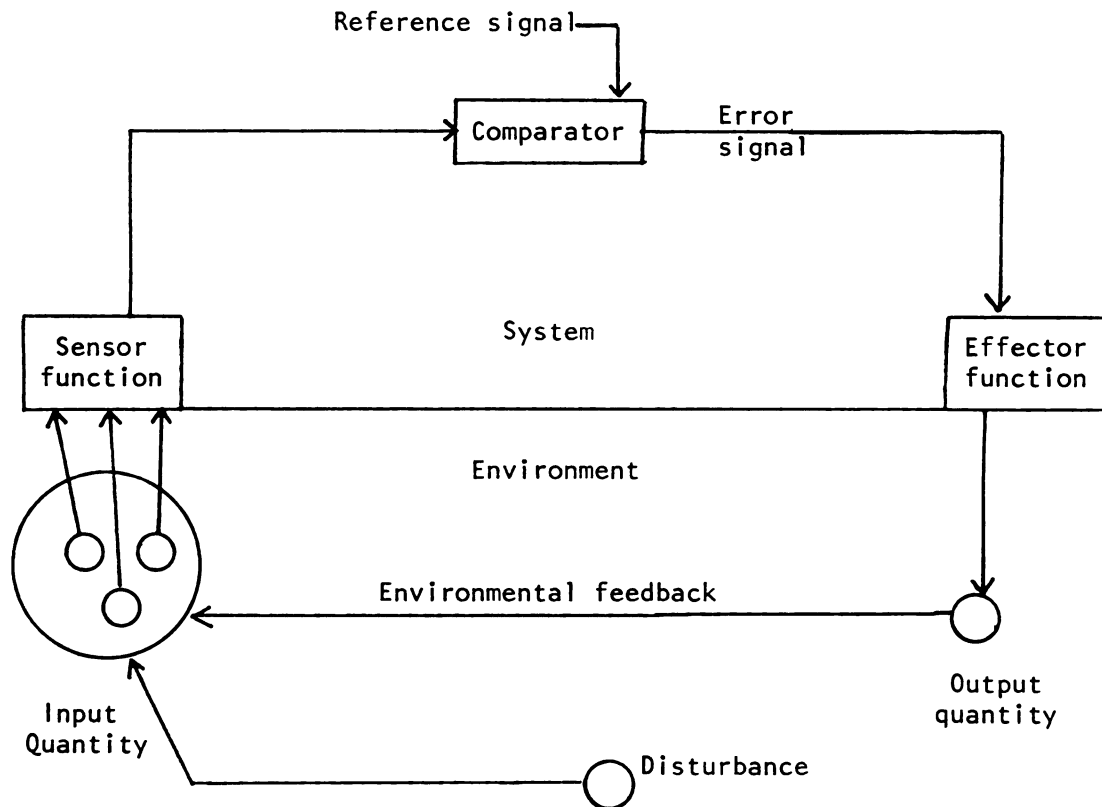


Figure 2.1.--The family as a system. (From David Kantor and William Lehr, Inside the Family: Toward a Theory of Family Process [New York: Harper & Row, 1975].)

While the systems process and feedback loop appear to be theoretically sound and informative, they actually remain general and abstract.

To bring [their] model of distance regulation down to earth, [there is a] need to talk about family strategies, the recurring patterns of interactional sequences. . . . Strategies emerge whenever two or more people are living in the same social field. They are evolved

by the persons in that field to regulate and shape the relationships between and/or among themselves. Similarly, strategies emerge in the family for the same purposes. The concept of strategies allows us to link the principles of systems process with phenomenological reality--the reality people feel as they experience everyday family life. (Kantor & Lehr, 1975, p. 15)

"We define a family strategy as a purposive pattern of moves toward a target or goal made by two or more people who are systematically bound in a social-biological arrangement" (Kantor & Lehr, 1975, p. 18). Although the strategies may not be rational, the strategies function in a rational framework; they have a purpose. There is systemic awareness of these strategies as family members respond to "each other's verbal and nonverbal cues in reasonably predictable ways, a fact that leads us to believe that members know at some kinesic, motoric, or cognitive level the parts they are expected to play in family strategies" (Kantor & Lehr, 1975, p. 18). Strategies involve all members because each member voluntarily agrees to take part; there are shared responsibilities for the outcome.

There are contingencies for their participation:

(1) an individual is usually free to vary his movements as an active agent in a complex and on-going event; (2) there are degrees of freedom in the interrelations of the parts; and (3) freedom to decide not to play the parts or to make the moves assigned by a strategy. (Kantor & Lehr, 1975, pp. 19-20)

Kuhn (1975) stated that much of what man does "is determined by his environment, particularly by his culture, not by inherent 'human nature'" (p. 33). Man is adaptive because he can give highly varied responses, responding differently to different circumstances.

The family, being potentially all purpose, deals with the whole person.

The nuclear family's crucial social role is to serve as the main communicator of information, or pattern, from one generation to the next. The procreation of children transmits the genetic patterns developed through eons of biological evolution. And the rearing of children in the family transmits many of the cultural patterns developed through the millennia of social evolution. The genetic patterns are almost totally resistant to change during the lifetime of an individual, and the cultural patterns learned deeply early in life can be highly resistant to change. (Kuhn, 1975, pp. 404-405)

Paolucci, Hall, and Axnin (1977) applied the Kuhn model to family decision making. They stated,

In order to respond differently to different circumstances the family decision makers must be able to (1) detect the state of the environment by perceiving, receiving, and identifying environmental stimuli, (2) select one response rather than another, and (3) carry out the selected responses that will implement or affect the family's behavior or of an individual member. (p. 24)

Melson (1980) offered unification of a systems approach to the family as an ecosystem. This family systems approach incorporated the general systems theory with the study of the family. Melson concluded that

(1) the family is more than a collection of interacting individuals. It is a whole greater than the sum of its parts; (2) the family consists of interdependent individuals whose behavior mutually affects one another; (3) family systems tend toward equilibrium or balance so that changes in one family member cause reciprocal changes in others to restore the old balance or stabilize at a new equilibrium level. (p. 6)

Functions

Melson conceived the family's environment as functioning at two levels: macro and micro. The family was considered as an institution on the macro level

in relation to other institutions in a society, such as the educational system, political system, stratification system (class structure), or religious system. . . . The environment is then

specified in terms of issues affecting such large systems, such as population, technological change, housing availability and policy, and nutritional supply. (Melson, 1980, p. 20)

When the family is viewed on the micro level, it is seen as a unit composed of individuals interacting.

The environment affects adaptational strategies by the intensity and predictability of stimulation, by coping styles encouraged by the magnitude and intractability of environmental demands. Importantly, environments differ in the extent to which they encourage adaptational strategies that maintain self-esteem and family integrity.

Transactions between system and environment to maintain adaptation may be viewed as a set of four interrelated processes: perceiving, valuing, deciding, and spacing. (Melson, 1980, p. 31)

Melson found that a family maintains an adaptive relationship to the environment through an interdependence with the environment. If there are changes in the family's characteristics even though changes in the environmental conditions stimulate family responses, a mutual change occurs when the family considers the surrounding environment to which family members will adapt. "The process of adaptation is imperfect both because of conditions within the family and outside it. Individuals and whole families differ in the accuracy with which they perceive and use environmental information" (Melson, 1980, p. 235).

It would appear that the family as an information-processing unit may receive conflicting, contradictory, ambiguous, and confusing information from the environment. The family will select and organize this information in the development of a pattern of accommodation in a reaction or action on the larger environment as they seek self-direction and growth. The strategies it chooses to use will help to maintain the balance needed or lead to its destruction.

There is no fully satisfactory substitute for the family, although current political interests, based on societal demands, have taken some of the functions away from the family. Parsons and Bales (1955) suggested that the basic

and irreducible functions of the family are two; first, the primary socialization of children so that they can truly become members of the society into which they have been born; second, the stabilization of the adult personalities of the population of the society. It is the combination of these two functional imperatives which explains why, in the "normal" case it is both true that every adult is a member of a nuclear family and that every child must begin his process of socialization in a nuclear family. (p. 10)

In the introduction to The Family and Its Structure and Functions, Coser (1974) wrote of the family as a "universal institution [which] cannot be explained by its manifest functions-- such as reproduction, economic activities, socialization of the young-- all of which could conceivably be fulfilled outside the institutional family" (p. xvi). The characteristics of families (as based on the work of Claude Levi Strauss) "are as diverse in structure as the cultures in which they are embedded. . . . One feature stands out universally; the family helps place individuals into a patterned network of interweaving social relationships" (p. xvi). These interweaving social relationships are the socialization of the children and the stabilization of the adult personalities. "It is best, perhaps, to think of the family as a kind of social network characterized by intimate, long-term reciprocal relationships" (Melson, 1980, p. 21).

The family is a social group with a common residence, a certain amount of economic cooperation and reproduction. It has a variety of functions for which socialization takes place. The child will learn

the typical sex-role from the same-sex parent. The child is able to conceptualize the idea of family living, the family being the microcosm of the society for the child. The child is developing interpersonal functioning from the relationships that are observed in the immediate family; these functions are then carried into society. These are the purposes of the family in relation to the child, and the purpose of the family in relation to the society.

Serving as an economic function, the family is the basic unit of economic consumption. At one time, the family was the primary economic provider, but this is no longer of importance to most family units. This function, with few exceptions, has been taken over by groups outside the family; the family has become the consumer without producing what it consumes.

Families may differ in things such as roles assumed by members of the family, child-rearing practices, and other aspects of employment for the adults for the emotional and economic well-being of the family.

To provide for the emotional well-being of the child, the primary function and characteristics of the family are that it should be a social group in which in the earliest stages the child can "invest" all his emotional resources (Parsons & Bales, 1955, p. 19). They recommended the family not be immersed in itself but in a differentiated subsystem of society.

Briefly, Parsons proposes that the emotional security the family gives to the child in his early years is precisely the psychic foundations of the child's later independence. By providing the child with a great deal of closeness and warmth and then by giving him his head, the isolated nuclear family trains a type of

personality ideally equipped to cope with the rigors of the modern world. (Lasch, 1980)

Providing emotional support is as important as the material forms of help given. "As a setting for warm, intimate relationships, the family is unmatched by any other type of social group" (Spencer, p. 245). If a satisfying relationship is not developed within the family, there are problems in finding a substitute for the family.

Increasing divorce rates, family violence, and child and wife battering are indications of the poor state of health for the family. The theories of the family of the post-World War II era could not take into account variations in family lives and lifestyles of today (Skolnick & Skolnick, 1980).

Such family styles as, for example, that of the working mother or of the single parent family, could be seen only as deviant behavior. Similarly, social change in family life on a large scale as in the rise of women's employment or of divorce, could be interpreted only as social disorder and the disintegration of the social system. (Skolnick & Skolnick, 1980, p. 4)

Laslett (1979) saw the family as "one of the few places where the expression of strong feeling is felt to be legitimate, and, thus, the likelihood that emotionally charged interactions, both positive and negative, will occur" (p. 250). This is due to the specialized and bureaucratic organizations in the lives of all.

While there is no argument that the family has remained the same, there is no consensus on how the family changed. Tufte and Myerhoff (1976), in examining the literature about the family, found the definitions of the family to be sharply different. They reported,

Some authors stress its territorial dimension, focusing on the household, that physical unit made up of kin and others living

together, sharing daily life on a primary face-to-face basis. Legal experts stress biological relationships. Other scholars and artists look at kinship and family as an attitude, a self-defined identification with or among a group of individuals who exist for each other psychologically and socially, however geographically removed they may be. Mass transportation and communication make a new kind of unit feasible, one composed of dispersed membership based on perceived emotional proximity and interaction rather than face-to-face contact; this is now possible through exchange of telephone calls, letters, photographs, tape recordings, and the like. All these definitions are entirely sensible. (p. 1)

According to Keller (1980),

In the United States, as in other industrial societies, the ideal family consists of a legally constituted husband-wife team, their young, dependent children, living in a household of their own, provided for by the husband's earnings as main breadwinner and emotionally united by the wife's exclusive concentration on the home.

Keller followed by stating that no more than one-third of families live up to this image. "The remaining majority all lack one or more of the essential attributes--in lacking a natural parent, or in not being economically self-sufficient, or in having made other necessary modifications" (p. 69).

The American family has emerged as a new kind of family system in the history and evolution of the family. Fuchs (1972) found the American family system is based on the search of individual members for personal independence. Fuchs attributed ten characteristics present in the American family which are not found to the same extent in other cultures. They are:

1. Rejection of family of orientation
2. Idealization of the family of procreation
3. Precocity and aggressiveness of small children
4. Encouragement of independence in children; open competition between siblings
5. Rebellion of adolescents against parents
6. Freedom of unmarried females

7. Patriarchy is obsolescent
8. Degree to which women have more decision-making authority than husbands
9. Anxieties of mothering
10. Physical and psychological pains of aging

The characteristics proposed by Fuchs are rooted in cultural customs and norms of the American family system. Rejection of the family of orientation, parents and grandparents, may be viewed as a consequence of high mobility of the military family. Physically removed from kinship ties and the possible assistance offered places a greater strain on the parents. The anxieties of mothering increase without help from parents, siblings, aunts, or cousins. Whether help is desired or not, the mother lacks the opportunities to find out. Distance is a factor that prevents the mother from learning about the quality of support that can be given by kin.

Decision making by the mother in the military family is not used to attack the traditional authority of the father found in other cultures but as the result of the frequent absence of the father. Characteristic of the American family are the ideals of independence and equality, which lessen a patriarchal society. Traditional military service has been dominated by males. The authority of the male head within the military family must be abrogated to the female by temporary absences. Greater responsibilities in child rearing and home maintenance modify the role of wife and mother when compared to other American families.

As an open system, the military family lives and works in a community that can be described as a closed society. The military

family is organizationally complex, open, adaptive, and an information-processing system. Development of a model of the military family may state that the family in receiving contradictory, conflicting, ambiguous, and confusing information will select and organize the information into a pattern of accommodation in the reaction to, or action upon, the larger environment as the family seeks self-direction and growth.

The needs of the system, the military family as the basic unit of this study, can only be met by adequate supplies of resources from the environment to support growth and change. Stress and tension are inevitable with growth and change. The family being interdependent experiences change by the reciprocal influence of the behavior of its members. The adaptive relationship of the family to the environment on the micro level is interdependent among and between members. Adaptational strategies on the macro level affect the coping styles of the member and family to the demands of the military organization in their interdependence with this environment to maintain self-esteem of all members and family integrity.

The Military Family

Historically, members of the military and their families have been guided by principles of sacrifice and dedication to the organization; their efforts, in turn, have been partially repaid by an array of social and financial supports signifying the military's intent to "take care of its own." (McCubbin et al., 1978, pp. 46-47)

When a man or woman enters the military service, he or she also enters a relatively cohesive society while simultaneously taking a job. But

Orthner (1980) noted that the military community more so than other work environments has control over many aspects of participants' lives, and with that comes greater power and control over outcomes. This cohesiveness of the environment should meet the needs of all, providing an atmosphere that would foster personal and family development.

Reviewing the research that has been published on military families, McCubbin, Dahl, and Hunter (1976b) stated that it is necessary to keep in mind the political and social context in which such developments or lack of developments occurred.

The history of the military, its mission, its perceptions of the role of the family within the military, and the Zeitgeist of the behavioral sciences in the military provide the perspectives required to appreciate the evolution of research on the family in the military system. . . .

It is a frustrating legacy of intermittent research activity in the face of a myriad of obstacles and overt resistance by a military system unsure of the value of such scientific inquiries. The basis for such legacy is complex and woven into the fabric of the military as an institution. (McCubbin et al., 1976b, p. 291)

Demographics

The Military Family Resource Center of the Armed Services YMCA is an international center that supports family advocacy in the military services by assisting the professionals who provide help to military people and their families around the world. The demographics as provided by the Military Family Resources Center are shown in Table 2.1.

Table 2.1.--Service members, spouses, and children.

	In Uniform	Spouses	Children
Army	777,000	448,000	718,500
Navy	527,500	231,000	307,500
Air Force	558,000	346,000	485,000
Marine Corps	188,500	64,000	90,000

Source: Military Resource Center, YMCA, Norfolk, Virginia, 1980.

In addition there are 90,000 dependent parents and 45,000 "other" dependents of military personnel. About 444,000 dependents are living overseas or in foreign countries with their military sponsors (Family Resource Center, 1980, p. 4).

Orthner and Nelson (1980) prepared a report for the United States Navy on the demographic profile of U.S. Navy personnel and families. Working with officials of the personnel branch of the U.S. Navy, they learned that there were no computerized records that would lend themselves to the creation of household units.

Information was obtained from the noncomputerized Emergency Data Form. Orthner and Nelson used a 1 percent random sample, or 5,231 members, in the random selection of Social Security numbers from all active-duty Navy personnel. Table 2.2 is adapted from their study.

The authors concluded that Navy family patterns are changing. They concluded that (1) the increasing social trend for remaining single will decrease the rising proportion of married persons; (2) Navy women, whether married to civilian or military spouses, often choose to

remain childless; and (3) the number of single-parent fathers is twice as high as single-parent mothers.

Table 2.2.--Personnel and family households in the Navy by percentage and projected composition of the total force.

Household	Total Force Estimates	
	Percentage	Number
Single personnel		
Independent singles	45.6	237,499
Single parents	0.9	4,541
Married personnel		
With civilian wife	49.5	257,974
With civilian husband	1.5	7,637
Dual military	2.5	13,227
Total	100.0	520,878

Source: Dennis K. Orthner and Rosemary S. Nelson, Paper prepared for Department of the Navy, Navy Family Support Program (Op-152), Contract No. N00171-79-M-8577, 1980.

The Air Force Conference on Families (1980) focused on eight major areas of concern: economics, community, communication, education, moves, health, child care, and research. The conference members were provided the following information about Air Force families:

1. Military families with civilian wives account for 59 percent of the total force.
2. Among male enlisted personnel, 60 percent are married to civilians compared to 83 percent of male officers who had civilian wives.
3. Thirty-five percent of the female officers and 23 percent of enlisted women are married to civilian spouses.

4. Although nearly 70 percent of Air Force men with civilian wives have children in the household, less than 25 percent of military women with spouses have children.
5. Traditional families, composed of an Air Force father, non-working wife and mother, and one or more children, comprise only approximately 19 percent of the force and 29 percent of all Air Force families.
6. Fifty-two percent of all wives married to Air Force members are employed. . . . These numbers have become more significant when it is realized that a sizable proportion of the force is assigned to overseas or isolated CONUS (Continental United States) areas where opportunities for spouse employment are limited. (p. 3)

Problems Faced When Relocated Overseas

An overseas tour is usually less demanding for the military member than for spouse or child(ren). The work is familiar if not the same as it was at the previous base. A routine is established along with friendships that are developed at work. The spouse may have greater demands made in adjusting to the overseas area. There is a loss of friends, relatives, perhaps career, and social interests. Feelings of isolation and frustration may result in the spouse becoming more dependent on the service member. This may provide for greater unity within the family or the negative corollary of disharmony if the spouse or service member is unable to give the emotional support needed (David, 1960).

Specific to this study is a journal article by McNeil and Zondervan (1971). Using the conceptual framework of the general systems theory, they examined some of the factors that contribute to the breakdown of military families overseas. The inputs of culture shock, an altered dependency-independency ratio between spouses,

disturbed perceptions relating to distance, boredom, and temporary suspensions of life style are given as the causative influences of family breakdown in the overseas location.

Knowing that it is expected to have experienced culture shock along with a loss of all familiar cues of social intercourse, McNeil and Zondervan found that an "inability to traverse this period successfully can play havoc with family stability, and eventually shift the dependency-independency balance that conflict is inevitable" (p. 452). Feeling isolated in a place where English is not the dominant language, the spouse's dependency on the service member increases as the dependent looks to the military-related member of the family to provide all emotional needs.

Distance can be symbolic of friends and family left across a great expanse of water. Distorting the perception of distance, a spouse or service member may become dependent on the other, which creates more conflict in the need to fill the void that others had. The military service can be responsible for boredom by providing the housing, operating the facilities for basic needs, and having recreational activities on the base, which does not encourage contact with the local nationals.

An overseas tour takes on a special purpose or a combination of time-limited goals. These are reduced to three primary concerns: buying, traveling, and saving. Pursuit of one or all of these may alter the homeostasis developed within the family. There is pressure from others in the overseas military community to conform to the

criteria established to get the most out of the tour. "Inputs from all sides force a reappraisal of priorities, and other things are demoted or suspended until the overseas assignment has ended" (McNeil & Zondervan, 1971, p. 454).

Mobility and Its Effects on
the Member, Spouse, and Children

Sorokin (1959) developed a theory of the effects of mobility on human behavior and psychology. While Sorokin's concern was with social mobility, selected effects of social mobility can be applied to the relocation process of the military member and family.

Each member in the uniform of his service is further identified by rank in placing the member in a social space. Sorokin summarized his thesis of social space as

- (1) social space is the universe of the human population;
 - (2) man's social position is the totality of his relations toward all groups of a population and, within each of them toward its members;
 - (3) location of a man's position in this social universe is obtained by ascertaining these relations;
 - (4) the totality of such groups and the totality of the positions within each of them compose a system of social coordinates which permits us to define the social position of any man.
- (p. 6)

The behavior of members in a mobile society is quite different from those who have remained in the same occupational, economic, and political status. The mobile group is required by a change of status to make a corresponding accommodation of body, mind, and reactions. This behavior has to be more versatile, changeable, and capable of greater variation and modifications.

Take a man of any occupation who has followed it for a lifetime--be he a dentist, a fisher, a soldier, a professor, a factory operator--he will necessarily exhibit the narrow-mindedness, idiosyncrasies, and l'esprit de corps of his social status more conspicuously than a man who has passed through several different positions. (Sorokin, 1959, p. 510)

The individual who remains in the same occupation, such as the military member, is "decidedly marked by the stigma of his social position" (Sorokin, 1959, p. 509). This permanent social status with "all its virtues and idiosyncrasies is reflected in his opinions, belief, ideology, standards, and morals" (p. 509). Thus, the social space keeps him from acquiring a broader point of view because he is not changing his position by "passing through different 'social atmospheres,' breathing different social air, experiencing different standards, habits, morals, ideas, customs, and beliefs" (p. 509).

The social space occupied by the military member and family is based on the military hierarchical structure. Frances and Gale (1973) stated:

Rank permeates not just the work environment, but also social clubs, the location and quality of housing, social relations, etc.; it is always clearly visible whether written on the mailbox or worn on the lapel. The husband's promotion has a major impact on the family's prestige within the community. Conversely, the actions of all family members can significantly influence the soldier's likelihood of promotion. Implied demands are made upon the wife for participation in numerous social functions. Depending upon her personality characteristics, she may welcome this opportunity to contribute or feel guilty that her lack of participation is a burden on her husband's career. The home may acquire an authoritarian, hierarchical structure, as this form of organization is most familiar to the military man. (p. 173)

While conformity to these demands of the military organization varies within families, Frances and Gale found that "the military hierarchies

can contribute to psychic equilibrium and a sense of place and identity by providing clear behavioral guidelines" (p. 173).

Sorokin's third effect of mobility in the application to the military member is the necessity of being more versatile and able to adapt, which increases mental strain when moving in and out of different social strata. Those who do not change occupations live a life of routine and inertia. New ideas and efforts are unnecessary, while the mobile individual must do this continuously. The military services as hierarchical organizations determine the amount of information any individual will have, which is based on his/her position in the hierarchy. There is a limit to the latitude permitted to any member in developing new ideas and making new efforts. The military member is conditioned and expected to respond to an order without questioning that order.

A mobile society has an environment that is "more diversified [with] more numerous combinations of ideas, values, and things productive of inventions in the minds of the people" (Sorokin, 1959, p. 511). From this fourth effect is developed the concept that mobility facilitates an increase of intellectual life. "Increase of mobility means an intensification of interchange of ideas, a clashing and crossing of values of different strata with different cultures, and increase of chance for a cross-fertilization of minds" (p. 512). This may not be found in the military service because of the common purpose of the occupation: defense of the country. While there exists inter-service

rivalry, it is not intended to create conflict in their common purpose, nor is it encouraged.

When the military member and family members seek ways to learn of the ideas and values of the citizens of another country, a major problem in communication arises.

The language barrier poses a formidable problem of adjustment for the serviceman, for the inability to communicate effectively with others is both frustrating and debilitating. The types of activities in which the individual participates, as well as the categories of persons with whom he interacts, are determined in large part by the extent to which one can speak the language of the country. (Coates & Pellegrin, 1965, p. 401)

Lacking the ability to speak the language of the host country prevents intellectual growth, thus the loss of cross-fertilization of minds. "A lack of ability to communicate also makes it difficult to learn which forms of behavior are considered good or bad by the natives, or to learn their values and attitudes bearing on other matters" (Coates & Pellegrin, 1965, p. 401).

A negative corollary to the increase in broad-mindedness, greater experiences, intellectualism, inventions, and discoveries is the increase of mental diseases. "Great mental strain and versatility of behavior demanded by life in a mobile society, are so exacting that they cannot be met by many individuals" (Sorokin, 1959, p. 515). To this may be added the constraints of a highly structured organization when requiring structured responses may create greater strain by placing the individual in an environmental climate (overseas) that becomes more restrictive because the customs and norms are not known.

This new situation demands versatility of behavior that may not be consonant with the requirements of the organization.

Obviously, in the foreign setting there is added to the cultural differences between civilian and military ways of life the even greater cultural differences between American and non-American cultures. This means that a problem of cross-cultural understanding is inevitable. The American serviceman is faced with a cultural situation with which he is unfamiliar and to which he must adjust in some fashion. The foreign civilian is faced with a group of American service personnel whose culture they do not understand and to whom they must adjust. (Coates & Pellegrin, 1965)

Military Family Research

The demands of mobility have been documented in research on families of military personnel.

Gonzales (1970), in his case studies of military "brats" referred for psychological help, emphasized that children, particularly adolescents, have to discontinue their immediate, familiar life pattern, and depend primarily on the type of ties that exist within the family. He also found that younger children primarily react not to geographic change but to the emotional changes in the parents, and that generally the children's reactions to moves depend on the emotional relationships in the family prior to moving. (McCubbin, Dahl, & Hunter, 1976b, pp. 294-95)

The relationship between feelings of alienation and family problems was assessed by McKain (1973). He paid particular attention to the adverse reactions of families assigned to Europe who were members not well identified with the military or civilian community. "Specifically, common attitudes and feelings were uncertainty as to what might happen next, lack of friendships, disorder in their environment, and feelings of strangeness, anxiety, and rigidity" (p. 205). Following McKain's tour of duty in Germany he surveyed 200 randomly selected families at a large Eastern United States Army post, in an attempt to find a correlation between the variables of "the wife-

mother's feelings of alienation; her lack of military community identification; and family problems, both general and associated in time with a move" (p. 206).

Each subject received a packet containing the Srole Anomie Scale, the Mooney Problem Checklist, Farber and Blackman's Index of Marital Role Tension, the Pedersen Attitude Scale, the Clemens Needs-Wants Inventory, and a children's problems checklist selected from the Midtown Manhattan Questionnaire (provided by Dr. Srole).

The findings were (1) moderate to high correlations between alienation and non-move-associated, personal, children's, and marital problems with all correlations being significant ($p < .01$); (2) alienated wife-mothers and husbands having just experienced a move perceived more personal and marital problems than those who had not had a recent move; (3) the high-alienated wife-mother will perceive personal, children's, and marital problems as having started at the time of the transfer; and (4) identification with the Army community lowers the perception of problems associated with the move.

An exploratory and descriptive study was designed by Marsh (1976) to delineate the problems and hardships endured by the nuclear military family.

It was postulated that a predisposition to experience family hardships during the moving process would be dependent upon differences in family characteristics, type of transfer, and the distance moved, and that families who have less contact with family community resources would experience more hardships than families that used formally established community resources or obtained assistance through informal social networks. (p. 92)

Marsh developed three indices for the study: a family hardship scale, an attitude toward relocating scale, and a neighborhood scale. The first of two questionnaires was given when the member reported for duty, and the second was given two months later. The conclusions were: (1) payable allowances and benefits do not cover the full cost of moving; (2) most enlisted men must borrow money in order to cover the excessive costs of moving; (3) those experiencing the most hardship will make the most use of available community resources in order to lessen the hardships; (4) social welfare services may not be sufficient to provide remedial services to families disrupted during the process of moving; and (5) most of the hardships identified are beyond the immediate control of the serviceman and his family, and thus are not easily offset by social supports in the community or by a more positive attitude about relocation.

The majority of military families acquire skills that enable adaptation when confronted with another move. Research in the area of geographic mobility is still a limited source of information on the adaptive skills of families. The military services attempt to provide as much support as is possible within the constraints of size of the base, available personnel, and the perceived need on the part of the services. The military is placed in the position of the extended family. Frances and Gale (1973) stated that the military

provides a new extended family which is often perceived as enduring, universal, and reliable. It offers medical, legal, and dental care, shops of all descriptions, movies, banks, clubs, churches, charities, crafts, adult classes, children's nurseries, schools, teams, and Scouts, and just about every service imaginable.
(p. 172)

Pederson and Sullivan (1964) cited research that suggested mobility is more highly associated with psychiatric causality rates among adults than among children. They had predicted that there would be a high number of moves in relationship to the emotional disturbance of the child. It was found that the parental attitudes toward mobility were more important than the number of moves in affecting the adjustment of the child when compared to the normal child.

In the preface to Children of Military Families: A Part and Yet Apart, Hunter and Nice (1975) stated:

The assessment of behavior in childhood and adolescence is traditionally determined relative to a normal expectable sequence of regularly occurring developmental phases. These phases in development reflect intrinsic changes associated with biological and psychological growth as they emerge in interaction with the extrinsic influences of the socio-cultural milieu. The children in the military community experience the same general developmental and maturational processes as other children but they also experience a social and facilitating environment which is unique. The commonly accepted stresses associated with the military way of life are geographic mobility, transcultural experiences, transient father absence and early military retirement. (p. 3)

Darnauer (1970) conducted interviews with 60 adolescents 16 to 18 years of age. The majority of them believed the most negative effect of military life was the mobility of the family. "The problems of adolescents in the military are best understood as individuals moving through a complex intrinsic developmental process interacting with the social milieu rather than any unique characteristic of the military community" (Shaw, 1975).

An analysis of the relationship between mobility and 17 personality characteristics of ninth- and twelfth-grade dependents of

military personnel in Germany and the United States was conducted by O'Connell (1981). A Social Profile Questionnaire was administered to 297 students in Germany and 279 students in the United States. The assessment of personality characteristics was made by use of the California Psychological Inventory. O'Connell concluded his study by stating, "Claims that mobility impacts negatively on the adolescent personality may be exaggerated" (p. 92). "There was no significant relationship between mobility measured over a child's entire lifetime and his personality characteristics with the exception of the trait dominance ($p < .05$)" (p. 87).

The few studies that have dealt with the military family and the effects of frequent geographical mobility (Marsh, 1970; Pellegrin, 1965; Gonzalez, 1970; McKain, 1965; O'Connell, 1981)) have emphasized the stresses of frequent moves. These stresses were noted by Coates and Pellegrin (1965) and can be summarized as the following:

1. Temporary duty assignments can be frequent for some
2. Not having roots in a community; unable to buy a home
3. Associated monetary and social-psychological costs of moving
4. Giving up old friends and establishing new ones
5. Changing schools with perhaps changing standards of education
6. Curtails the service member's desire to accumulate domestic goods
7. Frequent separation of the military member from the family
8. Overseas assignments for the military member without the family
9. Irregular work hours for some military members
10. Dangerous occupations for some
11. Reverse gender roles when spouse assumes responsibilities to fill in for the military member during prolonged absence
12. Ineffectual level of performance when family problems are great (pp. 385-87)

Mobility has a crucial effect on the children in the education they receive. Quality of programs and services is a concern for both mobile and nonmobile parents and children. The military services under the parent organization, the Department of Defense, support the education of dependent children through the Department of Defense Dependents Schools. Frequent moves, disruption in continuity of education, loss of peer groups, general adjustment to a new location, and parent attitudes about the relocation challenge the educators and administrators to assist families in yet another transition.

The history, purpose, and programs of the Department of Defense Dependents Schools are presented in the following section as each has importance in understanding the attitudes of military parents in response to statements related to the children's education.

Department of Defense Dependents Schools

The Department of Defense Dependents Schools (DoDDS) is a worldwide system of public education for the children of military and civilian personnel of the Department of Defense who are assigned to the U.S. military bases outside the United States.

The Department of Defense Dependents Schools (DoDDS) provide educational opportunities comparable to those offered in the better school systems in the United States. This segment of United States public education consists of approximately 270 elementary, middle, junior high, high schools, and a community college. The schools are located in 20 countries around the world, with an enrollment of approximately 136,000 students and are staffed with approximately 11,000 employees. The overseas school system is one of the United States' largest school systems; it is exceeded in enrollment by only a few other school systems. (Department of Defense Dependents Schools, 1983a)

Its Founding

"The dependents schools system began in 1946 amid the rubble of war-torn Europe" described the beginning of the system when reported by the investigating committee of the general subcommittee on labor, Department of Defense education of dependents overseas, in the 90th Congress, First Session of the United States Congress (U.S. Congress, 1967). October 14, 1946 was the opening day for 38 elementary and 5 high schools in Germany for 2,000 American children and 120 teachers (U.S. Congress, 1967, p. 101).

The original Munich American High School was located in a private German home and accommodated 38 students. Classes were taught in the basement, the attic, and bedrooms. The Navy opened its first school in Guantanamo Bay, Cuba, in 1946. The Department of the Air Force came into being in 1947 and gradually assumed responsibility for the education of its dependents. (U.S. Congress, 1967, p. 101)

Recruiting, staffing, and funding transportation and buildings for a public education system overseas became the responsibility of the overseas commanders. Shortly a joint meeting of representatives of the Army, Navy, and the army Air Forces, "a formal group, the Joint Army-Navy-Air Force Board, Education of Dependents, was established to consider ways to provide public education or its authorized equivalent for children overseas" (DeLaney, 1983). "On 14 August 1947 War Department Memorandum No. 850-471-1 provided \$1,000,000 for the operation of schools overseas from the supplemental Appropriations Act, 1948 (Public Law 271), Government and Relief in Occupied Areas" (DeLaney, 1983, p. 17).

From this humble beginning the system expanded at a tremendous rate of growth during the next few years as schools operated by the Army, Navy, and Air Force were opened in various countries and

island groups throughout the world. Approximately 181,000 [1967] children participate[d] in the DoD overseas dependent education program. (U.S. Congress, 1967, p. 101)

Growth of the Department of Defense Dependents Schools

The first 20 years of the Overseas Dependents Schools saw an administration that is different than it is today. Each of the branches of the Armed Forces had authority to operate the schools on military bases. Up until the mid-1960s, each branch of service would recruit teachers and administrators for schools on their respective bases or posts. In 1965 the worldwide system was divided into three regions: the U.S. Army had responsibility for the schools in Europe, the U.S. Air Force had responsibility for the schools in the Pacific, and the U.S. Navy had responsibility for the schools in the Atlantic region.

Over the years, prompted by reports critical of the organization and administration of the dependents schools, the Defense Department tried to unify this fragmented system. Finally in 1964, after a series of highly critical reports from congressional committees, special Department of Defense study groups, and accreditation teams of the North Central Association of Schools and Colleges, the Department of Defense published a directive calling a halt to Service-operated school proliferation, and an effort was made to establish what might more closely be termed a Department of Defense Dependents Schools System. (DeLaney, 1983, pp. 21-22)

A report was submitted to the Chairman of the Committee on Education and Labor, Hon. Adam C. Powell, by Congressman John H. Dent, in recommending the Overseas Dependents Schools be placed under the Department of Defense Overseas Dependents Schools under a single administrator. It was believed that the administrators could perform

"much more effectively and with significant authority" if placed directly under the Department of Defense rather than under the direct control of the individual services (U.S. Congress, 1970). Reliance on inter-service cooperation to administer this vast system would no longer be necessary.

Approval was given by the Committee on Education and Labor, but it was not fully implemented until 1975. Decentralization occurred in 1979 with the three regions being divided into six: Atlantic, Germany-North, Germany-South, Mediterranean, Pacific, and the Panama Canal Zone. In 1982 Germany-North and Germany-South were consolidated into one region. (See Figure 2.2.)

Public Law 95-561, Title XIV, November 1, 1978, gives to the Secretary of Defense the duty to establish and operate a public school system for the education of dependents in the overseas areas. The Secretary of Defense carries out his function through the Director of Dependents' Education.

The Director shall:

- (1) establish personnel policies, consistent with the Defense Department Overseas Teachers Pay and Personnel Practices Act, for employees in the defense dependents' education system,
- (2) have authority to transfer professional employees in the defense dependents' education system from one position to another,
- (3) prepare a unified budget for each fiscal year, which shall include necessary funds for construction and operation and maintenance of facilities, for the defense dependents' education system for inclusion in the Department of Defense budget for that year,
- (4) have authority to establish, in accordance with 928 of this title, local school advisory committees,
- (5) have authority to arrange for in-service and other training programs for employees in the defense dependents' education system,

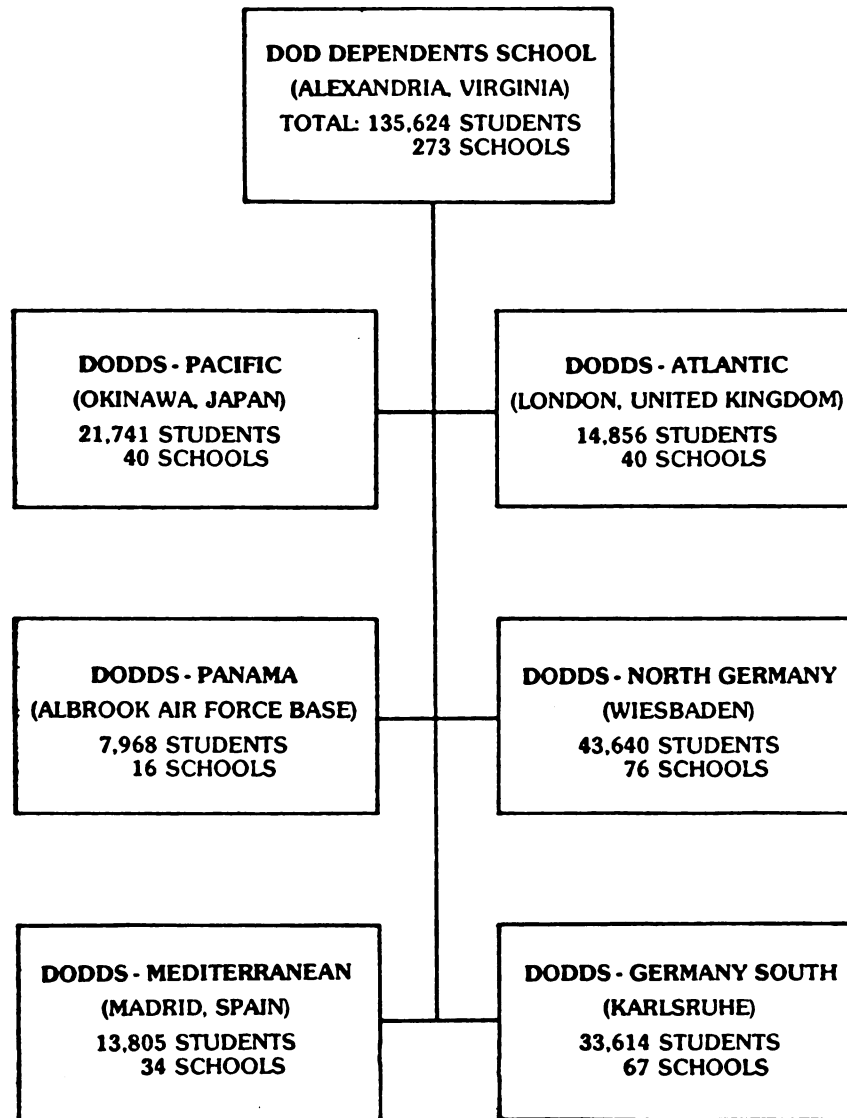


Figure 2.2.--Organizational structure of the DoDDS system. (From Department of Defense Dependents Schools, Summary of Programs (Washington, D.C.: Department of Defense, 1982), p. 64.)

- (6) perform such other functions as may be required or delegated by the Secretary of Defense or the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics. (U.S. Annotated Code, 1984, pp. 116-17)

Public Law 95-561 gave legitimacy to the education of dependents after more than 30 years of operating on a year-to-year basis. During its existence before the implementation of PL 95-561, the school system was subject to the moods of Congress in its action to grant support or to withdraw support by bringing dependents "home" to the United States, thus abolishing the system.

It is unlikely that any other American public school system of comparable size and complexity has ever had to operate on such a tenuous basis as the Department of Defense Dependents Schools for such an extended period of time. This "temporary" status no doubt was a contributory factor to many of the organizational and administrative problems that plagued the school system for over a quarter of a century. Title XIV, though not a perfect piece of legislation (if indeed, there is such a thing), created a long-awaited and long-needed "permanent" school system with the Department of Defense. It also established broad guidelines intended to assure military personnel that when they receive an overseas assignment, their children may expect to receive a high quality education regardless of their particular means. (DeLaney, 1983, pp. 115-16)

Educational Programs

The Department of Defense Dependents Schools has developed an educational philosophy to serve as "a conceptual framework for all activities of a group of educators in a school system," as stated in Summary of Programs (Department of Defense Dependents Schools, 1982). The educational philosophy will unify and clarify the responsibilities of educators and should:

Be concerned with creating opportunities to permit and encourage each person to realize his or her full potential.

The development of an autonomous, self-directed individual is of central importance.

Emphasize the development of those attributes most likely to serve the individual in dealing with the changing environment.

Continue to introduce the cultural tradition and values of our social system and seek to communicate the wisdom which the system judges to be significant.

Support those educational arrangements which have relevance to the significant issues mankind faces or anticipates, and which the individual as our most important thrust and responsibility.

Involve parents and other responsible members of the community in a cooperative effort to serve youth. (Department of Defense Dependents Schools, 1982, p. 1)

Providing educational services that are congruent with the DoDDS philosophy is the responsibility of the Education Division, which comprises three branches: Curriculum, Supplementary Education, and Evaluation. The Education Division offers the leadership for the establishment of a quality education program. This division works to:

Unify the basic curriculum of the worldwide program in terms of objectives.

Review and select both materials and processes which are consistent with the objectives for use throughout the system.

Develop materials and approaches in those programs requiring adaptation for the overseas schools.

Plan, program, and budget for implementation of selected materials and processes.

Plan and provide in-service training, as required.

Design and conduct evaluation activities intended both to analyze the effectiveness of programs, which furnishes management with the basis for improving and enhancing adopted programs, and to provide individual student results.

Initiate and support research activities in the area of education.

Issue policies and procedures intended to achieve established objectives.

Develop other issuances and position papers designed to provide specific guidance for operation activities.

Ensure compliance with the Five-Year Curriculum Development Plan. (Department of Defense Dependents Schools, 1982, p. 7)

The Five-Year Curriculum Development Plan was started in 1975 to provide

(1) a systematic review of the curricular and instructional support programs at all levels within DoDDS; (2) an effective focusing and management of resources needed to improve educational programs; (3) a logical means of establishing and addressing instructional objectives. (Department of Defense Dependents Schools, 1982, p. 8)

The Five-Year Curriculum Development Plan is shown in Figure 2.3.

The Supplementary Education Branch consists of coordinators of Compensatory Education, Computer Education, Media Services, Special Education, and Student Services.

Their major tasks are to establish objectives or functions within their category; to review and select both materials and processes which are consistent with the objectives and functions; to develop materials and approaches in those programs which require unique adaptation for the overseas schools; to plan, program, and budget for implementation of selected materials and processes; to provide in-service training as required; and to conduct evaluation activities intended both to analyze the effectiveness of the programs and to furnish management with the basis for improving or enhancing adopted programs. (Department of Defense Dependents Schools, 1982, p. 32)

The Evaluation Branch focuses on:

- (1) Operating a system-wide pupil achievement testing program.
- (2) Executing descriptive and/or causal-comparative research studies related to teaching and learning.
- (3) Designing and conducting evaluative studies of educational programs.
- (4) Providing technical evaluation assistance to DoDDS education specialists and program managers.
- (5) Directing DoDDS accreditation activities. (Department of Defense Dependents Schools, 1982, p. 52)

FISCAL YEAR	REVIEW	PILOT	IMPLEMENTATION
1976	HEALTH/PE SOCIAL STUDIES		
1977	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS	HEALTH/PE SOCIAL STUDIES	HEALTH/PE SOCIAL STUDIES
1978	MATHEMATICS SCIENCE CAREER EDUCATION (EXPLORATION)	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS	CAREER EDUCATION (AWARENESS) LANGUAGE ARTS
1979	SPECIAL EDUCATION ARTS AND HUMANITIES	SCIENCE MATHEMATICS	SCIENCE SPECIAL EDUCATION COMPENSATORY EDUCATION CAREER EDUCATION
1980	FOREIGN LANGUAGE MEDIA CAREER EDUCATION (VOCATIONAL)	ARTS AND HUMANITIES	MATHEMATICS SPECIAL EDUCATION COMPENSATORY EDUCATION CAREER EDUCATION
1981	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES	FOREIGN LANGUAGE CAREER EDUCATION (VOCATIONAL)	MUSIC ART HUMANITIES
1982	READING CAREER EDUCATION (AWARENESS/ EXPLORATION) COMPUTER EDUCATION	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES	FOREIGN LANGUAGE CAREER EDUCATION (VOCATIONAL)
1983	LANGUAGES ARTS SPECIAL EDUCATION EARLY CHILDHOOD EDUCATION	READING CAREER EDUCATION (AWARENESS) COMPUTER EDUCATION	SOCIAL STUDIES HEALTH/PE STUDENT SERVICES
1984	SCIENCE ARTS AND HUMANITIES CAREER EDUCATION (VOCATIONAL)	LANGUAGE ARTS SPECIAL EDUCATION CAREER EDUCATION (EXPLORATION)	READING CAREER EDUCATION (AWARENESS) COMPUTER EDUCATION
1985	FOREIGN LANGUAGES MATHEMATICS MEDIA	SCIENCE ARTS AND HUMANITIES CAREER EDUCATION (VOCATIONAL)	LANGUAGE ARTS SPECIAL EDUCATION CAREER EDUCATION (EXPLORATION)

Figure 2.3.--Five-Year Curriculum Development Plan. (From Department of Defense Dependents Schools, Summary of Programs (Washington, D.C.: Department of Defense, 1982), p. 13.)

The DoDDS schools have been associated with the North Central Association of Colleges and Schools (NCA) since 1946 for high schools. Middle and junior high schools began their accreditation in 1973, and the elementary schools entered the accreditation process in 1976. The Department of Defense Dependents Schools provides a booklet, DoDDS vs. NCA: How Do We Compare?, which compares DoDDS schools with other member schools of NCA in size of secondary schools, junior high/middle schools, demographic settings of schools, average pupil/professional staff ratios, special education programs, guidance personnel, library expenditures, curriculum and program organization of middle/junior high schools, newer school practices in elementary schools, teacher salaries by size of school, average salary of principals by school size, and average annual salary of superintendents/regional directors by district enrollment (Department of Defense Dependents Schools, 1983b).

Accreditation and evaluation are proven, successful tools for helping us meet this challenge. They provide a way to channel the professional skills, creativity and energy of teachers, administrators, and the public toward a goal we all share . . . the best possible education for our young people and the best possible schools for our military communities. (Department of Defense Dependents Schools, 1983b)

Tables 2.3 through 2.7 show comparative statistics of the DoDDS and NCA schools in tabular form.

Table 2.3.--Averages of pupil/professional staff ratios.

School Size	Elementary		Middle/JH		Secondary	
	DoDDS	NCA	DoDDS	NCA	DoDDS	NCA
0- 199	13.74	13.84	13.00	11.83	9.72	9.47
200- 499	16.43	15.96	13.25	13.64	12.75	13.43
500- 999	17.96	17.91	16.37	15.88	15.32	16.19
1,000-1,499	18.75	17.91	.00	17.14	17.45	17.02
1,500-1,999	20.55	20.55	.00	.00	.00	17.85
2,000 and over	16.80	16.51	.00	15.15	.00	18.12

Source: Department of Defense Dependents Schools, DoDDS vs. NCA: How Do We Compare? (Washington, D.C.: Department of Defense, 1983b).

Note: The figures represent the average number of pupils for each professional staff member (administrator, guidance, special education, librarians, etc.).

Table 2.4.--Programs for students having special characteristics.

Characteristic	Elementary		Middle/JH		Secondary	
	DoDDS	NCA	DoDDS	NCA	DoDDS	NCA
Mentally retarded	92.08	97.09	100	100	85.71	94.17
Physically handicapped	81.19	84.88	100	94.9	71.43	88.57
Emotionally disturbed	83.17	95.20	91	93.8	69.89	86.96
Academically gifted	76.24	90.55	100	87.9	76.19	77.73
	N=100	N=688	N=11	N=490	N=63	N=3911

Source: Department of Defense Dependents Schools, DoDDS vs. NCA: How Do We Compare? (Washington, D.C.: Department of Defense, 1983a), p. 6.

Note: Figures expressed represent the percentage of schools offering these programs.

Table 2.5.--Newer school practices in elementary schools.

Practice	Percentage of Participating Schools	
	DoDDS	NCA
Continuous progress	51.5	60.9
Differentiated staffing	11.9	21.4
Cross-age grouping	39.6	48.4
Departmentalization	41.6	51.5
Team teaching	52.5	56.4
Multi-ethnic education	74.3	42.7
Open classroom	18.8	20.4
Career education	67.3	59.4
Independent study	33.7	40.7
Family life	53.5	43.0

Source: Department of Defense Dependents Schools, DoDDS vs. NCA: How Do We Compare? (Washington, D.C.: Department of Defense, 1983a), p. 8.

Table 2.6.--Comparative size of middle/junior high schools.

Enrollment	DoDDS	NCA
0- 199	1 (9%)	14 (3%)
200- 499	4 (36%)	139 (29.5%)
500- 999	6 (55%)	285 (58%)
1,000-1,499	0	45 (0%)
1,500-1,999	0	0
Over 2,000	0	2 (0.5%)
Average enrollment	487.3	639.5
	N = 11	N = 485

Source: Department of Defense Dependents Schools, DoDDS vs. NCA: How Do We Compare? (Washington, D.C.: Department of Defense, 1983a), p. 4.

Table 2.7.--Comparative size of secondary schools.

Enrollment	DoDDS	NCA
0- 199	13 (21%)	262 (7%)
200- 499	20 (32%)	1,027 (27%)
500- 999	28 (44%)	1,190 (31%)
1,000-1,499	0	692 (18%)
1,500-1,999	0	432 (11%)
Over 2,000	0	240 (6%)
Average enrollment	476.9	892.6
	N = 63	N = 3,848

Source: Department of Defense Dependents Schools, DoDDS vs. NCA: How Do We Compare? (Washington, D.C.: Department of Defense, 1983a), p. 4.

Note: DoDDS comprises 1.6% of the total NCA membership.

The Department of Defense Dependents Schools is a vital element in preserving the continuity of education for the service member's child while in the overseas area. Its task is to offer a quality education that is equal to or better than a comparable system in the United States. This continuity is important for the development of the child during the years away from the United States. When children spend time in another country, they are not to be penalized by receiving an inadequate education that will result in deficiencies and difficulty in their transition back to a stateside school. Thus, the Department of Defense Dependents Schools, through the branches of the Education Division, makes every possible effort to provide educational programs appropriate for each child. Implementation of the educational programs is the task of the administrators and educators of each school.

CHAPTER III

METHOD

This chapter includes a discussion of the procedure used in conducting this study, information about the sample selected, the design of the instrument, testable hypotheses, and limitations of the study. It concludes with an explanation of the methodology and the data analysis.

Population and Sample

The population from which the sample of interest was drawn consisted of military parents in which either and/or both parents were military members of the United States Armed Forces stationed on Okinawa and whose children were enrolled in one of the eight Department of Defense Dependents Schools, Okinawa, Japan.

Six hundred military parents were randomly selected on a stratified basis to constitute the sample. The unit of analysis was the family. Of the 600 questionnaires mailed, ten were returned because of an inadequate address, leaving 590 possible respondents. Of the 590 possible respondents, 326 returns were received.

This study was limited in scope to only military parents in the pay grades of E-3 to E-6, E-7 to E-9, O-1 to O-3, and O-4 to O-6. The members having the rank of Warrant Officer and General Officer were

not included in the random selection because of the very small number of possible participants. Civilians, whether General Schedules, Wage Schedules, Technical Representatives, Foreign Services Officers, or Foreign Nationals, were not included. Although their opinions are of high value, they are, for the most part, assigned to Okinawa at their own request.

The population of the 326 respondents had a mean of 25 months in length of time spent in this current tour of duty. The minimum length of time spent was one month; the maximum length of time spent was 99 months. The service members with the fewest months of residence on Okinawa constituted the smallest number of respondents: 45 or 13.8%. The largest group, 159 military personnel (48.8%), had resided on Okinawa in excess of 25 months. Those who had spent 7 to 24 months in the current tour of duty were 122 members, or 37.4%. (See Table 3.1.)

Table 3.1.--Length of time: Okinawa.

Time	Number	Percent
0- 6 months	45	13.8
7-24 months	122	37.4
< 24 months	159	48.8
Total	326	100.0

The population of 326 military members had a mean length of time in military service of 14.23 years, with a minimum of 2 years and a maximum of 30 years. Seventy-seven members, 38.9%, had less than 10 years of military service; 249, 71.1%, had more than 10 years. Table 3.2 illustrates the demographic information for length of time in military service.

Table 3.2.--Length of time: military service.

Time	Number	Percent
Less than 10 years	77	28.9
More than 10 years	249	71.1
Total	326	100.0

The population was divided according to the pay grades of enlisted and officer personnel. The division shows the distribution of enlisted and officer personnel as the following: (1) enlisted members in the pay grade of E-3 to E-6 were 153 in number, or 46.93% of the total; (2) 114 members, 34.97%, were in pay grade E-7 to E-9; (3) 32 O-1 to O-3 comprised the lower-rank officers, or 9.82% of the population; and (4) officer pay grades of O-4 to O-6 were 8.28% of the total population. (See Table 3.3.)

Table 3.3.--Lower and higher enlisted and officer personnel.

Group	Number	Percent
E-3 to E-6	153	46.93
E-7 to E-9	114	34.97
O-1 to O-3	32	9.82
O-4 to O-6	27	8.28
Total	326	100.00

Permission was obtained from officials of the Department of Defense Dependents Schools, Okinawa, Japan, to conduct the study. The research proposal, which included the instrument and cover letter to be sent to participants, was submitted for their approval.

The four ranking commanders of the Army, Navy, Air Force, and Marine Corps commands in Okinawa, Japan, were informed that selected members of their commands would be receiving the questionnaire. The ranking commanders each received a package that included a cover letter of information, the cover letter for each participant, and the survey instrument.

The Computer Center(s) located at the two high schools provided the data from which the sample was drawn. Due to a timeline required by the Department of Defense Dependents Schools for completion of the study, data were used to find a randomly selected group of 30 for the field test of the pilot instrument. These data represented the student population from School A (800 students), School B (1,524 students), and

School C (967 students). The data were available on 4 October 1983. Data from the remaining five schools were not available until 24 October 1983.

The sample for the pilot study was drawn from the student population on 10 October 1983. The list was purged of civilians, Warrant Officers, and General Officers. Once this was accomplished, each list was further cleared of duplicate listings of the sponsors who may have had more than one child in a school, or children in more than one school. When the list was rechecked to prevent any sponsor having more than one consideration for selection, each sponsor received a code number of four digits. A random table of numbers was used to select 30 numbers from the list. These individuals constituted the pilot group.

The questionnaires were mailed to the 30 subjects of the pilot group on 17 October 1983. Each received the cover letter which identified the researcher, the purpose of the research, the university approving the research, and the assurances of confidentiality. An additional sheet was included, which notified the subjects that they were part of a pilot group. They were asked to give qualitative responses to seven questions in addition to completing the questionnaire. Nine of the 30 were returned with suggestions of minor corrections to be made. For the most part, all found the questionnaire easy to understand and complete.

Data received for the remaining five schools, School D (1,066 students), School E (1,090 students), School F (454 students), School G (205 students), and School H (876 students), were combined with the

first list. The final list of participants for the main study was also purged of civilians, Warrant Officers, and General Officers, and duplicate listings of sponsors. Whereas Okinawa is zoned for school assignment, students living in a particular elementary school zone would not necessarily attend the high school in that zone. It became necessary to match the elementary school list with a corresponding high school list to find any sponsors listed more than once.

The task of deleting civilians, Warrant Officers, General Officers, and duplicate listings of military sponsors yielded a general population of 4,285 sponsors out of a student population of 6,982 students. Once the lists were so adjusted, each sponsor was assigned a four-digit code number to be used in the random selection. A random table of numbers (Borg & Gall, 1983, p. 734) was used by a suggested method of dropping a pencil on the table of numbers (Glass & Stanley, 1970), noting the two digits nearest the pencil point. The random selection began with the intersection of the ninth row and sixth column. From this point, the numbers were counted by groups of fours, recorded until 600 were found, and then used to select the subjects assigned to these numbers. When 600 four-digit groupings were recorded, the name and address of the sponsor assigned the series of numbers were recorded on an index card. Each index card had a questionnaire code number and the random selection number with the questionnaire code numbers ranging from 001 to 600.

Following the selection of the 600 subjects, the index cards were used to recheck for duplication of sponsors. When it was found

that the sample population was complete, each cover letter was addressed to the sponsor and spouse and signed by the researcher. The addressed envelope contained the cover letter, the questionnaire, and a self-addressed envelope to be returned to the researcher. Each cover letter offered the participants a summary of the results if they wrote their name and address on the back of the return envelope. The envelopes were grouped by the various APO zip codes for Okinawa and taken to the bulk mail center for distribution. The 600 questionnaires were mailed on 17 November 1983.

Information and guidance in the preparation of the survey and the distribution through a postal service were taken from Dillman's (1978) Mail and Telephone Surveys. A week following the general mailing, 24 November 1983, a postcard was sent to 450 subjects to remind them to complete the questionnaire. (See Appendix B.) It generated 16 phone calls from sponsors to say that they had not received the questionnaire. It appears as many as 85 questionnaires were returned as the result of the postcard reminder. By 25 January 1984, 326 questionnaires, or 54%, had been returned.

The lists that contained the names and addresses of the parent population of the Department of Defense Dependents Schools, Okinawa, were returned to an official on 16 December 1983. The lists were no longer of use to the researcher, and the return had been agreed on so that the privacy of the individuals would not be compromised by any others who were not given permission to see the lists. In addition to

the lists, the index cards that were used to record the subjects were returned.

Design of the Instrument

The design of the instrument was based on research literature discussed in Chapter II. In addition, statements were developed based on the researcher's extended history working and living in military communities outside the United States.

The Instrument

Each sponsor and spouse (whenever possible) was asked to complete the following to gain demographic information for placement in the following categories:

1. Rank
2. Time spent in overseas location (months)
3. Time spent in the military (years)
4. First tour on Okinawa ___yes ___no

For each attitude statement, the respondent(s) checked the attitude closest to his/her, or their, feelings. The attitudes had numerical values as indicated: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree.

Each of the 45 statements was one of three categories: (1) the relocation process, (2) self and interpersonal relations, and (3) Department of Defense Dependents Schools. The statements by category and order are:

Relocation

1. (1.1) My family had sufficient time (more than four months) to plan and organize our move to Okinawa.
2. (1.2) The previous base had information available that was recent about this assignment; that is, nothing was more than two years old.
6. (1.3) I believe that the sponsorship program prepared me adequately for the move to Okinawa.
7. (1.4) I was aware that my children would attend a Department of Defense Dependents School.
12. (1.5) The support services provided by the military led me to believe that the military "takes care of its own."
15. (1.6) I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.
18. (1.7) Information about the DoDDS schools on Okinawa was contained in the base packet at the previous bases.
21. (1.8) Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.
22. (1.9) If we had found a house we cared about, my family would choose to live off-base for the length of the tour.
26. (1.10) I believe the military subordinates the role of the family when reassigning the service member.
31. (1.11) My spouse had no difficulty finding a job.
35. (1.12) We knew that we would encounter difficulties in the search for housing before we arrived.
36. (1.13) We gained more help from other families met in the hotel or billeting than we did from the orientation program for newcomers.
40. (1.14) The military service gave my family an orientation program about Okinawa before we left the States.
41. (1.15) I met military members who had been stationed on Okinawa before I left the States.

Self- and Interpersonal Relations

- 4. (2.1) I believe that the educational experience of living in another culture compensates for the disruption in my child(ren)'s education.
- 5. (2.2) My present assignment is an advantage to me for promotion because I am gaining the skills and experiences that were not available at the previous base.
- 9. (2.3) Our household expenses are higher than they were in the States.
- 10. (2.4) There are less distractions for my child(ren) while living on Okinawa.
- 13. (2.5) My child(ren) are influenced by the behavior of other children more than they were at the last assignment.
- 16. (2.6) This assignment entails one parent taking more TDY trips than the previous assignment.
- 19. (2.7) Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.
- 23. (2.8) It is desirable to make frequent changes of friends and communities because it builds self-reliance.
- 24. (2.9) I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.
- 27. (2.10) Interpersonal problems have developed between my family members that were not present or evident at the last assignment.
- 28. (2.11) There was the least amount of disruption to our family life when we made this move compared to previous moves.
- 32. (2.12) My career assignment has given me the time needed to take educational courses on the base.
- 33. (2.13) I am more satisfied with my child(ren)'s performance in the DoDDS school(s) than in the previous school(s).
- 38. (2.14) My present assignment has given me the time needed to take educational courses on the base.
- 39. (2.15) We experienced no financial loss when we sold car(s) and/or home before coming to Okinawa.

- 42. (2.16) Disciplining my children remains the same after a two-week TDY or more than it did before the TDY.
- 44. (2.17) I requested the assignment to Okinawa, Japan.

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- 3. (3.1) Children of military members have less difficult making friends at school.
- 8. (3.2) I am satisfied with the encouragement of parent involvement within the schools.
- 11. (3.3) DoDDS provides as many or more extra programs for remedial work or enrichment than civilian schools.
- 14. (3.4) The school(s) provides information that allows me opportunities to take part in my child(ren)'s education.
- 17. (3.5) The educational program of the DoDDS schools is as good or better than in previous schools.
- 20. (3.6) I believe that my child(ren) is/are challenged through the teacher(s)'s understanding of my child(ren)'s abilities.
- 25. (3.7) The development of needed basic skills of my child(ren) is increasing through the instruction received in DoDDS school(s).
- 28. (3.8) There are more similarities than differences in the educational program of DoDDS schools and civilian schools.
- 29. (3.9) I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.
- 34. (3.10) During the Newcomers' Briefing, a DoDDS staff member informed us about the educational program offered to our children.
- 37. (3.11) Recognizing that there are differences in achievement with each child, I expect my child(ren)'s overall academic performance to be satisfactory.

43. (3.12) My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).
45. (3.13) I will report my satisfaction with DoDDS when another member asks.

Testable Hypotheses

The central research question of this study is, "Do the attitudes of military families toward relocation, themselves and others, and the Department of Defense Dependents Schools increase positively the longer they serve their tour of duty on Okinawa?" Secondary purposes of this study are (1) to determine if those of higher rank among commissioned and noncommissioned personnel have more positive attitudes than those of lower rank and (2) to determine if length of total military service is positively related to attitudes about relocation, self and interpersonal relations, and the programs and services of the Department of Defense Dependents Schools.

The hypotheses tested, which described the expected relationship between variables, were stated in the directional form. The first general hypothesis and nine operational hypotheses are as follows:

General Hypothesis I

The longer the family serves in their current tour of duty at a given location, the greater will be their satisfaction with the tour of duty.

Operational H1a: There will be a low level of satisfaction during the first six months of duty with the process of relocation undergone by the family.

Operational H1b: There will be a low level of satisfaction during the first six months of duty with self and interpersonal relations experienced in the family.

Operational H1c: There will be a low level of satisfaction during the first six months of duty with the programs and services of the Department of Defense Dependents Schools.

Operational H2a: There will be a higher level of satisfaction during the next year and one-half with the process of relocation undergone by the family.

Operational H2b: There will be a higher level of satisfaction during the next year and one-half of duty with self and interpersonal relations experienced by the family.

Operational H2c: There will be a higher level of satisfaction during the next year and one-half of duty with the programs and services of the Department of Defense Dependents Schools.

Operational H3a: There will be the highest level of satisfaction during two years or more of duty with the process of relocation undergone by the family.

Operational H3b: There will be the highest level of satisfaction during two years or more of duty with self and interpersonal relations experienced by the family.

Operational H3c: There will be the highest level of satisfaction during two years or more of duty with the programs and services of the Department of Defense Dependents Schools.

The second general hypothesis and 18 operational hypotheses related to time spent in the military are as follows:

General Hypothesis II

The longer the length of total military service, the greater will be the satisfaction of the family with the tour of duty.

Operational H4a: There will be a lower level of satisfaction with the process of relocation during the first six months of duty among those with less than ten years of military service, as compared with those having more than ten years of service.

Operational H4b: There will be a lower level of satisfaction with self and interpersonal relations during the first six months of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H4c: There will be a lower level of satisfaction with the program and services of the Department of Defense Dependents Schools during the first six months of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H5a: There will be a lower level of satisfaction with the process of relocation during the next year and one-half of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H5b: There will be a lower level of satisfaction with self and interpersonal relations during the next year and one-half of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H5c: There will be a lower level of satisfaction with the programs and services of Department of Defense Dependents Schools during the next one and one-half years of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H6a: There will be a lower level of satisfaction with the process of relocation during two years or more of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H6b: There will be a lower level of satisfaction with self and interpersonal relations during two years or more of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H6c: There will be a lower level of satisfaction with the programs and services of the Department of Defense Dependents Schools during two years or more of duty among those with less than ten years of military service as compared with those having more than ten years of service.

Operational H7a: There will be a higher level of satisfaction with the process of relocation during the first six months of duty among those with more than ten years of military service as compared with those having more than ten years of service.

Operational H7b: There will be a higher level of satisfaction with self and interpersonal relations during the first six months of duty among those with more than ten years of military service as compared with those having less than ten years of service.

Operational H7c: There will be a higher level of satisfaction with the programs and services of Department of Defense Dependents Schools during the first six months of duty among those with more than ten years of military service as compared with those having less than ten years of service.

Operational H8a: There will be a higher level of satisfaction with self and interpersonal relations during the next year and one-half of duty among those with more than ten years of military service as compared with those having less than ten years of service.

Operational H8c: There will be a higher level of satisfaction with the programs and services of Department of Defense Dependents Schools during the next year and one-half of duty among those with ten years of military service as compared with those having less than ten years of service.

Operational H9a: There will be a higher level of satisfaction with the relocation process during two years or more of duty among those with more than ten years of military service as compared with those having less than ten years of service.

Operational H9b: There will be a higher level of satisfaction with self and interpersonal relations during two years or more of duty among those with more than ten years of military service as compared with those having less than ten years of service.

Operational H9c: There will be a higher level of satisfaction with the programs and services of Department of Defense Dependents Schools during two years or more of duty among those with more than ten years of military service as compared with those having less than ten years of service.

The third general hypothesis and the 18 operational hypotheses related to the rank of the enlisted personnel are as follows:

General Hypothesis III

The higher the rank of the enlisted military member, the greater will be the satisfaction of the family with the tour of duty.

Operational H10a: There will be a lower level of satisfaction with the process of relocation during the first six months among E-3 to E-6 personnel as compared to those enlisted personnel with higher rank.



Operational H10b: There will be a lower level of satisfaction with self and interpersonal relations during the first six months among E-3 to E-6 personnel as compared to those enlisted personnel with higher rank.

Operational H10c: There will be a lower level of satisfaction with the programs and services of Department of Defense Dependents Schools during the first six months of duty among the E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H11a: There will be a lower level of satisfaction with the process of relocation during the next year and one-half of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H11b: There will be a lower level of satisfaction with self and interpersonal relations during the next year and one-half of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H11c: There will be a lower level of satisfaction with the programs and services of the Department of Defense Dependents Schools during the next year and one-half of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H12a: There will be a lower level of satisfaction with the process of relocation during two years or more of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H12b: There will be a lower level of satisfaction with self and interpersonal relations during two years or more of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H12c: There will be a lower level of satisfaction with the programs and services of the Department of Defense Dependents Schools during two years or more of duty among E-3 to E-6 personnel as compared with those enlisted personnel with higher rank.

Operational H13a: There will be a higher level of satisfaction with the relocation process during the first six months of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H13b: There will be a higher level of satisfaction with self and interpersonal relations during the first six months of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H13c: There will be a higher level of satisfaction with the programs and services of Department of Defense Dependent Schools during the first six months of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H14a: There will be a higher level of satisfaction with the relocation process during the next year and one-half among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H14b: There will be a higher level of satisfaction with self and interpersonal relations during the next year and one-half among E-7 and E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H14c: There will be a higher level of satisfaction with the programs and services of the Department of Defense Dependents Schools during the next year and one-half among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H15a: There will be a higher level of satisfaction with the relocation process during two years or more of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H15b: There will be a higher level of satisfaction with self and interpersonal relations during two years or more of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

Operational H15c: There will be a higher level of satisfaction with the programs and services of the Department of Defense Dependents Schools during two years or more of duty among E-7 to E-9 personnel as compared with those enlisted personnel with lower rank.

General Hypothesis IV and the 18 operational hypotheses related to the rank of officers are as follows:

General Hypothesis IV

The higher the rank of the commissioned officer, the greater will be the satisfaction of the family with the tour of duty.

Operational H16a: There will be a lower level of satisfaction with the process of relocation during the first six months of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H16b: There will be a lower level of satisfaction with self and interpersonal relations during the first six months of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H16c: There will be a lower level of satisfaction with the programs and services of Department of Defense Dependents Schools during the first six months of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H17a: There will be a lower level of satisfaction with the process of relocation during the next year and one-half of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H17b: There will be a lower level of satisfaction with self and interpersonal relations during the next year and one-half of duty among O-1 to O-3 personnel as compared with commissioned officers with higher rank.

Operational H17c: There will be a lower level of satisfaction with the programs and services of the Department of Defense Dependents Schools during the next year and one-half of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H18a: There will be a lower level of satisfaction with the relocation process during two years or more of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H18b: There will be a lower level of satisfaction with self and interpersonal relations during two years or more of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H18c: There will be a lower level of satisfaction with the programs and services of the Department of Defense Dependents Schools during two years or more of duty among O-1 to O-3 personnel as compared with those commissioned officers with higher rank.

Operational H19a: There will be a higher level of satisfaction with the relocation process during the first six months of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H19b: There will be a higher level of satisfaction with self and interpersonal relations during the first six months of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H19c: There will be a higher level of satisfaction with the programs and services of the Department of Defense Dependents Schools during the first six months of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H20a: There will be a higher level of satisfaction with the relocation process during the next year and one-half of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H20b: There will be a higher level of satisfaction with self and interpersonal relations during the next year and one-half of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H20c: There will be a higher level of satisfaction with the programs and services of the Department of Defense Dependents Schools during the next year and one-half of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H21a: There will be a higher level of satisfaction with the relocation process during two years or more of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H21b: There will be a higher level of satisfaction with self and interpersonal relations during two years or more of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Operational H21c: There will be a higher level of satisfaction with the programs and services of the Department of Defense Dependents Schools during two years or more of duty among O-4 to O-6 personnel as compared with those commissioned officers with lower rank.

Limitations of the Study

1. The study was limited in scope to three groups of parents during their current tour of duty: (1) one group had lived on Okinawa for six months or less, (2) the second group had lived on Okinawa from 7 to 24 months, and (3) the third group had lived on Okinawa for more than 24 months. The total population was divided according to rank: E-3 to E-6, E-7 to E-9, O-1 to O-3, and O-4 to O-6. The population was separated into two groups by length of time in the military: less than ten years and more than ten years. It was hoped that the samples selected were representative of the respective populations. However, no systematic bias in selection need be expected as a result of the procedure used.

2. The study was limited by factors intrinsic in the use of any questionnaire. These included the problem of withdrawal of students from school, nonreturns of the survey, the bias of the respondents when providing information, and the possibility of misinterpretation of the statements. Especially pertinent to this study was the difficulty involved with respondents' determination of degrees of agreement or disagreement with the statements.

Methodology and Analysis

Measures were made of (1) the attitudes of military parents toward the relocation process, (2) parent attitudes toward self and interpersonal relations, and (3) attitudes of military parents toward the program and services of the Department of Defense Dependents Schools.

A multivariate analysis of variance was used to test the hypotheses that (1) there were differences in the responses of those who had spent six months or less, 7 to 24 months, and more than 24 months in the current tour of duty; (2) there were differences in the responses of members who had ten years or less of military service and those who had ten years or more; (3) there were differences in the responses between lower-rank enlisted personnel and higher-rank enlisted personnel; and (4) there were differences in the responses between lower-rank officer personnel and higher-rank officer personnel.

Intercorrelations were computed between all of the items on each measuring device used, and multiple-correlation analysis was conducted to determine the extent to which the independent variables of time and rank contributed to the variances of the dependent variables.

Summary statistics were computed to describe the distributions of the attitude responses of participants who chose the attitude closest to their feelings about each statement, "strongly agree," "agree," "disagree," and "strongly disagree." The subjects were

classified in each of three groups, based on the number of months spent in the current tour of duty, length of time in military service, and rank.

CHAPTER IV

ANALYSIS OF RESULTS

The principal objective of this study was to analyze the attitudes of military parents toward relocation, self and interpersonal relations, and the Department of Defense Dependents Schools during their current tour of duty in Okinawa, Japan. This causal-comparative study was an attempt to compare the subjects by the independent variables of time and rank with their attitude responses toward the dependent variables of relocation, self and others, and the Department of Defense Dependents Schools.

The central question of this research was, "Do the attitudes of military parents toward relocation, self and others, and the Department of Defense Dependents Schools increase positively the longer they serve their tour of duty on Okinawa?" The secondary purposes of this study were (1) to determine if length of total military service is positively related to attitudes about relocation, self and others, and the Department of Defense Dependents Schools and (2) to determine if those of higher rank among commissioned and noncommissioned personnel have more positive attitudes than those of lower rank.

This chapter is composed of the major hypotheses tested, description and interpretation of the statistical treatment of the

data, evaluation of the hypotheses by means of an established criterion of statistical significance ($p < .05$), and the decision to reject or accept the hypotheses. Details of the statistical analysis of the data related to the general effect of time and rank were computed by the utilization of the Statistical Package for the Social Sciences.

Statistical Tests and Treatments

Summary statistics were computed to describe the distributions of the attitude responses of respondents who chose the attitude closest to their feelings: strongly disagree, disagree, agree, and strongly agree. (See Table 4.1.) The subjects were classified in one of three groups, based on the number of months spent in the tour of duty. These data tested the general hypothesis and the operational hypotheses. The subjects were classified by length of military service: less than 10 years and more than 10 years. Each subject was classified by category of rank: lower- or higher-rank enlisted personnel or lower- or higher-rank officer personnel.

Multivariate analysis of variance (MANOVA) was performed to find the univariate and multivariate linear estimation to test the hypotheses for any crossed and/or nested design with covariates. MANOVA was selected to determine whether several groups differed on more than one dependent variable. This statistical test is robust, which permitted departures from normality in the population distribution. The observed significance level associated with the statistical treatment was the probability that a difference at least as large as the one observed would occur if the population means were equal.

Table 4.1.--Comparative summary statistics of the attitudes of respondents, by months of current tour of duty.

Statement	Group	N	Mean	SD	.95 C.I.
RELOCATION					
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	< 6 months 7-24 months > 24 months	23 73 104	2.8695 3.0000 3.1634	1.1795 1.0540 1.0250	2.3595-3.3796 2.7540-3.2459 2.9641-3.3628
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	< 6 months 7-24 months > 24 months	23 73 104	2.5217 2.3013 2.3846	1.1228 1.1015 .9584	2.0361-3.0073 2.0443-2.5583 2.9641-3.3628
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	< 6 months 7-24 months > 24 months	23 73 104	2.2173 2.3150 2.4615	.9980 1.0121 .9943	1.7858-2.6489 2.0789-2.5512 2.2681-2.6549
7. I was aware that my children would attend a Department of Defense Dependents School.	< 6 months 7-24 months > 24 months	23 73 104	3.4347 3.4971 3.5384	.5897 .6692 .5899	3.1797-3.6898 3.3370-3.6492 3.4237-3.6531
12. The support services provided by the military lead me to believe that the military "takes care of its own."	< 6 months 7-24 months > 24 months	23 73 104	2.6521 2.9178 2.8653	.6683 .8620 .8132	2.6240-3.2020 2.7166-3.1189 2.7072-3.0235
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	< 6 months 7-24 months > 24 months	23 73 104	3.0434 3.0411 2.9519	.5623 .6333 .6443	2.8003-3.2866 2.8933-3.1886 2.8266-3.0772
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	< 6 months 7-24 months > 24 months	23 73 104	2.5652 2.1917 2.2615	1.0368 .8922 .9055	2.1168-3.0135 1.9836-2.3999 2.0931-2.4453
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	< 6 months 7-24 months > 24 months	23 73 104	2.0434 1.7123 2.0480	.9282 .7355 .9177	1.6420-2.4448 1.5407-1.8839 1.8695-2.2265

Table 4.1.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.
<u>RELOCATION</u>					
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	< 6 months 7-24 months > 24 months	23 73 104	2.5652 2.3424 2.3365	1.1211 1.0700 1.1287	2.0804-3.0500 2.0928-2.5921 2.1170-2.5560
26. I believe the military subordinates the role of the family when reassigning the service member.	< 6 months 7-24 months > 24 months	23 73 104	3.1739 2.9178 2.9807	.6503 .7773 .8587	2.8926-3.4551 2.7364-3.0991 2.8137-3.1477
31. My spouse had no difficulty finding a job.	< 6 months 7-24 months > 24 months	23 73 104	1.8695 1.9178 2.1346	.8148 .9825 .9760	1.5171-2.2219 1.6885-2.1470 1.9448-2.3244
35. We knew that we would encounter difficulties in the search for housing before we arrived.	< 6 months 7-24 months > 24 months	23 73 104	2.8260 3.0821 3.2692	.9840 .8620 .6716	2.4005-3.2516 2.8810-3.2833 3.1386-3.3998
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	< 6 months 7-24 months > 24 months	23 73 104	2.9130 2.9863 2.6442	1.0406 .8578 .9442	2.4630-3.3630 2.7861-3.1864 2.4606-2.8279
40. The military service gave my family an orientation program about Okinawa before I left the States.	< 6 months 7-24 months > 24 months	23 73 104	1.4782 1.3287 1.4615	.7304 .5015 .7230	1.1623-1.7941 1.2117-1.4457 1.3209-1.6021
41. I met military members who had been stationed on Okinawa before I left the States.	< 6 months 7-24 months > 24 months	23 73 104	3.1739 2.8219 2.9807	.5762 .8715 .8002	2.9247-3.4290 2.6185-3.0252 2.8251-3.1364

Table 4.1.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.
<u>SELF AND INTERPERSONAL RELATIONS</u>					
4. I believe that the educational experiences of living in another culture compensate for the disruption in my child(ren)'s education.	< 6 months	23	2.9130	.9001	2.5237-3.3023
	7-24 months	73	2.9726	.7988	2.7862-3.1589
	> 24 months	104	2.8076	.9761	2.6178-2.9975
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	< 6 months	23	2.4347	1.0798	1.9678-2.9017
	7-24 months	73	2.2054	.9568	1.9822-2.4287
	> 24 months	104	2.3942	1.0650	2.1871-2.6013
9. Our household expenses are higher than they were in the States.	< 6 months	23	3.0000	.7385	2.6806-3.3193
	7-24 months	73	2.6712	.9867	2.4771-2.8105
	> 24 months	104	2.6346	1.0339	2.4335-2.8357
10. There are less distractions for my children while living on Okinawa.	< 6 months	23	2.4347	.8434	2.0700-2.7995
	7-24 months	73	2.6438	.7143	2.4771-2.8105
	> 24 months	104	2.6538	.8216	2.4940-2.8136
13. My children are influenced by the behavior of other children more than they were at the last assignment.	< 6 months	23	2.2173	.8504	1.8496-2.5817
	7-24 months	73	2.6438	.7522	2.4683-2.8193
	> 24 months	104	2.6538	.7073	2.5162-2.7914
16. This assignment entails one parent taking more TDY trips than the previous assignment.	< 6 months	23	2.5217	1.0816	2.0540-2.9894
	7-24 months	73	2.5479	1.1308	2.2840-2.8118
	> 24 months	104	2.5384	1.1141	2.3218-2.7551
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	< 6 months	23	2.6956	1.0632	2.2358-3.1554
	7-24 months	73	2.9041	.9883	2.6735-3.1347
	> 24 months	104	2.9615	.9022	2.7860-3.1370
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	< 6 months	23	2.2608	.7518	1.9357-2.5859
	7-24 months	73	2.2465	.7954	2.0609-2.4321
	> 24 months	104	2.1730	.7936	2.0187-2.3274

Table 4.1.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.
<u>SELF AND INTERPERSONAL RELATIONS</u>					
24. I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.	< 6 months 7-24 months > 24 months	23 73 104	2.6521 2.5205 2.3365	1.0273 .9296 .9814	2.2079-3.0964 2.3036-2.7374 2.1456-2.5274
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	< 6 months 7-24 months > 24 months	23 73 104	2.1304 2.2054 2.2019	.7570 .8812 .9177	1.8030-2.4578 1.9998-2.4110 2.0234-2.3804
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	< 6 months 7-24 months > 24 months	23 73 104	1.9565 1.9589 2.3365	.8779 .9042 .9814	1.5768-2.3361 1.7479-2.1698 2.1456-2.5274
32. My career assignment has given me the time to take educational courses on the base.	< 6 months 7-24 months > 24 months	23 73 104	2.0869 2.2458 2.5192	.9493 1.0107 .9449	1.6764-2.4974 2.0107-2.4824 2.3354-2.7029
33. I am more satisfied with my children's performance in the DoDDS school(s) than in the previous school(s).	< 6 months 7-24 months > 24 months	23 73 104	2.6956 2.7534 2.7500	.8221 .7954 .8331	2.3401-3.0511 2.5678-2.9890 2.5879-2.9120
38. My present assignment has been personally rewarding to me.	< 6 months 7-24 months > 24 months	23 73 104	2.8260 2.8082 2.9711	.7776 .9076 .9497	2.4898-3.1623 2.5964-3.0199 2.7864-3.1558
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	< 6 months 7-24 months > 24 months	23 73 104	1.3478 1.6849 1.8076	.5727 .8312 1.0247	1.1001-1.5951 1.4909-1.8788 1.6084-2.0069
42. Disciplining my child(ren) remains the same after a two week or more TDY than it did before the TDY.	< 6 months 7-24 months > 24 months	23 73 104	2.7391 2.7534 2.6923	.6191 .7778 .8134	2.4713-3.0068 2.5719-2.9349 2.5341-2.8505

Table 4.1.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.
<u>SELF AND INTERPERSONAL RELATIONS</u>					
44. I requested the assignment to Okinawa, Japan.	< 6 months 7-24 months > 24 months	23 73 104	2.6956 2.5890 2.7884	1.0195 1.1647 1.1547	2.2547-3.1365 2.3172-3.0130 2.5638-3.0130
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>					
3. Children of military members have less difficulty making friends at school.	< 6 months 7-24 months > 24 months	23 73 104	2.6956 2.9041 2.9038	.6349 .6047 .6900	2.4210-2.9702 2.7630-3.0452 2.7696-3.0380
8. I am satisfied with the encouragement of parent involvement within the schools.	< 6 months 7-24 months > 24 months	23 73 104	2.2173 2.3150 2.4615	.9980 1.0121 .9943	1.7858-2.6489 2.078902.5512 2.2681-2.6549
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	< 6 months 7-24 months > 24 months	23 73 104	2.9130 2.9178 2.8653	.6683 .8620 .8132	2.6240-3.2020 2.7166-3.1189 2.7072-3.0235
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	< 6 months 7-24 months > 24 months	23 73 104	2.8260 2.9315 3.0000	.6503 .5609 .6682	2.5448-3.1073 2.8006-3.0623 2.8700-3.1299
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	< 6 months 7-24 months > 24 months	23 73 104	3.1739 2.9726 3.0384	.7168 .8814 .7873	2.8639-3.4838 2.7669-3.1782 2.8853-3.1915
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	< 6 months 7-24 months > 24 months	23 73 104	2.8260 2.8082 2.9807	.8340 .7389 .7238	2.4654-3.1867 2.6358-2.9806 2.8400-3.1215
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	< 6 months 7-24 months > 24 months	23 73 104	3.1304 2.8767 3.0192	.5480 .5996 .7371	2.8934-3.3674 2.7368-3.0166 2.8758-3.1625

Table 4.1.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>					
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	< 6 months	23	2.7391	.8100	2.3888-3.0894
	7-24 months	73	2.6027	.6398	2.4534-2.7520
	> 24 months	104	2.6442	.7872	2.4911-2.7973
29. I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	< 6 months	23	3.0869	.5964	2.8290-3.3448
	7-24 months	73	2.9452	.5747	2.8111-3.0792
	> 24 months	104	3.0288	.7562	2.8817-3.1759
34. During the Newcomer's Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	< 6 months	23	2.4347	.9920	2.0057-2.8637
	7-24 months	73	2.0684	.8220	1.8766-2.2603
	> 24 months	104	2.0961	.8304	1.9346-2.2576
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	< 6 months	23	3.2608	.6191	2.9931-3.5286
	7-24 months	73	3.1643	.5531	3.0353-3.2934
	> 24 months	104	3.0673	.7004	2.9311-3.2035
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	< 6 months	23	2.7826	.7952	2.4387-3.1265
	7-24 months	73	2.6986	.7204	2.5305-2.8667
	> 24 months	104	2.7884	.8322	2.6255-2.9503
45. I will report my satisfaction with DoDDS when another member asks.	< 6 months	23	3.1304	.5480	2.8934-3.3674
	7-24 months	73	3.2191	.6507	3.0673-3.3710
	> 24 months	104	3.1346	.8482	2.9696-3.2995

Key: A = General agreement with the statements; D = General disagreement with the statements.
 Numerical value and attitudes: (1) Strongly Disagree, (2) Disagree, (3) Agree,
 (4) Strongly Agree

The multivariate analysis of variance (MANOVA) was used to test the hypotheses that (1) there were differences in the responses between those who had spent 6 months or less of the current tour of duty and those who had spent 7 to 24 months; (2) there were differences in the responses between those who had spent 24 months or less on Okinawa and those who had spent more than 24 months; (3) there were differences in the responses of enlisted and officer personnel who had less than 10 years of military service and those enlisted and officer personnel who had more than 10 years of military service; (4) differences were present between lower-rank enlisted personnel and those of higher enlisted rank; and (5) there were differences in the responses of all enlisted personnel and lower-rank officers when compared with higher-rank officers.

Intercorrelations were computed between all of the items on each measuring device used, and multiple-correlation analysis was conducted to determine the extent to which the independent variables of time and rank contributed to the variances of the dependent variables, relocation, self and others, and the Department of Defense Dependents Schools, when testing all statements.

The Wilks Lambda was selected to test for the statistical significance of the difference of the group centroids. When the MANOVA F was obtained, an analysis of variance was performed on each dependent variable (statements of the instrument) to determine which of these variables were statistically significant and contributed to the overall MANOVA F.

Missing values are not treated in the statistical tests of Wilks Lambda and MANOVA F. Therefore, the number of respondents was less than the number of questionnaires returned to the researcher.

Results of General Hypothesis I
and Its Operational Hypotheses

1. The relationship between how long a family stays in their current tour of duty and their level of satisfaction with that tour of duty was not found to be a significant positive relationship when contrasting those with 6 months or less in the current tour of duty with those with 7 to 24 months of duty.

A multivariate analysis of variance showed no significant difference between the responses of those with 6 months or less of duty in contrast with those who had 7 to 24 months of duty. The Wilks Lambda statistical treatment was applied with the result of .78840 ($F [45,153] = .91253, p = .631$).

However, there were significant differences in their contrasting attitudes toward two aspects of the relocation process. The participants who had spent 7 to 24 months of the tour of duty were less satisfied with item 21, "Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice" ($p = .01$). The possibility of the frustration being greater the longer the member and spouse reside in the location, coupled with the lack of opportunities, information, or notification of available jobs, may be a factor that contributed to this difference.

Respondents who had spent 7 to 24 months of the tour of duty were in less agreement with item 41, "I met military members who had been stationed on Okinawa before I left the States," than those who had been there for six months or less ($p = .054$). Length of time spent away from the United States makes these discussions less meaningful.

2. A similar multivariate analysis of variance was completed which compared the responses of those who had 24 months or less of duty with those who had more than 24 months. The Wilks Lambda indicated that differences between the responses of these two groups were significantly different, .69049 ($F [45,153] = 1.52407$, $p = .031$).

An analysis of variance of the statements indicated the particular data that were significant. Two items of the relocation process (items 35 and 36) and four items of the category of self and interpersonal relations (items 13, 30, 32, and 39) were found to be significant. (See Table 4.2.) No items that were concerned with the Department of Defense Dependents Schools were of significant difference.

There was the highest level of satisfaction for those having more than 24 months of duty ($p = .010$) in response to item 35, "We knew that we would encounter difficulties in the search for housing before we arrived." The information the members had received before arriving at the duty station may have contained specific examples of the difficulties they would encounter as compared to those who had less than 24 months. The difficulty in finding housing for those with less than 24 months may be greater because of an increase in the total



military and civilian population with the competition for available housing greater now than for the others who arrived more than two years ago.

The highest level of satisfaction for item 36, "We gained more help from other families we met in the hotel or billeting than we did from the orientation for newcomers," was found to be significant ($p = .034$) for those who had spent less than 24 months of the tour of duty. This correlates with the lower level of satisfaction for this group in not having as much knowledge about the difficulty in finding housing. From these two statements an assumption is made that perhaps the group with less time on Okinawa spent more time in the hotel or billeting, where they could have gained more help from other families than from the military service.

Members who had spent more than 24 months of the tour of duty were more in agreement with item 13, "My children are influenced by the behavior of other children more than they were at the last assignment," than those having less than 24 months ($p = .031$). The significance of this contrast of the two groups may show the families who are settled for a longer period of time are finding their children have more permanent friendships with other children. Since most are residing on base after this length of time, the close proximity of other families may create the impression that their children are influenced more than they were at the last assignment, which may not have included on-base housing.



Table 4.2.--Analysis of differences in attitudes between categories of months of the current tour of duty (N = 200).

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
RELOCATION		
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	NS	NS
2. The previous base had information that was recent about this assignment; that is, nothing is more than two years old.	NS	NS
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	NS	NS
7. I was aware that my children would attend a Department of Defense Dependents School.	NS	NS
12. The support services provided by the military lead me to believe that the military "takes care of its own."	NS	NS
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	NS	NS
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	NS	NS

Table 4.2.--Continued.

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
<u>RELOCATION</u>		
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	.021 ^b	NS
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	NS	NS
26. I believe the military subordinates the role of the family when assigning the service member.	NS	NS
31. My spouse had no difficulty finding a job.	NS	NS
35. We knew that we would encounter difficulties in the search for housing before we arrived.	NS	.010 ^b
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	NS	.034 ^b
40. The military service gave my family an orientation program about Okinawa before I left the States.	NS	NS
41. I met military members who had been stationed on Okinawa before I left the States.	.054 ^b	NS

Table 4.2.--Continued.

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
<u>RELOCATION</u>		
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	.021 ^b	NS
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	NS	NS
26. I believe the military subordinates the role of the family when assigning the service member.	NS	NS
31. My spouse had no difficulty finding a job.	NS	NS
35. We knew that we would encounter difficulties in the search for housing before we arrived.	NS	.010 ^b
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	NS	.034 ^b
40. The military service gave my family an orientation program about Okinawa before I left the States.	NS	NS
41. I met military members who had been stationed on Okinawa before I left the States.	.054 ^b	NS

Table 4.2.--Continued.

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
<u>SELF AND INTERPERSONAL RELATIONS</u>		
4. I believe that the educational experiences of living in another country compensate for the disruption in my child(ren)'s education.	NS	NS
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	NS	NS
9. Our household expenses are higher than they were in the States.	NS	NS
10. There are less distractions for my children while living on Okinawa.	NS	NS
13. My children are influenced by the behavior of other children more than they were at the last assignment.	NS	.053 ^b
16. This assignment entails one parent taking more TDY trips than the previous assignment.	NS	NS

Table 4.2.--Continued.

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
<u>SELF AND INTERPERSONAL RELATIONS</u>		
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	NS	NS
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	NS	NS
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	NS	NS
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	NS	.010 ^b
32. My career assignment has given me the time to take educational courses on the base.	NS	.020 ^b
33. I am more than satisfied with my child(ren)'s performance in the DoDDS school(s) than in previous school(s).	NS	NS

Table 4.2.--Continued.

Category/Item	Contrast	
	Less Than or Equal to 6 Months/ 7 to 24 Months ^a	Less Than or Equal to 24 Months/ More Than 24 Months ^b
<u>SELF AND INTERPERSONAL RELATIONS</u>		
38. My present assignment has been personally rewarding to me.	NS	NS
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	NS	.041 ^b
42. Disciplining my child(ren) remains the same after a two-week or more TDY than it did before the TDY.	NS	NS
44. I requested the assignment to Okinawa, Japan.	NS	NS

^aNS = not significant. Although contrasts were not significant, selected items within were significant.

^bSignificant contrast.

There was a higher level of satisfaction for members with more than 24 months of duty with item 30, "There was the least amount of disruption to our family life when we made this move compared to previous moves." The statistical significance may show these members as having experienced fewer problems associated with the move as a whole as they remembered it as compared to those who have had a more recent move ($p = .010$).

The $p = .020$ level of significance for item 32, "My career assignment has given me the time to take educational courses on the base," showed a higher level of satisfaction for those having more than 24 months on Okinawa. Once settled in a location, members have more time to take advantage of what is offered for professional and personal growth.

Each group was in disagreement with item 39, "We experienced no financial loss when we sold car(s) or home before coming to Okinawa." Financial problems have been cited by Marsh (1976) in that payable allowances do not cover the cost of moving, and to this can be added the losses that must be borne by the members when they must sell items because of the move. Contrasting the two groups, a statistical significance was found ($p = .041$); those having more than 24 months of time on Okinawa were in less disagreement with the statement than those with less than 24 months in the current tour.

The operational hypothesis which stated an expected relationship of the highest level of satisfaction with the relocation process would be found with members having 24 months or more of duty was

accepted for the dependent variable statement 35 but not statement 36. The remaining statements in this category did not yield significance.

Four of the 17 dependent variable statements in the category of self and interpersonal relations were significantly different when contrasting the two populations. The operational hypotheses were accepted that the highest level of satisfaction was found during 24 months or more of duty for the following statements only: 13, 30, 32, and 39.

While a significant level of $p = .031$ was found in contrasting the two populations in response to all items, no items tested in the category of Department of Defense Dependents Schools were found to be statistically significant. The operational hypotheses of General Hypothesis I relating to time in the current tour and the programs and services of the Department of Defense Dependents Schools were not accepted as stated.

Contrasts between groups based on length of time on Okinawa are presented in Table 4.3.

Results of General Hypothesis II and Its Operational Hypotheses

1. The relationship between the number of years of military service and the level of satisfaction with the tour of duty was not found to be a significant positive relationship when contrasting those members who had less than 10 years of service with those who had more than 10 years.

Table 4.3.--Comparative summary statistics of the attitudes of respondents, by years of military service.

Statement	Group	N	Mean	SD	.95 C.I.	
RELOCATION						
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	<10 years >10 years	45 155	2.9333 3.1096	1.0531 1.0541	2.6169-3.2497 2.9424-3.2769	A
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	<10 years >10 years	45 155	2.3777 2.3677	1.0288 1.0320	2.0686-2.6868 2.2039-2.5315	D
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	<10 years >10 years	45 155	2.2666 2.4129	.9390 1.0179	1.9845-2.5487 2.2513-2.5744	D
7. I was aware that my children would attend a Department of Defense Dependents School.	<10 years >10 years	45 155	3.4666 3.5225	.5477 .6379	3.3021-3.6312 3.4213-3.6238	A
12. The support services provided by the military lead me to believe that the military "takes care of its own."	<10 years >10 years	45 155	3.0666 2.7677	.7198 .8514	2.8504-3.2829 2.6326-2.9028	A
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	<10 years >10 years	45 155	2.9777 3.0000	.6904 .6137	2.7703-3.1852 2.9026-3.0973	A
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	<10 years >10 years	45 155	2.3777 2.2451	.9117 .9211	2.1038-2.6517 2.0989-2.3913	D
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	<10 years >10 years	45 155	2.0444 1.8903	.8779 .8646	1.7806-2.3081 1.7531-2.0275	D

Table 4.3.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.	
RELOCATION						
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	<10 years >10 years	45 155	2.3550 2.3677	1.0035 1.1340	2.0540-2.6570 2.1878-2.5476	D
26. I believe the military subordinates the role of the family when reassigning the service member.	<10 years >10 years	45 155	2.9555 2.9871	.7371 .8295	2.7340-3.1770 2.8554-3.1187	A
31. My spouse had no difficulty finding a job.	<10 years >10 years	45 155	2.0444 2.0193	1.0435 .9429	1.7309-2.3579 1.8697-2.1689	D
35. We knew that we would encounter difficulties in the search for housing before we arrived.	<10 years >10 years	45 155	3.1333 3.1548	.7862 .7988	2.8971-3.3695 3.0280-3.2816	A
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	<10 years >10 years	45 155	3.0000 2.7419	.9770 .9176	2.7064-3.2935 2.5963-2.8875	D
40. The military service gave my family an orientation program about Okinawa before I left the States.	<10 years >10 years	45 155	1.4444 1.7096	.7247 .9532	1.2267-1.6621 1.5584-1.8609	D
41. I met military members who had been stationed on Okinawa before I left the States.	<10 years >10 years	45 155	3.0666 2.9096	.7198 .8325	2.8504-3.2829 2.7775-3.0417	A

Table 4.3.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.	
SELF AND INTERPERSONAL RELATIONS						
4. I believe that the educational experiences of living in another culture compensate for the disruption in my child(ren)'s education.	<10 years	45	2.8000	.8146	2.5552-3.0447	A
	>10 years	155	2.9032	.9312	2.7554-3.0509	
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	<10 years	45	2.3555	.9806	2.0609-2.6501	D
	>10 years	155	2.3225	1.0440	2.1569-2.4882	
9. Our household expenses are higher than they were in the States.	<10 years	45	2.7777	.9017	2.5068-3.0486	A
	>10 years	155	2.6645	1.0146	2.5035-2.8255	
10. There are less distractions for my children while living on Okinawa.	<10 years	45	2.6000	.7804	2.3655-2.8344	D
	>10 years	155	2.6326	.7897	2.5069-2.7575	
13. My children are influenced by the behavior of other children more than they were at the last assignment.	<10 years	45	2.6000	.6875	2.3934-2.8065	D
	>10 years	155	2.6000	.7695	2.4778-2.7221	
16. This assignment entails one parent taking more TDY trips than the previous assignment.	<10 years	45	3.1333	.4572	2.9959-3.2707	A
	>10 years	155	2.9032	.6622	2.7981-3.0083	
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	<10 years	45	2.8888	.9821	2.5938-3.1839	A
	>10 years	155	2.9161	.9463	2.7659-3.0662	
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	<10 years	45	2.3111	.7330	2.0908-2.5313	D
	>10 years	155	2.1806	.8015	2.0534-2.3078	

Table 4.3.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.	
<u>SELF AND INTERPERSONAL RELATIONS</u>						
24. I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.	<10 years >10 years	45 155	2.4000 2.4516	.8893 .9947	2.1328-2.6671 2.2937-2.6094	D
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	<10 years >10 years	45 155	2.2666 2.1741	.8893 .8838	1.9994-2.5338 2.0339-2.3144	D
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	<10 years >10 years	45 155	2.1555 2.1548	.8779 .9812	1.8918-2.4193 1.9991-2.3105	D
32. My career assignment has given me the time to take educational courses on the base.	<10 years >10 years	45 155	2.4444 2.3483	1.0125 .9709	2.1402-2.7486 2.1943-2.5024	D
33. I am more satisfied with my child(ren)'s performance in the DoDDS school(s) than in the previous school(s).	<10 years >10 years	45 155	2.8666 2.7096	.7567 .8293	2.6393-3.0940 2.5780-2.8412	A
38. My present assignment has been personally rewarding to me.	<10 years >10 years	45 155	3.0222 2.8580	.5568 .9076	3.1438-3.4784 2.7140-3.0020	A
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	<10 years >10 years	45 155	1.7111 1.7096	.8152 .9532	1.4661-1.9560 1.5584-1.8609	D
42. Disciplining my child(ren) remains the same after a two week or more TDY than it did before the TDY.	<10 years >10 years	45 155	2.8000 2.6967	.7567 .7843	2.5726-3.0273 2.5723-2.8212	A
44. I requested the assignment to Okinawa Japan.	<10 years >10 years	45 155	2.4222 2.7871	1.2337 1.1048	2.0515-2.7928 2.6117-2.9624	D

Table 4.3.-Continued.

Statement	Group	N	Mean	SD	.95 C.I.	
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>						
3. Children of military members have less difficulty making friends at school.	<10 years >10 years	45 155	2.8444 2.8903	.5203 .6891	2.6881-3.0007 1.7809-2.9996	A
8. I am satisfied with the encouragement of parent involvement within the schools.	<10 years >10 years	45 155	3.2000 2.9096	.5877 .7329	3.0234-3.3765 2.7933-3.0259	A
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	<10 years >10 years	45 155	3.0888 2.8322	.6681 .8437	2.8881-3.2896 2.6983-2.9661	A
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	<10 years >10 years	45 155	3.1333 2.9032	.4572 .6622	2.9959-3.2707 2.7981-3.0083	A
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	<10 years >10 years	45 155	3.1778 2.9871	.6497 .8527	2.9825-3.3730 2.8517-3.1224	A
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	<10 years >10 years	45 155	3.1333 2.8322	.5477 .7797	2.9687-3.2978 2.7085-2.9559	A
25. The development of needed basic skills of my child(ren) is increasing through instruction received in the DoDDS school(s).	<10 years >10 years	45 155	3.0666 2.9548	.6875 .6678	2.8601-3.2732 2.8488-3.0608	A

Table 4.3.--Continued.

Statement	Group	N	Mean	SD	.95 C.I.	
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>						
28. There are more similarities than differences in the educational programs of DoDDS schools and civilian schools.	<10 years	45	2.6888	.5962	2.5097-2.8680	D
	>10 years	155	2.6258	.7741	2.5029-2.7486	
29. I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	<10 years	45	3.0888	.6332	2.8964-3.2791	A
	>10 years	155	2.9806	.6882	2.8714-3.0898	
34. During the Newcomer's Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	<10 years	45	2.3111	.9492	2.0259-2.5962	D
	>10 years	155	2.0709	.8147	1.9416-2.2002	
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	<10 years	45	3.3111	.5568	3.1438-3.4784	A
	>10 years	155	3.0709	.6557	2.9669-3.1750	
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	<10 years	45	2.9555	.7673	2.7250-3.1861	A
	>10 years	155	2.6967	.7843	2.5723-2.8212	
45. I will report my satisfaction with DoDDS when another member asks.	<10 years	45	3.2666	.7198	3.0504-3.4829	A
	>10 years	155	3.1354	.7565	3.0154-3.2555	

Key: A = General agreement with the statements; D = General disagreement with the statements.
 Numerical value and attitudes: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree

A multivariate analysis of variance was the statistical test used to find the difference between the attitudes of those having less than 10 years of military service and those having more than 10 years. No significant differences were found when statistical treatment of the Wilks Lambda test was performed. However, significant differences were found in their attitudes toward selected items of the instrument when an analysis of variance was completed.

2. The members who had less than 10 years of service had a higher level of satisfaction for item 12 in the category of relocation. The significant level of $p = .033$ indicates a greater agreement with the statement, "The support services provided by the military lead me to believe that the military 'takes care of its own.'" This may find some support in studies of military families (Marsh, 1976; Frances & Gale, 1973; Coates & Pellegrin, 1965) in that those with the most needs will make greater use of support services available. Personnel with fewer years of service may use support services more frequently than do those with a greater number of years, based on real or perceived needs. Personnel with fewer years may have fewer demands on their time, and thus are able to seek out services, which personnel with more years cannot do because of additional responsibilities.

3. Members with more than 10 years of military service had a higher level of satisfaction ($p = .059$) with item 44 of the category, self and interpersonal relations. The statement, "I requested the assignment to Okinawa," may represent members who chose to return for a second tour and/or those who had heard positive attitudes from members

who had formerly been stationed on Okinawa. Consideration must be given to the fact that some members may have thought they were due for an overseas tour and requested Okinawa for personal and professional reasons.

4. Members with less than 10 years of military service demonstrated higher levels of satisfaction for the following statements concerned with the Department of Defense Dependents Schools than did those with more than 10 years of service:

- 8. I am satisfied with the encouragement of parent involvement within the schools ($p = .016$).
- 14. The schools provide information that allows me opportunities to take part in my child(ren)'s education ($p = .030$).
- 20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities ($p = .016$).
- 37. Recognizing that there are differences in achievement with each child, I expect my child(ren)'s overall academic performance to be satisfactory ($p = .027$).
- 43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s) ($p = .052$).

An assumption is made that with an increased number of years of military service, there is an increase in the number of schools the parent has experienced through the child(ren). Responding with a lower level of satisfaction, the military parents with more than 10 years of service time were not as pleased with noted aspects of the programs and services of the Department of Defense Dependents Schools. Other factors to be considered are (1) age of the children of the group that has a lower level of satisfaction; (2) the perceived ability level of the child by the parent, which may conflict with educators' evaluations;



Table 4.4.--Analysis of differences in attitudes between categories of enlisted and officer personnel, by time of military service. (N = 200).

Category/Item	Contrast
	Less Than 10 Years/ More Than 10 Years ^a
<u>RELOCATION</u>	
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	NS
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	NS
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	NS
7. I was aware that my children would attend a Department of Defense Dependents School.	NS
12. The support services provided by the military lead me to believe that the military "takes care of its own."	.033 ^b
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	NS
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	NS
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	NS
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	NS
26. I believe the military subordinates the role of the family when assigning the service member.	NS
31. My spouse had no difficulty finding a job.	NS
35. We knew that we would encounter difficulties in the search for housing before we arrived.	NS



Table 4.4.--Continued.

Category/Item	Contrast	
	Less Than 10 Years/ More Than 10 Years ^a	
<u>RELOCATION</u>		
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	NS	
40. The military service gave my family an orientation program about Okinawa before I left the States.	NS	
41. I met military members who had been stationed on Okinawa before I left the States.	NS	
<u>SELF AND INTERPERSONAL RELATIONS</u>		
4. I believe that the educational experiences of living in another country compensate for the disruption in my child(ren)'s education.	NS	
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	NS	
9. Our household expenses are higher than they were in the States.	NS	
10. There are less distractions for my children while living on Okinawa.	NS	
13. My children are influenced by the behavior or other children more than they were at the last assignment.	NS	
16. This assignment entails one parent taking more TDY trips than the previous assignment.	NS	
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	NS	
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	NS	

Table 4.4.--Continued.

Category/Item	Contrast
	Less Than 10 Years/ More Than 10 Years ^a
<u>SELF AND INTERPERSONAL RELATIONS</u>	
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	NS
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	NS
32. My career assignment has given me the time to take educational courses on the base.	NS
33. I am more than satisfied with my child(ren)'s performance in the DoDDS school(s) than in previous school(s).	NS
38. My present assignment has been personally rewarding to me.	NS
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	NS
42. Disciplining my child(ren) remains the same after a two-week or more TDY than it did before the TDY.	NS
44. I requested the assignment to Okinawa, Japan.	.059 ^b
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>	
3. Children of military members have less difficulty making friends at school.	NS
8. I am satisfied with the encouragement of parent involvement within the schools.	.016 ^b
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	NS

Table 4.4.--Continued.

Category/Item	Contrast
	Less Than 10 Years/ More Than 10 Years ^a
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>	
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	.030 ^b
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	NS
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	.016 ^b
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	NS
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	NS
29. I expect there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	NS
34. During the Newcomers' Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	NS
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	.027 ^b
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	.052 ^b
45. I will report my satisfaction with DoDDS when another member asks.	NS

^aNS = not significant. Although contrasts were not significant, selected items within were significant.

^bSignificant contrast.

(3) the willingness of older children to convey information about school activities; (4) the decline of parent-teacher conferences in grades 7 to 12 as compared to grades K to 6; (4) the general concern of this group for the academic development of their children; and (5) the achievement gap that develops between students the longer they attend school.

Contrasts in the analysis of difference between members with less than 10 years and members with more than 10 years are presented in Table 4.4.

Statistical Tests and Treatments for General Hypotheses III and IV

1. The description of the data for the attitude responses of lower and higher enlisted and officer personnel is presented in summary statistics. The subjects were classified in one of four groups: (1) E-3 to E-6 and E-7 to E-9 in the testing of General Hypothesis III and (2) O-1 to O-3 and O-4 to O-6 in the testing of General Hypothesis IV. The composite scores for each group were computed, according to the reactions to the statements in each category. The respondents chose the attitude closest to their feelings about each statement. The attitudes were "strongly agree," "agree," "disagree," and "strongly disagree." A mean score of 2.8 on a scale of 1 to 4 was set to determine general agreement with the statement. (See Table 4.5.)

2. Multivariate analysis of variance, MANOVA, was the statistical treatment used to find the univariate and multivariate linear estimation to test General Hypothesis III and General Hypothesis

Table 4.5.--Comparative summary statistics of the attitudes of respondents, by lower and higher enlisted ranks.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.	
<u>RELOCATION</u>						
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	E-3 to E-6 E-7 to E-9	95 71	2.9368 3.0845	1.0897 1.0921	2.7148-3.1588 2.8260-3.3430	A
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	E-3 to E-6 E-7 to E-9	95 71	2.4631 2.3098	.9764 1.0901	2.2642-2.6620 2.0518-2.5678	D
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	E-3 to E-6 E-7 to E-9	95 71	2.3789 2.2957	1.0019 1.0336	2.1748-2.5830 2.0511-2.5404	D
7. I was aware that my children would attend a Department of Defense Dependents School.	E-3 to E-6 E-7 to E-9	95 71	3.4526 3.5211	.6485 .6292	3.3205-3.5847 2.2721-3.6700	A
12. The support services provided by the military lead me to believe that the military "takes care of its own."	E-3 to E-6 E-7 to E-9	95 71	2.8842 2.7605	.8103 .8360	1.7191-3.0492 2.5626-2.9584	A
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	E-3 to E-6 E-7 to E-9	95 71	3.1157 2.9436	.5623 .6969	3.0012-3.2303 2.8350-3.1649	D
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	E-3 to E-6 E-7 to E-9	95 71	2.3437 2.2394	.8964 .9481	2.1467-2.5299 2.0150-2.4636	D
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	E-3 to E-6 E-7 to E-9	95 71	2.4842 2.4507	1.0902 1.1437	2.2621-2.7063 2.1799-2.7214	D

Table 4.5.--Continued.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.
<u>RELOCATION</u>					
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	E-3 to E-6 E-7 to E-9	95 71	2.4842 2.4507	1.0902 1.1437	2.2621-2.7063 2.1799-2.7214
26. I believe the military subordinates the role of the family when reassigning the service member.	E-3 to E-6 E-7 to E-9	95 71	2.9052 3.0422	.8260 .8006	2.7369-3.0735 2.8527-3.2317
31. My spouse had no difficulty finding a job.	E-3 to E-6 E-7 to E-9	95 71	2.1157 1.8873	.9878 .8709	1.9145-2.3170 1.6811-2.0934
35. We knew that we would encounter difficulties in the search for housing before we arrived.	E-3 to E-6 E-7 to E-9	95 71	3.0526 3.1549	.8551 .7864	2.8784-3.2268 2.9687-3.3410
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	E-3 to E-6 E-7 to E-9	95 71	2.8105 2.6901	1.0031 .9038	2.6061-3.0148 2.4762-2.9040
40. The military service gave my family an orientation program about Okinawa before I left the States.	E-3 to E-6 E-7 to E-9	95 71	1.4631 1.3943	.6654 .6650	1.3276-1.5987 1.2369-1.5517
41. I met military members who had been stationed on Okinawa before I left the States.	E-3 to E-6 E-7 to E-9	95 71	2.8631 2.8873	.7802 .8543	2.7042-3.0221 2.6850-3.0895

Table 4.5.--Continued.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.	
SELF AND INTERPERSONAL RELATIONS						
4. I believe that the educational experiences of living in another culture compensate for the disruption in my child(ren)'s education.	E-3 to E-6 E-7 to E-9	95 71	2.7684 2.9859	.8309 .9635	2.5991-2.9376 2.7578-3.1239	A
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	E-3 to E-6 E-7 to E-9	95 71	2.2631 2.3380	1.0128 1.0548	2.0568-2.4694 2.0883-2.5877	D
9. Our household expenses are higher than they were in the States.	E-3 to E-6 E-7 to E-9	95 71	2.8974 2.5070	.9393 .9837	2.7033-3.0861 2.2741-2.7399	D
10. There are less distractions for my children while living on Okinawa.	E-3 to E-6 E-7 to E-9	95 71	2.4927 2.6619	.7419 .7357	2.3435-2.6458 2.4878-2.8361	D
13. My children are influenced by the behavior of other children more than they were at the last assignment.	E-3 to E-6 E-7 to E-9	95 71	2.6210 2.7183	.7604 .7593	2.4661-2.7759 2.5385-2.8980	D
16. This assignment entails one parent taking more TDY trips than the previous assignment.	E-3 to E-6 E-7 to E-9	95 71	2.4947 2.5352	1.0903 1.1317	2.2726-2.7168 2.2673-2.8030	D
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	E-3 to E-6 E-7 to E-9	95 71	2.8736 2.8450	.9702 .9804	2.6764-3.0713 2.6129-3.0771	A
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	E-3 to E-6 E-7 to E-9	95 71	2.2947 2.1690	.7837 .8449	2.1350-2.4544 1.9690-2.3690	D



Table 4.5.--Continued.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.	
<u>SELF AND INTERPERSONAL RELATIONS</u>						
24. I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.	E-3 to E-6 E-7 to E-9	95 71	2.5368 2.3098	.9203 1.0500	2.3493-2.7243 2.0613-2.5584	D
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	E-3 to E-6 E-7 to E-9	95 71	2.2842 2.1408	.9186 .8501	2.0970-2.4713 1.9396-2.3420	D
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	E-3 to E-6 E-7 to E-9	95 71	2.1263 2.3521	.9137 1.0295	1.9401-2.3124 2.1084-2.5958	D
32. My career assignment has given me the time to take educational courses on the base.	E-3 to E-6 E-7 to E-9	95 71	2.4631 2.4084	.9543 .9794	1.1687-2.6575 2.1766-2.6402	D
33. I am more satisfied with my children's performance in the DoDDS school(s) than in the previous school(s).	E-3 to E-6 E-7 to E-9	95 71	2.8105 2.7183	.7894 .7312	2.6497-2.9713 2.5215-2.9150	D
38. My present assignment has been personally rewarding to me.	E-3 to E-6 E-7 to E-9	95 71	2.7684 2.9014	.9162 .9282	2.5817-2.9550 2.6817-3.1211	A
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	E-3 to E-6 E-7 to E-9	95 71	1.7473 1.6760	.8988 1.0110	1.5642-1.9304 1.4367-1.9153	D
42. Disciplining my child(ren) remains the same after a two week or more TDY than it did before the TDY.	E-3 to E-6 E-7 to E-9	95 71	2.6421 2.7746	.7843 .7596	2.4823-2.8018 2.5948-2.9544	D

Table 4.5.--Continued.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.
<u>SELF AND INTERPERSONAL RELATIONS</u>					
44. I requested the assignment to Okinawa, Japan.	E-3 to E-6 E-7 to E-9	95 71	2.6105 2.8450	1.0748 1.1789	2.3915-2.8294 2.5660-3.1241
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>					
3. Children of military members have less difficulty making friends at school.	E-3 to E-6 E-7 to E-9	95 71	2.8526 2.9154	.6183 .7511	2.7266-2.9785 2.7377-3.0932
8. I am satisfied with the encouragement of parent involvement within the schools.	E-3 to E-6 E-7 to E-9	95 71	2.9894 2.9718	.7070 .7554	2.8454-3.1335 2.7930-3.1506
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	E-3 to E-6 E-7 to E-9	95 71	2.9157 2.9295	.7809 .8336	2.7567-3.0740 2.7322-3.1269
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	E-3 to E-6 E-7 to E-9	95 71	2.9789 3.0000	.5453 .6969	2.8678-3.0900 2.8350-3.1649
17. The educational program of the DoDDs schools is as good or better than in previous schools of my child(ren).	E-3 to E-6 E-7 to E-9	95 71	3.0000 3.0563	.8121 .8086	2.8345-3.1644 2.8649-3.2477
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	E-3 to E-6 E-7 to E-9	95 71	2.9684 2.8450	.9702 .8044	2.6760-3.0713 2.6546-3.0354
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	E-3 to E-6 E-7 to E-9	95 71	2.9684 2.9859	.7213 .6434	2.8214-3.1153 2.8336-3.1382

Table 4.5.--Continued.

Statement	Enlisted Rank	N	Mean	SD	.95 C.I.
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>					
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	E-3 to E-6 E-7 to E-9	95 71	2.6315 2.5211	.7445 .7340	2.4799-2.7832 2.3473-2.6948
29. I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	E-3 to E-6 E-7 to E-9	95 71	2.9473 2.9577	.6742 .6641	2.8100-3.0847 2.8005-3.1149
34. During the Newcomer's Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	E-3 to E-6 E-7 to E-9	95 71	2.2210 2.0845	.8894 .7882	2.0398-2.4022 1.8979-2.2710
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	E-3 to E-6 E-7 to E-9	95 71	3.0631 3.1549	.6812 .6011	2.9243-3.2019 3.0126-3.2972
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	E-3 to E-6 E-7 to E-9	95 71	2.7368 2.8028	.8017 .7859	2.5735-2.9001 2.6167-2.9888
45. I will report my satisfaction with DoDDS when another member asks.	E-3 to E-6 E-7 to E-9	95 71	3.1684 3.1549	.7387 .7492	3.0179-3.3189 2.9775-3.3322

Key: A = General agreement with the statements; D = General disagreement with the statements.
Numerical value and attitudes: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree

IV and their operational hypotheses. This analysis treatment was used to test the hypothesis that (1) there were differences in the responses of lower-rank (E-3 to E-6) enlisted personnel and those of higher-rank (E-7 to E-9) personnel, (2) differences would be found when contrasting the scores of all enlisted (E-3 to E-9) personnel with those of lower-rank (O-1 to O-3) officer personnel, and (3) there were differences in the responses of the total population of enlisted personnel and lower-rank officers when contrasted with higher-rank (O-4 to O-6) officers. (See Table 4.6.)

Results of General Hypothesis III and
Its Operational Hypotheses

1. The relationship between the higher the rank of enlisted personnel and their level of satisfaction with the tour of duty was not found to be statistically significant when contrasting those personnel of lower rank (E-3 to E-6) with those of higher rank (E-7 to E-9).

A multivariate analysis of variance test showed no significant differences between the responses of E-3 to E-6 and E-7 to E-9 personnel. The Wilks Lambda statistical treatment was applied with the result of .77960 ($F [45,152] = .95495, p = .558$).

2. An analysis of variance of the dependent variables, the statements of the instrument, demonstrated statistical significance for selected statements. One statement, item 15, in the category of relocation, and one statement, item 9, in the category of self and interpersonal relations, were found to be statistically significant in contrasting the responses of E-3 to E-6 and E-7 to E-9 personnel.

Table 4.6.--Analysis of differences in attitudes between selected categories of rank (N = 200).

Category/Item	Contrast		
	E-3 to E-6/ E-7 to E-9 ^a	E-3 to E-9/ 0-1 to 0-3 ^a	E-3 to E-9, 0-1 to 0-3/ 0-4 to 0-6 ^b
RELOCATION			
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	NS	NS	NS
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	NS	NS	NS
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	NS	NS	.027 ^b
7. I was aware that my children would attend a Department of Defense Dependents School.	NS	NS	NS
12. The support services provided by the military lead me to believe that the military "takes care of its own."	NS	NS	NS
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	.055 ^b	.002 ^b	NS
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	NS	NS	NS
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	NS	NS	NS
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	NS	.012 ^b	NS

Table 4.6.--Continued.

Category/Item	Contrast		
	E-3 to E-6/ E-7 to E-9 ^a	E-3 to E-9/ 0-1 to 0-3 ^a	E-3 to E-9, 0-1 to 0-3/ 0-4 to 0-6 ^b
<u>RELOCATION</u>			
26. I believe the military subordinates the role of the family when assigning the service member.	NS	NS	NS
31. My spouse had no difficulty finding a job.	NS	NS	NS
35. We knew that we would encounter difficulties in the search for housing before we arrived.	NS	.045 ^b	NS
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	NS	NS	NS
40. The military service gave my family an orientation program about Okinawa before I left the States.	NS	NS	NS
41. I met military members who had been stationed on Okinawa before I left the States.	NS	NS	.014 ^b
<u>SELF AND INTERPERSONAL RELATIONS</u>			
4. I believe that the educational experiences of living in another country compensate for the disruption in my child(ren)'s education.	NS	NS	NS
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	NS	NS	NS
9. Our household expenses are higher than they were in the States.	.009 ^b	NS	.026 ^b



Table 4.6.--Continued.

Category/Item	Contrast			
	E-3 to E-6/ E-7 to E-9 ^a	E-3 to E-9/ 0-1 to 0-3 ^a	E-3 to E-9/ 0-1 to 0-3/ 0-4 to 0-6 ^b	
SELF AND INTERPERSONAL RELATIONS				
10. There are less distractions for my children while living on Okinawa.	NS	NS	NS	
13. My children are influenced by the behavior of other children more than they were at the last assignment.	NS	NS	.036 ^b	
16. This assignment entails one parent taking more TDY trips than the previous assignment.	NS	NS	NS	
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	NS	NS	NS	
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	NS	NS	NS	
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	NS	NS	NS	
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	NS	NS	.039 ^b	
32. My career assignment has given me the time to take educational courses on the base.	NS	NS	NS	
33. I am more than satisfied with my child(ren)'s performance in the DoDDS school(s) than in previous school(s).	NS	NS	NS	

Table 4.6.--Continued.

Category/Item	Contrast			
	E-3 to E-6/ E-7 to E-9 ^a	E-3 to E-9/ 0-1 to 0-3 ^a	E-3 to E-9, 0-1 to 0-3/ 0-4 to 0-6 ^b	
<u>SELF AND INTERPERSONAL RELATIONS</u>				
38. My present assignment has been personally rewarding to me.	NS	.042 ^b	NS	
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	NS	NS	NS	
42. Disciplining my child(ren) remains the same after a two-week or more TDY than it did before the TDY.	NS	NS	NS	
44. I requested the assignment to Okinawa, Japan.	NS	NS	NS	
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>				
3. Children of military members have less difficulty making friends at school.	NS	NS	NS	
8. I am satisfied with the encouragement of parent involvement within the schools.	NS	NS	NS	
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	NS	NS	NS	
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	NS	NS	NS	
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	NS	NS	NS	

Table 4.6.--Continued.

Category/Item	Contrast			
	E-3 to E-6/ E-7 to E-9 ^a	E-3 to E-9/ 0-1 to 0-3 ^a	E-3 to E-9, 0-1 to 0-3/ 0-4 to 0-6 ^b	
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>				
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	NS	NS	NS	
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	NS	NS	NS	
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	NS	NS	.028 ^b	
29. I expect there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	NS	.023 ^b	NS	
34. During the Newcomers' Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	NS	NS	NS	
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	NS	NS	NS	
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	NS	NS	NS	
45. I will report my satisfaction with DoDDS when another member asks.	NS	NS	NS	

^aNS = not significant. Although contrasts were not significant, selected items within were significant.

^bSignificant contrast.

There was a lower level of agreement for item 15 ($p = .055$), "I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age," for the higher-rank enlisted personnel. It is possible that respondents with higher rank disagreed with this statement because of the adaptive skills developed by their children. Members of lower rank may have had younger-age children who were experiencing problems in adjusting, but the members perceived this as satisfactory as they were not able to judge over a longer period of time. DeLaney (1981) cited research that found mobility during the age periods of 0-5 has an impact on adjustment, and regardless of the age of the adolescent mobility has no impact.

The obtained $p = .009$ for item 9, "Our household expenses are higher than they were in the States," found the lower-rank enlisted personnel in more agreement with the statement than the higher-rank enlisted personnel. The expenses of the lower-rank personnel may have been perceived as higher because of lower income. Savings that were depleted to offset the cost of the relocation will take more time to return to the pre-move level when income is less.

Results of General Hypothesis IV and Its Operational Hypotheses

1. Contrasting the measured scores of all enlisted personnel with the measured scores of the lower-rank officer personnel did not yield a statistical significance. The multivariate analysis of variance test indicated a $p = .128$ level. The Wilks Lambda analysis resulted in $.72316$ ($F [45,152] = 1.29308$, $p = .128$).

An analysis of variance showed there was statistical significance within the categories. Three statements in the category related to the relocation process (items 15, 22, and 35) were found to be statistically significant. One statement, item 38, in the category of self and interpersonal relations was also found to be statistically significant. A single statement concerned with the Department of Defense Dependent Schools yielded statistical significance.

Item 15, "I have found that my child(ren) had more satisfactory adjustment to a new community at a younger age," produced a $p = .002$ in disagreement with the statement by lower-rank officers than it did for the total enlisted personnel population. The lower-rank officer would have younger-age children and would be experiencing the problems of the adjustment of the younger-age children.

The lower-rank (O-1 to O-3) officers were in stronger disagreement with item 22, "If we had found a house we cared about, my family would choose to live off-base for the length of the tour," when contrasted with all enlisted personnel ($p = .012$). Junior officers may have greater concerns for career rather than becoming more familiar with the local culture by living in an off-base house. The importance of being located on the base may be seen as necessary for career advancement by the total immersion of the family in the military community. Another factor to be considered is the difference in standards in the construction and maintenance of local housing.

The members of the lower-rank officer group had a higher level of agreement with item 35, "We knew we would encounter difficulties in

the search for housing before we arrived," than did the enlisted members. The $p = .045$ significance level indicates the probability of the lower-rank officer receiving more accurate information than the total enlisted population.

The statistical significance level of $p = .042$ found the lower-rank officer group to have a higher level of satisfaction with item 38, "My present assignment is personally rewarding to me." Responsibilities and promotion opportunities being, perhaps, greater for lower-rank officers than for the total enlisted personnel group may have produced the higher level of satisfaction.

The $p = .023$ level of significance for item 29, "I expect there will not be any problem in the acceptance of my child(ren)'s course of study when enrolled in the next stateside school," indicates a higher level of satisfaction for lower-rank officers when compared to the total E-3 to E-9 group. There is the possibility of a higher level of education for lower-rank officers as compared to enlisted personnel, which may be assumed as a better understanding of the educational program of the DoDDS schools, or awareness of what is expected in other stateside schools. This group is also more apt to supplement the child's formal education with parent-developed activities.

2. The Wilks Lambda test was applied to contrast the attitudes of the total enlisted personnel groups and lower-rank officers, in comparison with higher-rank officers. The multivariate analysis of variance showed $p = .015$ with the complete test results of .67437 ($F [45,152] = 1.63101, p = .015$).



Statistical significance was found within the categories by the test of the analysis of variance. Three statements in the category of self and others (items 9, 13, and 39) were found to be statistically significant. Items 6 and 41 in the category of relocation and item 28 in the category of the Department of Defense Dependents Schools were found to be significantly different.

Item 9, "Our household expenses are higher than they were in the States," shows a $p = .026$ difference between total enlisted and lower-rank officers as compared to higher-rank officers. The higher-rank officers were in general disagreement with this statement, finding expenses not higher than they were in the States.

The $p = .036$ value of item 13, "My children are influenced by the behavior of other children more than they were at the last assignment," found the higher-rank officers in greater disagreement with the statement. The lower-rank enlisted personnel indicated more agreement with the statement than did the others in the group. The O-4 to O-6 personnel may have more child-care management skills which permit them to give direction to their children to lessen this influence by peer groups.

The statistical significance of $p = .039$ found the higher-rank officers in greater disagreement with item 30, "There was the least amount of disruption to our family life when we made this move compared to previous moves," when compared to the other personnel. Suddenness of the assignment, older children in high school, career of spouse, selling of home, and a possible temporary duty assignment are

some of the factors that may have contributed to disagreement with this statement for all, but to a greater degree on the part of the higher-rank officer.

There was more agreement with item 6, "I believe the sponsorship program prepared me adequately for the move to Okinawa," by higher-rank officers than all others ($p = .027$). The members who have attained the field grade officer rank, O-4 to O-6, will have more privileges extended to them. Rather than a random assignment of another member to serve as a sponsor, they will hear, written and verbal, from a sponsor of equal rank, the officer they are replacing, and a member who will serve as the noncommissioned officer in charge of the unit.

The higher-rank officer was in more agreement with item 41, "I met military members who had been stationed on Okinawa before I left the States," than was the contrasting group ($p = .014$). It is possible that higher-rank officers have more contacts or greater access to information about pending assignments. There may also be more frequent transfers for those of higher-rank than lower-rank personnel, which allows for networking to a greater extent than the lower rank can accomplish.

Statistical significance was found for only one statement in the category related to DoDDS when contrasting the two groups. Item 28, "There are more similarities than differences in the educational program of DoDDS schools and civilian schools," was found to be significant with $p = .028$. The higher-rank officer was in more

Table 4.7.--Comparative summary statistics of the attitudes of respondents, by lower-rank and higher-rank officers.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
RELOCATION						
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	0-1 to 0-3 0-4 to 0-6	17 17	3.2352 3.5882	.8313 .7122	2.8078-3.6627 3.2220-3.9544	A A
2. The previous base had information that was recent about this assignment; that is, nothing was more than two years old.	0-1 to 0-3 0-4 to 0-6	17 17	2.2941 2.1764	1.1048 1.0146	1.7260-2.8621 1.6548-2.6981	A D
6. I believe the sponsorship program prepared me adequately for the move to Okinawa.	0-1 to 0-3 0-4 to 0-6	17 17	2.2352 2.8823	.9034 .8574	1.7708-2.6997 2.4414-3.3232	A D
7. I was aware that my children would attend a Department of Defense Dependents School.	0-1 to 0-3 0-4 to 0-6	17 17	3.5294 3.7647	.5145 .4372	3.2648-3.7939 3.5399-3.9895	A A
12. The support services provided by the military lead me to believe that the military "takes care of its own."	0-1 to 0-3 0-4 to 0-6	17 17	2.9411 2.5294	.8994 .7998	2.4787-3.4035 2.1181-2.9406	A D
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	0-1 to 0-3 0-4 to 0-6	17 17	2.5294 3.0000	.6242 .6123	2.2084-2.8503 2.6851-3.3148	D A
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	0-1 to 0-3 0-4 to 0-6	17 17	2.1764 2.1176	1.0744 .7812	1.6240-2.7288 1.7159-2.5193	D D
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	0-1 to 0-3 0-4 to 0-6	17 17	1.6470 2.1176	.7859 1.2187	1.2429-2.0511 1.4910-2.7442	D D

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
RELOCATION						
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	0-1 to 0-3 0-4 to 0-6	17 17	1.8823 2.1176	.9926 .8828	1.3719-2.3927 1.3696-2.2774	D
26. I believe the military subordinates the role of the family when reassigning the service member.	0-1 to 0-3 0-4 to 0-6	17 17	3.0588 3.0588	.8269 .7475	2.6336-3.4839 2.6744-3.4431	A
31. My spouse had no difficulty finding a job.	0-1 to 0-3 0-4 to 0-6	17 17	2.0588 2.0588	1.0289 1.1440	1.5297-2.5878 1.4706-2.6470	D
35. We knew that we would encounter difficulties in the search for housing before we arrived.	0-1 to 0-3 0-4 to 0-6	17 17	3.4705 3.3529	.5145 .6063	3.2060-3.7351 3.0411-3.6646	A
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	0-1 to 0-3 0-4 to 0-6	17 17	3.2529 2.7647	.6642 .8313	2.8937-3.5768 2.3372-3.1921	A
40. The military service gave my family an orientation program about Okinawa before I left the States.	0-1 to 0-3 0-4 to 0-6	17 17	1.4631 1.2941	.6063 .5878	1.0411-1.6646 .9918-1.5967	D
41. I met military members who had been stationed on Okinawa before I left the States.	0-1 to 0-3 0-4 to 0-6	17 17	3.1176 3.4705	.7812 .6242	2.7159-3.5193 3.1496-3.7915	A

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
RELOCATION						
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	0-1 to 0-3 0-4 to 0-6	17 17	1.8823 2.1176	.9926 .8828	1.3719-2.3927 1.3696-2.2774	D
26. I believe the military subordinates the role of the family when reassigning the service member.	0-1 to 0-3 0-4 to 0-6	17 17	3.0588 3.0588	.8269 .7475	2.6336-3.4839 2.6744-3.4431	A
31. My spouse had no difficulty finding a job.	0-1 to 0-3 0-4 to 0-6	17 17	2.0588 2.0588	1.0289 1.1440	1.5297-2.5878 1.4706-2.6470	D
35. We knew that we would encounter difficulties in the search for housing before we arrived.	0-1 to 0-3 0-4 to 0-6	17 17	3.4705 3.3529	.5145 .6063	3.2060-3.7351 3.0411-3.6646	A
36. We gained more help from other families met in the hotel or billeting than we did from the orientation for newcomers.	0-1 to 0-3 0-4 to 0-6	17 17	3.2529 2.7647	.6642 .8313	2.8937-3.5768 2.3372-3.1921	A
40. The military service gave my family an orientation program about Okinawa before I left the States.	0-1 to 0-3 0-4 to 0-6	17 17	1.4631 1.2941	.6063 .5878	1.0411-1.6646 .9918-1.5967	D
41. I met military members who had been stationed on Okinawa before I left the States.	0-1 to 0-3 0-4 to 0-6	17 17	3.1176 3.4705	.7812 .6242	2.7159-3.5193 3.1496-3.7915	A

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
SELF AND INTERPERSONAL RELATIONS						
4. I believe that the educational experiences of living in another culture compensate for the disruption in my child(ren)'s education.	0-1 to 0-3 0-4 to 0-6	17 17	2.9411 3.0000	1.0289 .9354	2.4121-3.4702 2.5190-3.4809	A
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	0-1 to 0-3 0-4 to 0-6	17 17	2.4117 2.5882	.9393 1.1213	1.9288-2.8947 2.0117-3.1647	D
9. Our household expenses are higher than they were in the States.	0-1 to 0-3 0-4 to 0-6	17 17	2.8235 2.1764	.9510 1.0744	2.3345-3.3124 1.6240-2.7288	A D
10. There are less distractions for my children while living on Okinawa.	0-1 to 0-3 0-4 to 0-6	17 17	2.8823 2.9411	1.0537 .8269	2.3405-3.4241 2.5160-3.3663	A
13. My children are influenced by the behavior of other children more than they were at the last assignment.	0-1 to 0-3 0-4 to 0-6	17 17	2.4117 2.1764	.7122 .5285	2.0455-2.7779 1.9046-2.4482	D
16. This assignment entails one parent taking more TDY trips than the previous assignment.	0-1 to 0-3 0-4 to 0-6	17 17	2.6470 2.7058	1.1147 1.2126	2.0739-3.2202 2.0823-3.3293	A
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-8.	0-1 to 0-3 0-4 to 0-6	17 17	3.1176 3.1764	.8574 .8089	2.6767-3.5585 2.7605-3.5924	A
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	0-1 to 0-3	17	2.1176	.4850	1.8682-2.3670	D

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
SELF AND INTERPERSONAL RELATIONS						
24. I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.	0-1 to 0-3 0-4 to 0-6	17 17	2.3529 2.5294	.9314 .9432	1.8740-2.8318 2.0444-3.0143	D
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	0-1 to 0-3 0-4 to 0-6	17 17	2.1176 2.0000	.9926 .7071	1.6072-2.6280 1.6364-2.3635	D
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	0-1 to 0-3 0-4 to 0-6	17 17	2.0000 1.6470	1.0295 .6063	1.4858-2.5141 2.0215-2.2884	D
32. My career assignment has given me the time to take educational courses on the base.	0-1 to 0-3 0-4 to 0-6	17 17	2.0588 2.0000	1.1440 .8660	1.4706-2.6470 1.5547-2.4452	D
33. I am more satisfied with my children's performance in the DoDDS school(s) than in the previous school(s).	0-1 to 0-3 0-4 to 0-6	17 17	2.8253 2.4117	.9510 .7122	2.3345-3.3124 2.0455-2.7779	D
38. My present assignment has been personally rewarding to me.	0-1 to 0-3 0-4 to 0-6	17 17	3.2352 3.2352	.7524 .9034	2.8484-3.6221 2.7708-3.6997	A
39. We experienced no financial loss when we sold car(s) or home before coming to Okinawa.	0-1 to 0-3 0-4 to 0-6	17 17	1.5882 1.7647	.7122 .9034	1.2220-1.9544 1.3002-2.2292	D
42. Disciplining my child(ren) remains the same after a two-week or more TDY than it did before the TDY.	0-1 to 0-3 0-4 to 0-6	17 17	3.0588 2.5882	.7475 .7952	2.5744-3.4431 2.1793-2.9970	A D

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.
<u>SELF AND INTERPERSONAL RELATIONS</u>					
44. I requested the assignment to Okinawa, Japan.	0-1 to 0-3 0-4 to 0-6	17 17	2.6470 2.7058	1.2217 1.3117	2.0189-3.2752 2.0314-3.3800
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>					
3. Children of military members have less difficulty making friends at school.	0-1 to 0-3 0-4 to 0-6	17 17	2.8823 2.8823	.4850 .6002	2.6329-3.1317 2.5737-3.1909
8. I am satisfied with the encouragement of parent involvement within the schools.	0-1 to 0-3 0-4 to 0-6	17 17	2.8823 3.0000	.6966 .6123	2.5241-3.2405 2.6851-3.3148
11. Department of Defense Dependents Schools provides as many or more extra programs for remedial work or enrichment than civilian schools.	0-1 to 0-3 0-4 to 0-6	17 17	2.9411 2.5294	.8993 .7998	2.4787-3.4035 2.1181-2.9406
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	0-1 to 0-3 0-4 to 0-6	17 17	2.8823 2.7058	.8574 .4696	2.4414-3.3232 2.4644-2.9473
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	0-1 to 0-3 0-4 to 0-6	17 17	3.2941 2.8235	.8488 .8089	2.8576-3.7305 2.4076-3.2394
20. I believe that my child(ren) is/are challenged through the teacher(s)' understanding of my child(ren)'s abilities.	0-1 to 0-3 0-4 to 0-6	17 17	2.8235 2.8235	.9510 .8089	2.3345-3.3124 2.4076-3.2394
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	0-1 to 0-3 0-4 to 0-6	17 17	3.0588 2.9411	.4775 .4287	2.6744-3.4431 2.7207-3.1616

Table 4.7.--Continued.

Statement	Officer Rank	N	Mean	SD	.95 C.I.	
<u>DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS</u>						
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	0-1 to 0-3 0-4 to 0-6	17 17	2.7647 3.0588	.6642 .6586	2.4232-3.1062 2.7201-3.3974	A
29. I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	0-1 to 0-3 0-4 to 0-6	17 17	3.2941 3.2352	.5879 .7524	2.9918-3.5963 2.8484-3.6221	A
34. During the Newcomer's Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	0-1 to 0-3 0-4 to 0-6	17 17	1.8235 2.0588	.9510 .7475	1.3345-2.3124 1.6744-2.4431	D
37. Recognizing that there are differences in achievement with each child, I expect that my child(ren)'s overall academic performance to be satisfactory.	0-1 to 0-3 0-4 to 0-6	17 17	3.2232 3.2352	.7524 .4372	2.8484-3.6221 3.0104-3.4600	A
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	0-1 to 0-3 0-4 to 0-6	17 71	2.9411 2.4705	.8269 .6242	2.5160-3.3663 2.1496-2.7915	A D
45. I will report my satisfaction with DoDDS when another member asks.	0-1 to 0-3 0-4 to 0-6	17 17	3.1764 3.1764	.8828 .7276	2.7225-3.6303 2.8023-3.5505	A

Key: A = General agreement with the statements; D = General disagreement with the statements.
 Numerical value and attitudes: (1) Strongly Disagree, (2) Disagree, (3) Agree, (4) Strongly Agree

agreement with this statement than were the other group members. It is possible the higher-rank officer has had more experience with different school systems in the States because of older children and/or more frequent transfers.

Summary of Analysis of Data

The statistical treatments applied to the four general hypotheses and their operational hypotheses sought to find statistically significant differences in the attitudes of the respondents toward the process of relocation, self and interpersonal relations, and the Department of Defense Dependents Schools. The respondents were placed into three groups: (1) length of time of the current tour of duty, (2) length of time of military service, and (3) higher or lower enlisted or officer rank.

Summary statistics were computed to find the mean scores, standard deviations, and the .95 confidence interval for each group based on the attitudes chosen for each statement. While differences were found in the summary statistics, a more rigorous testing of the data was performed by the use of univariate and multivariate analysis of variance tests. The criterion of $p < .05$ statistical significance was selected to accept or reject the hypotheses.

Missing values were not factored into the test treatments. Therefore, only the attitudes of 200 of the 326 respondents could be considered. Those who did not respond to the particular statement(s) may have done so because they (1) had insufficient time in the current tour of duty to make a judgment, (2) found the statement(s) did not

apply, (3) did not understand the statement(s), (4) overlooked the statement(s), or (5) made a conscious choice not to answer the statement(s).

General Hypothesis I

Univariate and multivariate analysis of variance test treatments were applied to General Hypothesis I to find significant differences in the relationship of the length of time in the current tour of duty with level of satisfaction.

When the statistical treatments were contrasted for the subjects who had 6 months or less of duty and those who had 7 to 24 months, no statistical significance was found. However, two of the statements in the category of relocation were found to have a significant relationship. The subjects having 7 to 24 months of duty were in greater disagreement with the statements related to the military informing spouse of career choice positions ($p = .021$) and having met members who had been stationed on Okinawa ($p = .054$) than were those with 6 months or less.

The attitudes of these two groups were combined to be contrasted with those who had 24 or more months of duty. An overall statistical significance level of $p = .031$ indicated there was a higher level of satisfaction for members who had spent 24 months or more in the current tour.

These respondents knew they would have difficulty finding a house, more so than did those who had had less than 24 months of duty

($p = .010$). However, the group having 24 months or more did not agree that they had received more help from those they met in the hotel or billeting than they had from the orientation program for newcomers ($p = .034$).

The respondents with 24 months or more of duty felt their children were influenced more by the behavior of other children than they were at the previous base ($p = .031$). They did not find the disruption to their family life in this last move, with the disagreement found by members having less than 24 months ($p = .020$). Both groups were in disagreement with the statement that they had not experienced a financial loss when selling car(s) or home. The group with 24 months or more of duty was in less disagreement with the statement than the contrasting group ($p = .041$).

No statements in the category of the programs and services of the Department of Defense Dependents Schools had a relation of statistical significance for either group.

In conclusion, the statistical significance level of $p = .031$ was found in the testing of General Hypothesis I. Military parents with more than 24 months in the current tour of duty were more satisfied than those with less than 24 months. Therefore, General Hypothesis I, "The longer the family serves in the current tour of duty, the greater will be their satisfaction with the tour of duty," can be accepted, having met the criterion of $p < .05$ statistical significance.

General Hypothesis II

The longer the length of time of military service was not a statistically significant relationship in finding a higher level of satisfaction for those members when compared to members with less than 10 years.

Sample members with less than 10 years were in more agreement with finding the military organization "takes care of its own" ($p = .033$) than were members who had more than 10 years of military service. These same members had a higher level of agreement with the request for an assignment to Okinawa ($p = .059$).

Military parents with less than 10 years of service had a higher level of satisfaction with certain aspects of the programs and services of the Department of Defense Dependents Schools. These parents felt more satisfied with (1) encouragement of parent involvement within the schools ($p = .016$), (2) information was provided about the opportunities to take part in the children's education ($p = .030$), (3) the children being challenged by the teacher(s) ($p = .016$), (4) expectation of the children's overall academic performance to be satisfactory ($p = .027$), and (5) the children's level of achievement had increased since enrollment in the DoDDS school ($p = .052$).

Only one statement produced a significant relationship for those having more than 10 years of military service. These members had a higher level of agreement with the statement, "I requested the assignment to Okinawa," than did the members with less than 10 years ($p = .059$).

In conclusion, the data did not yield a statistical significance of the criterion of $p < .05$ for General Hypothesis II. Therefore, General Hypothesis II, "The longer the length of total military service, the greater will be the satisfaction of the family with the tour," and its operational hypotheses cannot be accepted.

General Hypothesis III

The statistical treatments applied to General Hypothesis III sought to find significant differences in the attitudes of lower- and higher-rank enlisted personnel toward relocation, self and interpersonal relations, and the programs and services of the Department of Defense Dependents Schools.

There was no significant relationship between those of higher rank having a higher level of satisfaction and those of lower rank having a lower level of satisfaction. However, two statements produced statistical differences when the dependent variables were tested by univariate analysis of variance.

The lower-rank enlisted personnel had a higher level of satisfaction with their children having a more satisfactory adjustment at a younger age ($p = .055$). The lower-rank enlisted personnel had a higher level of agreement with the statement related to their household expenses being higher than they were in the States than did higher-rank enlisted personnel ($p = .009$).

In conclusion, the completed statistical treatments did not yield a significance equal to or less than .05. Therefore, the directional hypothesis, "General Hypothesis III: The higher the rank of the

enlisted military member, the greater will be the satisfaction of the family with the tour of duty," and its operational hypotheses were not accepted.

General Hypothesis IV

Test treatments were applied to find a significant relationship in finding the higher-rank officer personnel having a higher level of satisfaction. The total enlisted population and lower-rank officer personnel were contrasted with the higher-rank officer personnel in their attitudes toward relocation, self and others, and the Department of Defense Dependents Schools. The overall statistical significance level of $p = .015$ indicated a higher level of satisfaction for higher-rank officer personnel.

Higher-rank officer personnel had a higher level of satisfaction with the sponsorship program preparing them for Okinawa than did those of lower rank ($p = .027$). The group of higher-rank officers showed a higher level of satisfaction with having met others before they left the States who had been stationed on Okinawa ($p = .014$).

This group did not find their household expenses higher than they were in the States when compared to all other personnel ($p = .026$). The higher-rank officer personnel did not find their children being influenced by the behavior of other children ($p = .036$). All other personnel did not disagree with the statement related to the

least amount of disruption in family life when making the move as the higher-rank officer personnel disagreed ($p = .039$).

The higher-rank officer personnel had a higher level of agreement in finding more similarities than differences in the educational program of DoDDS schools and civilian schools than was found with the group of lower-rank personnel ($p = .028$).

In conclusion, the statistical treatment used to test General Hypothesis IV was found to meet the criterion of significance of $p < .05$. Therefore, General Hypothesis IV, "The higher the rank of the commissioned officer, the greater will be the satisfaction of the family with the tour of duty," can be accepted.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, RECOMMENDATIONS, AND IMPLICATIONS

The final chapter contains a summary of the purpose of the study, procedures, limitations, major findings, and conclusions. Implications and recommendations are presented in their association with the data.

Summary

Purposes and General Hypotheses

The central purpose of this study was to analyze the attitudes of military parents toward the relocation process, self and interpersonal relations, and the Department of Defense Dependents Schools during their current tour of duty, Okinawa, Japan. The central question of this study was, "Do the attitudes of military families toward relocation, themselves and others, and the Department of Defense Dependents Schools increase positively the longer they serve their tour of duty on Okinawa?"

The secondary purposes of this study were (1) to determine if those of higher rank among commissioned and noncommissioned personnel have more positive attitudes than those of lower rank and (2) to

determine if length of total military service is positively related to attitudes about relocation, self and others, and the Department of Defense Dependents Schools.

Four general hypotheses were formulated concerning the level of satisfaction of military parents toward the relocation process, self and interpersonal relations, and the Department of Defense Dependents Schools. The general hypotheses were:

1. The longer a family serves in their current tour of duty at a given location, the greater will be their satisfaction with the tour of duty.
2. The longer the length of total military service, the greater will be the satisfaction of the family with the tour of duty.
3. The higher the rank of the enlisted military member, the greater will be the satisfaction of the family with the tour of duty.
4. The higher the rank of the commissioned officer, the greater will be the satisfaction of the family with the tour of duty.

Sample and Design

This study was limited in scope to only military parents in the pay grades of E-3 to E-6, E-7 to E-9, O-1 to O-3, and O-4 to O-6. The random selection of 590 parents of 4,285 parents with children enrolled in the Department of Defense Dependents Schools, Okinawa, Japan, during October 1983 was made, with responses received from 326, or 54%.

It was found that of the 326 respondents, 45 had 6 months or less at the current duty station, 122 had spent 7 to 24 months of the tour of duty, and 159 had more than 24 months.

Within the total population were 77 members with less than 10 years of military service and 249 members with more than 10 years.

There were 153 enlisted members in pay grades E-3 to E-6, 114 enlisted members in pay grades E-7 to E-9, 32 members in pay grades O-1 to O-3, and 27 members in pay grades O-4 to O-6.

The design of the instrument, an attitude survey, was based on readings that were discussed in the Review of the Literature. Interviews were held with 11 military parents during May and June 1983, Okinawa, Japan. The interviews provided the researcher with elaboration to some basic questions about the process of relocation and adaptations through the accommodations made to the overseas environment.

The instrument was field tested with a pilot group of 30 randomly selected military parents. The pilot group was asked to complete a separate information sheet of questions that sought qualitative answers about the questionnaire. Nine of the 30 were returned with suggestions for minor corrections.

Data Collection

The measurement of the attitudes of military parents toward the relocation process, self and interpersonal relations, and the programs and services of the Department of Defense Dependents Schools was obtained from the questionnaire instrument, which was designed by the researcher. Data for the comparison of the attitudes of military parents by time and rank were based on the 45 statements of the questionnaire. Responses were made by marking an X on the number that most reflected the attitude closest to the respondent(s)' feelings about the

given statement. The attitudes and their numerical values were (4) "Strongly Agree," (3) "Agree," (2) "Disagree," and (1) "Strongly Disagree."

Each of the 45 statements was related to one of the three dependent variables, relocation, self and others, and the Department of Defense Dependents Schools. The score for each category was obtained by the sum of each statement in the respective categories. A total score was obtained for each participant.

On November 17, 1983, the questionnaire was mailed to the selected population of this study through the APO postal system, Okinawa. The cover letter assured all participants that all information would be treated confidentially and anonymously. Directions for completion of the instrument were printed on the questionnaire. Each participant received a cover letter, the instrument, and an addressed envelope in which to return the completed instrument.

Postcards were sent on November 24, 1983, to remind those who had not returned the questionnaire to do so. Approximately two months were allowed for questionnaires to be returned because of the possibility that some members were on assignment away from their duty station. Receipt of 326 questionnaires by January 15, 1984, was determined by the researcher to be all of the respondents who would participate.

Method of Treatment and Analysis

The purpose of this study required an analysis of the data to determine if length of time in the current tour, total years of military service, and higher rank would show an increase in positive relationships with the dependent variables.

Summary statistics of the responses of the participants to the dependent variables indicated mean scores, standard deviations, and the .95 confidence intervals. The data were presented to compare the differences for the independent variables.

Analysis of variance and multivariate analysis of variance were the statistical treatments used to find the presence of significant differences in responses of contrasting groups. Intercorrelations were computed between all items on each measuring device used, and multiple-correlation analysis was conducted to determine the extent to which the independent variables contributed to the variance of the dependent variables.

Missing values were not included in the statistical treatments. Of the 326 returned questionnaires, 126 had missing values, leaving a sampling group of 200 that received the statistical treatments.

Conclusions

Since this sample was drawn from the military-parent population of Okinawa, Japan, who had children enrolled in the Department of Defense Dependents Schools during October 1983, this study must not be generalized to any other military-parent population either in another overseas area or in the United States. However, the results may

indicate similar attitudes by military parents during their current tour of duty, Okinawa, Japan.

A major concern of this study was to test for significant differences in the attitudes of the subjects. The analysis of the data indicated the following:

1. The longer the family serves in their current tour of duty, the greater will be their satisfaction with the tour of duty.
2. The length of time the military member has spent in service is not a factor in the family's satisfaction with the tour of duty.
3. The higher the rank of the enlisted member is not a significant factor in the satisfaction of the family with the three dependent variables.
4. The higher-rank officer personnel were found to be more satisfied with the tour than the lower-rank officer personnel and all enlisted personnel.

The impact of time and rank in the military family's adjustment to a new duty assignment was revealed in the analysis of the data. The responses of the subjects were, in general, in disagreement with the majority of the items of the instrument. These subjects have the same feelings, anxieties, and stresses that are found in a civilian population involved in relocation. The frequencies of moves by military families increase the chances of prolonged or reoccurring stress associated with relocating.

The following must be considered when interpreting the data:

1. The validity of the data is dependent on the consideration that must be given to the motivating factors that prompted either participation or lack of participation on the part of the sampling



group. It raised this question: "Would participation have been greater if the cover letter to the subjects contained an endorsement of the Department of Defense and/or the Department of Defense Dependents Schools in support of this study?" While endorsement from one or both organizations was not requested by the researcher, it is believed that a higher percentage of the sampling group would have responded.

The military parents who did not respond may have been motivated by (1) a lack of perceived gains for themselves by participating, (2) belief that their participation would not have an impact on the improvement of services provided by the military services or DoDDS, (3) concern for protection of confidential information, (4) perceived invasion of the privacy of their family life, (5) not fully understanding the purpose of the study, (6) the absence of any request to participate which was made by an organization rather than an individual, and (7) not finding the instrument challenging.

2. There are limitations to the instrument. The instrument consisted of 45 statements that required selection of one of four attitudes, "strongly agree," "agree," "disagree," and "strongly disagree." Responses were based on a literal understanding of the statement and the relationship it had to the respondent. From this point it became a matter of determining which attitude was closest to the feeling the respondent had for the statement. Respondents who did not believe the statement applied to them did not choose an attitude. The statement, and thus the complete questionnaire, was not considered in the analysis of the data.

3. There are no indications to determine if the questionnaire was completed by both parents, by only the military member, or by the spouse in the absence of the military member. It was assumed that the attitudes reflected combined opinions as much as is possible.

Interpretation of the Data

The following summaries are presented in the general interpretation of the data:

1. The areas of satisfaction with the relocation process were (1) having sufficient time to plan for the move, (2) children would attend a DoDDS school, (3) believing the military takes care of its own people, and (4) children had a more satisfactory adjustment at a younger age.

2. The relocation process presented disagreement among members in finding current information at the previous base about the assignment to Okinawa. They did not find the sponsorship program prepared them adequately for the assignment, but they did note they received more help from people living in the hotels or billeting. They did not have an orientation program about Okinawa when they were at the previous base. They found little or no information about the DoDDS schools before they left the States. A major concern was job opportunities for spouses and being informed of jobs that are available. They did not feel the military considered the role of the family when reassigning members.

3. The areas of satisfaction with self and interpersonal relations are (1) it is a benefit to children to live in another culture, (2) a longer tour is important during the children's high school years, (3) some satisfaction with their children's performance in DoDDS as compared to civilian schools, and (4) the present assignment is rewarding.

4. There was dissatisfaction with the children being influenced by the behavior of others and the distractions children find. While the assignment was considered personally rewarding, gaining skills and experiences in the assignment was not a satisfying factor, nor was the time available to take educational courses. There were more TDY trips than at previous locations. The parents disagreed that there was the least amount of disruption in their family life when compared to other moves. Even though these disruptions existed, there was not strong agreement that interpersonal problems had developed since making this move. Finally, military parents had experienced financial loss when they had to sell car(s) and/or home before the move.

5. There was less disagreement with statements related to the Department of Defense Dependents Schools than with the relocation process and self and interpersonal relations. Military parents agreed that (1) children had less difficulty making friends at school, (2) there were as many remedial and enrichment programs as civilian schools, (3) they were informed of school activities, (4) the educational program of DoDDS was as good as or better than previous schools,

Table 5.1.--Summary of statement items of statistical significance of contrasting groups related to time (N = 200).

Category	Item	Group		
		6 Months or Less/ 7 to 24 Months ^a	24 Months or Less/ More than 24 Months ^b	Less Than 10 Years/ More Than 10 Years ^a
Relocation	12 Takes care of its own			.033
	21 Inform spouse of jobs	.021		
	35 Search for housing		.010	
	36 Hotel families helpful		.034	
	41 Meeting members before	.054		
Self & Others	13 Behavior other children		.053	
	30 Disruption family life		.010	
	32 Time for educ. courses		.020	
	39 Financial loss		.041	
	44 Requested assignment			.059
DoDDS	8 Involving parents			.016
	14 Informing parents			.030
	20 Children challenged			.016
	37 Children's acad. performance			.027
	43 Children's achievement			.052

^aAlthough contrasts were not significant, items within were significant.^bSignificant contrasts.

Table 5.2.--Summary of statement items of statistical significance of contrasting groups related to rank (N = 200).

Category	Item	Group		
		E-3 to E-6/ E-7 to E-9a	E-3 to E-9/ 0-1 to 0-3a	E-3 to E-9, 0-1 to 0-3/ 0-4 to 0-6b
Relocation	6 Sponsor program			.027
	15 Adjustment young child	.055	.002	
	22 Off-base housing		.012	
	35 Search for housing		.045	
	41 Meeting members			.014
Self & Others	9 Higher household costs	.009		.026
	13 Behavior other children			.036
	30 Disruption family life			.039
	38 Assignment rewarding		.042	
DoDDS	28 DoDDS/civilian schools			.028
	29 Studies accepted in U.S.		.023	

^a Although contrasts were not significant, items within were significant.

^b Significant contrast.



(5) children were being challenged, (6) basic skills of children were increasing, (7) there would be no problem in the acceptance of the child's course of study, (8) children's overall performance would be satisfactory, (9) the child's level of achievement had increased, and (10) they will report their satisfaction with DoDDS.

6. Military parents did not feel satisfied with the encouragement of parent involvement within the schools. They did not believe they were informed of the DoDDS program at the Newcomers' Briefing. They were in disagreement in finding that there were more similarities than differences in the educational program of DoDDS schools and civilian schools.

Recommendations

1. It is recommended that the family receive a pre-move orientation about the assignment before departing the United States for the overseas assignment. The dynamics that take place within the family in anticipation of the move are instrumental in the family's transition. Involvement of the spouse and children in a pre-move orientation will permit each to know the military's interest in their being in the overseas area. The military service would also be able to make an assessment of the high-risk family's ability to make a successful relocation. A pre-move orientation would place more emphasis on the family's needs. This would involve counselors specifically trained to provide information pertaining to all aspects of the overseas life.

2. It is recommended that a video tape of the overseas assignment be developed to offer families visual impressions, with an

accompanying narrative, of their new assignment. Any anxiety or uncertainty about a pending relocation to Okinawa, Japan, or any overseas area, can be reduced for all family members by the creation of a sight and sound program. Present information has not been viewed by the respondents as current or complete by the inclusion of information about the school system. A similar recommendation was made at the Air Force Conference on Families (Department of the Air Force, 1981, p. 73).

The development of a video tape must be a joint effort by the military organizations and DoDDS, depending on what organization provides the logistical support for the local school. The tape may contain the mission of the particular installation, a brief history of the relationship of the host country to the United States, preparation for relocation in terms of general and unique needs for the tour of duty, arrival procedures in the overseas area, visual description of on-base and off-base housing, the programs and services of the local DoDDS schools (filmed on-site), educational and recreational services of the military organization and the host country, and the culture and customs of the host nation.

Many military organizations schedule periodic orientation briefings for newcomers to give an in-depth discussion of the subjects mentioned above. Presenting these in the form of a video tape for viewing before the family leaves the United States may ease any concerns or anxieties about the tour of duty; thus, culture shock may be lessened for family members.

3. It is recommended that a professional staff of sponsors be developed to provide the same quality of services for all. It would create further employment opportunities for spouses, a need that has been expressed by the subjects of this study. The paid staff of sponsors would relieve the military members of the assignment, thus reducing the loss of manpower for the services.

A significant factor in the families' transition from the States to the overseas area is the quality of assistance given by the sponsors assigned to them. The arriving families depend on them to have arranged for hotel accommodations and to provide transportation to find housing, cars, register children in school, and provide informal information about the military and host-nation community.

4. It is recommended that each military service compensate the members who must sell their homes below market value. Consideration should be given to providing facilities for the storage of automobiles that cannot be shipped overseas because of local restrictions. Members bear the burden of these losses without compensation because the timing of their move is not the optimum time for the seller. Facing these losses and the projected expenses of the move adds to the stresses of the relocation.

5. It is recommended that high-risk families who may experience a difficult transition to the overseas location be identified by social service agencies. When military parents are under stress because of a recent relocation, so will the children experience stress. Differing academic and behavioral outcomes will be exhibited by the



children from high-risk families. School counselors in a cooperative effort with the social services agencies may provide counseling services specifically related to the losses encountered by the children of these families.

6. It is recommended that DoDDS publish (1) results of testing and introduction of new programs, (2) highlights of student or class achievements, (3) description of field trips, and (4) interviews with students and staff to keep parents informed of the commitment of DoDDS to provide an education that is comparable to better U.S. systems. The DoDDS publication, The Pacifica, details the achievements and activities of students; selected articles can be expanded to be published in the Stars and Stripes in an established weekly section about the schools.

7. It is recommended that aperiodic assessment be conducted by DoDDS of the needs and attitudes of the community. There is a high turnover of students in DoDDS. Changes in community attitudes and needs may occur with newcomers or the re-evaluation of present community members.

8. It is recommended that a staff member of the Chief School Administrator's staff make a presentation at each newcomers' orientation, for example: (1) programs and services offered to the students, (2) academic and behavioral standards for the student, (3) zoning for school eligibility, (4) transportation of students, (5) comparison of DoDDS to selected school districts, and (6) the need for each school to have parent support by membership in PTO and Booster Clubs.

9. It is recommended that the individual schools develop a committee of parents and teachers who will reach into the community to inform parents of the ways they can be more involved within the school. This committee may serve in the manner of the sponsor program for newcomers. Representatives from individual classes or grade levels may serve as the liaisons between school and community on a more personal level than sending a notice home with the children.

Recommendations for Further Study

10. It is recommended that this study be replicated to assess military parents in other overseas areas with the possible consideration of adapting the instrument to accommodate for particular characteristics of each host country. The schools on Okinawa, Japan, provided an unusually large parent population when compared to other overseas locations. Having a large population, the military organizations may, perhaps, offer a wider range of services for their members and families. Future research may compare the attitudes of parents from both large and small installations. The parents in smaller, more isolated areas may differ from those in large, cosmopolitan settings where differences from the country of origin, the United States, are not as great as in other areas.

11. It is recommended that the attitudes of parents and their children be analyzed for similarities or differences in a comparative study toward the three focuses of this study: the relocation process, self and others, and the Department of Defense Dependents Schools. If there is more than one child in the family, the study may reveal

dependence or independence of attitudes of children to those expressed by parents. It may also indicate the attitudes of younger children differing from those of older children.

12. It is recommended that an instrument be designed to assess the attitudes of those who have been given an assignment to an overseas area but have not left the United States. Knowing of their expectations of a pending tour in the overseas area and any anxieties they may express may assist the military organizations to improve orientation services before the move has been completed.

13. It is recommended that a field research study be conducted to provide in-depth, qualitative research to the problems encountered by families during relocation and for a period of time following the relocation. Field researchers may act as a participant observer with families from the time they receive their orders to a designated time after relocation. This study may give to the servicing organizations and DoDDS qualitative information about the relocation process that may or may not support quantitative information.

Implications

The findings of the study indicate that the family who has spent 24 months or more in the tour of duty and the higher-rank officer personnel have a higher level of satisfaction with the relocation process, self and interpersonal relations, and the programs and services of the Department of Defense Dependents Schools. These findings have important implications for the individual military services and the Department of Defense Dependents Schools.

The implications that are presented are directed to the educators and administrators of the DoDDS system. The purpose of this study was to analyze the attitudes of military parents for possible attendant effects on their children. The attitudes of parents may have an impact on children's performance. The acceptance of the established educational program by parents and children will help DoDDS meet the needs and desired goals of all. If parents are not satisfied with the relocation process because of unfulfilled needs and wants, the children may react to the family environment when they are present in school. The parents who believe that their children's education outside the United States will be less than could be had within the United States will convey this information directly or indirectly to their children.

It appears from the analysis of data that the parents are generally satisfied in their attitudes toward the Department of Defense Dependents Schools. While they believe they are informed of the opportunities to take part in their children's education, they do not believe there is enough parent involvement within the schools. This is an important implication for educators and administrators to evaluate and plan to provide more parent involvement.

Throughout the analysis of data are the implications of insufficient information given to the military parents before the move and during the tour of duty. Lacking accurate information, family members are left to preconceived ideas about the tour that may not change unless they are given correct information. These ideas may be of positive benefit to the family if the members are challenged to



confirm or correct these impressions. The negative aspect of preconceived ideas may narrow the boundaries established by the family. The contradictory, conflicting, ambiguous, and confusing information family members receive from the environment will remain this way unless they are able to organize and select this information in the development of a pattern of accommodation that is beneficial to all.

Family members have a pattern of interdependency with reciprocal influences on one another. The implication for the educators and administrators is clearly seen in that the adjustment of one member will influence the other members. Students who are having difficulty in adjustment may exhibit a pattern of behavior that does not meet the expectation of the student or educational community. They may be reacting to behavior of other family members, although manifestation can differ in form.

The results of this study may serve educators and administrators in the awareness of military parents' attitudes that may reflect and explain students' performance.

APPENDICES



APPENDIX A

COVER LETTER



PSC #1, Box 24035
APO S.F. 96230
17 November 1983

Name
Address

Dear

Having relocated your family to Okinawa, you have shared many of the same experiences that others have. As a teacher at the Bob Hope Primary School, I also have shared some of these experiences. Each one of us has certain feelings about different aspects of the relocation process.

The enclosed questionnaire has been designed by me, a graduate student at Michigan State University, for a doctoral dissertation. You are one of a small number of people who are being asked to give their opinion about the process of relocation to Okinawa. Your name was drawn in a random sampling of the entire parent population of the DoDDS schools, Okinawa. In order that the results will truly represent the thinking of parents, it is important that the responses to the questionnaire reflect the combined opinion of both parents, or guardians, whenever possible. The results of the study may be of benefit to the Department of Defense and the Department of Defense Dependents Schools.

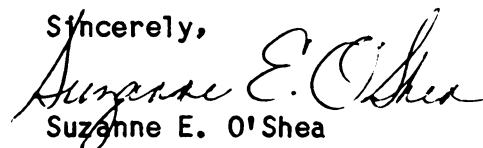
You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. Your name will never be placed on the questionnaire. Your responses will be statistically analyzed along with the responses of others. Your participation is strictly voluntary, and you are under no obligation to complete the questionnaire. However, your completion of the questionnaire will be greatly appreciated.

You can receive a summary of the results of this study by writing "copy of summary requested" on the back of the return envelope and printing your name and address below it. Please do not put this information on the questionnaire itself.

I would be most happy to answer questions that you might have. Please write or call. The telephone number is Kadena Air Base 3-0380.

Thank you for your assistance.

Sincerely,


Suzanne E. O'Shea



APPENDIX B

POSTCARD REMINDER



24 November 1983

Last week a questionnaire seeking your opinions about your relocating to Okinawa, Japan, was mailed to you.

If you have already completed and returned it to me, please accept my sincere thanks. If not, please do so today. Having only a small, but scientific, random sample of the parent population being surveyed, it is extremely important that your responses be included in the study if the results are to accurately represent parents' opinions.

In case you did not receive the questionnaire, or it has been misplaced, please call me, and I will mail another one to you.

Sincerely,

Suzanne E. O'Shea

KAB 3-0380

APPENDIX C

THE INSTRUMENT



Identification Number _____

1. Rank of Sponsor _____

2. Length of time in the military (years) _____

3. Length of time on Okinawa (total months) _____

4. This is my first assignment to Okinawa ____ yes ____ no

Directions: Read each statement carefully. Place an 'X' on the numeral that most closely represents your attitudes about that statement. The attitudes that you will consider are:

4. Strongly Agree, 3. Agree, 2. Disagree, 1. Strongly Disagree

Example: I am assigned to one of the military units on Okinawa

4 3 2 1

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. My family had sufficient time (more than four months) to plan and organize our move to Okinawa.	4	3	2	1
2. The previous base had information that was recent about this assignment; that is nothing was more than two years old.	4	3	2	1
3. Children of military members have less difficulty making friends at school.	4	3	2	1
4. I believe that the educational experiences of living in another culture compensates for the disruption in my child(ren)'s education.	4	3	2	1
5. My present assignment is an advantage to me for promotion because I am gaining skills and experiences that were not available at the previous base.	4	3	2	1
6. I believe that the sponsorship program prepared me adequately for the move to Okinawa.	4	3	2	1
7. I was aware that my children would attend a Department of Defense Dependents School.	4	3	2	1
8. I am satisfied with the encouragement of parent involvement within the schools.	4	3	2	1
9. Our household expenses are higher than they were in the States.	4	3	2	1



	Strongly Agree	Agree	Disagree	Strongly Disagree
10. There are less distractions for my child(ren) while living on Okinawa.	4	3	2	1
11. DoDDS provides as many or more extra programs for remedial work or enrichment than civilian schools.	4	3	2	1
12. The support services provided by the military lead me to believe that the military "takes care of its own."	4	3	2	1
13. My child(ren) are influenced by the behavior of other children more than they were at the last assignment.	4	3	2	1
14. The school(s) provide information that allows me opportunities to take part in my child(ren)'s education.	4	3	2	1
15. I have found that my child(ren) had a more satisfactory adjustment to a new community at a younger age.	4	3	2	1
16. This assignment entails one parent taking more TDY trips than the previous assignment.	4	3	2	1
17. The educational program of the DoDDS schools is as good or better than in previous schools of my child(ren).	4	3	2	1
18. Information about the DoDDS schools on Okinawa was contained in the base packet at the previous base.	4	3	2	1
19. Having a longer tour of duty is more important when children are in high school than during the years in grades K-12.	4	3	2	1
20. I believe that my child(ren) is/are challenged through the teacher(s)'s understanding of my child(ren)'s abilities.	4	3	2	1
21. Efforts are made by the military to inform my spouse of jobs that are available in the career area of choice.	4	3	2	1



	Strongly Agree	Agree	Disagree	Strongly Disagree
22. If we had found a house we cared about, my family would choose to live off-base for the length of the tour.	4	3	2	1
23. It is desirable to make frequent changes of friends and communities because it builds self-reliance.	4	3	2	1
24. I am able to continue the interests/hobbies that gave me the most satisfaction at my previous assignment.	4	3	2	1
25. The development of needed basic skills of my child(ren) is increasing through the instruction received in the DoDDS school(s).	4	3	2	1
26. I believe the military subordinates the role of the family when reassigning the service member.	4	3	2	1
27. Interpersonal problems have developed between my family members that were not present or evident at the last assignment.	4	3	2	1
28. There are more similarities than differences in the educational program of DoDDS schools and civilian schools.	4	3	2	1
29. I expect that there will not be any problem in the acceptance of my child(ren)'s present course of study when enrolled in the next stateside school.	4	3	2	1
30. There was the least amount of disruption to our family life when we made this move compared to previous moves.	4	3	2	1
31. My spouse had no difficulty finding a job.	4	3	2	1
32. My career assignment has given me the time needed to take educational courses on the base.	4	3	2	1
33. I am more satisfied with my child(ren)'s performance in the DoDDS school(s) than in the previous school(s).	4	3	2	1
34. During the Newcomers' Briefing, a DoDDS staff member informed us about the educational programs offered to our children.	4	3	2	1
35. We knew that we would encounter difficulties in the search for housing before we arrived.	4	3	2	1
36. We gained more help from other families met in the hotel or billeting than we did from the orientation program for newcomers.	4	3	2	1



	Strongly Agree	Agree	Disagree	Strongly Agree
37. Recognizing that there are differences in achievement with each child, I expect my child(ren)'s overall academic performance to be satisfactory.	4	3	2	1
38. My present assignment has been personally rewarding to me.	4	3	2	1
39. We experienced no financial loss when we sold car(s) and or home before coming to Okinawa.	4	3	2	1
40. The military service gave my family an orientation program about Okinawa before I left the States.	4	3	2	1
41. I met military members who had been stationed on Okinawa before I left the States.	4	3	2	1
42. Disciplining my child(ren) remains the same after a two-week or more TDY than it did before the TDY.	4	3	2	1
43. My child(ren)'s level of achievement has increased since enrollment in the DoDDS school(s).	4	3	2	1
44. I requested the assignment to Okinawa, Japan.	4	3	2	1
45. I will report my satisfaction with DoDDS when another member asks.	4	3	2	1



APPENDIX D

A SHORT HISTORY OF OKINAWA



A Short History of Okinawa

Okinawa is the major island of the chain known as the Ryukyu Islands. The Ryukyu Islands were under American occupation from the end of World War II until May 15, 1972, when they reverted back to Japanese control. Late in World War II, the Japanese fortified Okinawa, creating a "military magnet attracting American forces" (McCune, 1972). The battle of Okinawa lasted 82 days, and the American occupation for 27 years.

The history and culture of the Ryukyu Islands stem from the trading with the nations of Korea, Japan, and China. The major influence in the culture and history has been the Chinese. Liu-Chiu was the Chinese name given to the islands, with the first mention made in 629-136 A.D. (McCune, 1972, p. 8).

The golden age of Liu-Chiu began in 1372 with a new relationship with China, which endured for the next 500 hundred years.

The political ties involved acknowledgement of subordination to China, Chinese consent to the investiture of a king, and the payment of tribute. Since the vessels carrying the tribute missions from the central kingdom of Okinawa to China were permitted to carry extra goods to be sold at the port of entry, the political relationship, tribute, and trade were indissolubly bound up with one another. (Glacken, 1955)

Okinawa became a trade center; its ships were sailing in the Far East as far as the Indies.

Okinawa, at that time, was divided into three kingdoms: north, south, and central. It was the central kingdom that was affected the most by its contacts with China. A divided Okinawa was unified in 1407 when campaigns were conducted which brought the northern and southern



kingdoms under the reign of the father of Hasshi, the conqueror. Sho Hasshi succeeded his father in 1421, which also was the beginning of new and cultural relationships with Japan.

Even though the Okinawa kingdom acknowledged its vassal age to China, the Shimazu, Lord of Satsuma (the modern province of Kagoshima in Kyushu), had since the twelfth century been granted the title of "Lord of the Twelve Southern Islands" by the Japanese Shogun. This grant of authority had never been exercised by the Shimazu clan, but in the fifteenth century steps were taken to penetrate the southern islands in the interests of bringing the lively trade between China and the Ryukyus under Japanese control. (Glacken, 1955, p. 33)

The international trade brought prosperity to Okinawa. Lacquerware and textiles were imported from China; weaving and dyeing techniques were learned in the East Indies. Confucian philosophy and the Confucian ideas of the hierarchical state were assimilated. "These foreign introductions were accompanied by the strengthening of an old native institution: the female priesthood system became a state-encouraged and supported religion" (Glacken, 1955, pp. 34-35).

The trade network was destroyed around the middle of the sixteenth century by the increasing raids by Japanese pirates, thus draining off profits.

In the early seventeenth century, the Satsuma clan, restive under the Shogunate, and looking for expansion southward, successfully invaded Okinawa (1609), with the result that northern Ryukyus--Amami, Kikai, Erabu, Tokuno, and Yoron--were detached and made a permanent part of Satsuma territory, and the central and southern islands, nominally independent, came under the political control of Satsuma representatives. (Glacken, 1955, pp. 35-36)

Satsuma controlled foreign affairs and international administration to maintain its profitable relations with China. This era lasted 269



years, from 1609 to 1878, when trade relations with China were terminated.

A bitter dispute developed between China and Japan with the Japanese annexation of Okinawa in 1872. "Late in 1878 Tokyo discovered that the Chinese proposed to raise the question of Ryukyuan sovereignty with General Ulysses S. Grant, former President of the United States" (Kerr, 1958). He was on a world tour as a private citizen and was to be in Peking during the early months of 1879.

Both Peking and Tokyo were aware that it might be difficult for Grant to decline a request to act as arbiter in this Sino-Japanese dispute, that the parties to the dispute would be under heavy pressure of public opinion to submit to arbitration, and that a public statement by the former President of the United States would sway international public opinion, to which the Japanese leaders at the time were peculiarly sensitive. (Kerr, 1958, pp. 376-77)

Japan, to avoid having the problem become public discussion, determined to present the Chinese (and General Grant) "with a fait accompli; the Ryukyu problem must no longer be a 'question'" (Kerr, 1958, p. 377). A debate was held in the Council of State at Tokyo. It was recommended by Admiral Enomoto that the Ryukyu han be abolished and Okinawa become a Ken (Prefecture) of Japan. It would become a greater problem for the Chinese and General Grant to ask Japan to give up "an integral part of 'home territory'" (Kerr, 1958, p. 377). The recommendation was adopted. The transfer had to take place before the arrival of Grant in China.

Japan sent Okinawa's first governor, Nabeshima Naoakira, along with an imperial court physician. The court physician, Dr. Takashina, certified that the King, Sho Tai, was fit to travel to Tokyo. It was



imperative that Sho Tai did not flee to China to appeal the case of the Okinawans to General Grant. Sho Tai, the last King of Ryukyu, was sent to exile in the imperial court (Kerr, 1958, pp. 383-84).

The Okinawans bowed to the inevitable, but not without a last gesture designed to salve the former king's wounded pride. Presentation at court was accompanied by a public explanation that Sho Tai had been ill for eight years because of deep concern for the welfare of Ryukyu kingdom, and that he had sent messengers to China to explain Japan's actions and to seek China's aid and advice. On May 20, the statement alleged, a reply had been received to the effect that China was too busy with internal affairs to act on behalf of Shuri, and the Ryukyu kingdom henceforth must obey Japan's orders. (Kerr, 1958, p. 384)

The issue of the tribute between the kingdom of Okinawa and China was not silenced by the action of Japan. China attempted to invoke the interest and sympathetic support of General Grant, planning to associate Grant and the United States with China's claim, "by inference if not by technical fact" (Kerr, 1958, p. 387). The Ryukyus were of strategic importance to China as they served as a screen off the China coast. General Grant did not commit himself to the Chinese problem; he did present the issue to the Japanese when he arrived in Tokyo in 1879. Japan treated Grant in the capacity of a private citizen being entertained by the imperial court, and not as an official mediator.

For over 15 years, the question of Okinawa was kept current by the Chinese. "In 1892, for the last time, Viceroy Li attempted to use the Ryukyu sovereignty issue as a means to embarrass Japan when Peking and Tokyo were engaged in a rancorous dispute concerning Korea" (Kerr, 1958, p. 392). Japan and China were at war soon after, and "China's

defeat in 1895 removed the Ryukyus from consideration in Sino-Japanese relations for fifty years" (Kerr, 1958, p. 392).

In the nineteenth century foreign powers interested in developing trading posts began to cast covetous eyes on the Ryukyu Islands. It was presumed that because of their central geographical position they could be used by maritime powers. British war ships visited Naha and explored the waters around Okinawa in 1816; they were followed by exploratory expeditions of other nations. Commodore Perry made Naha a rendezvous in 1853 and 1854 for his "Black Ships" aimed at the opening of Japan. In 1854 before leaving Naha the doughty Commodore signed a treaty with Liu-Chiu court pledging enduring and friendly relations with the United States. (McCune, 1972, p. 8)

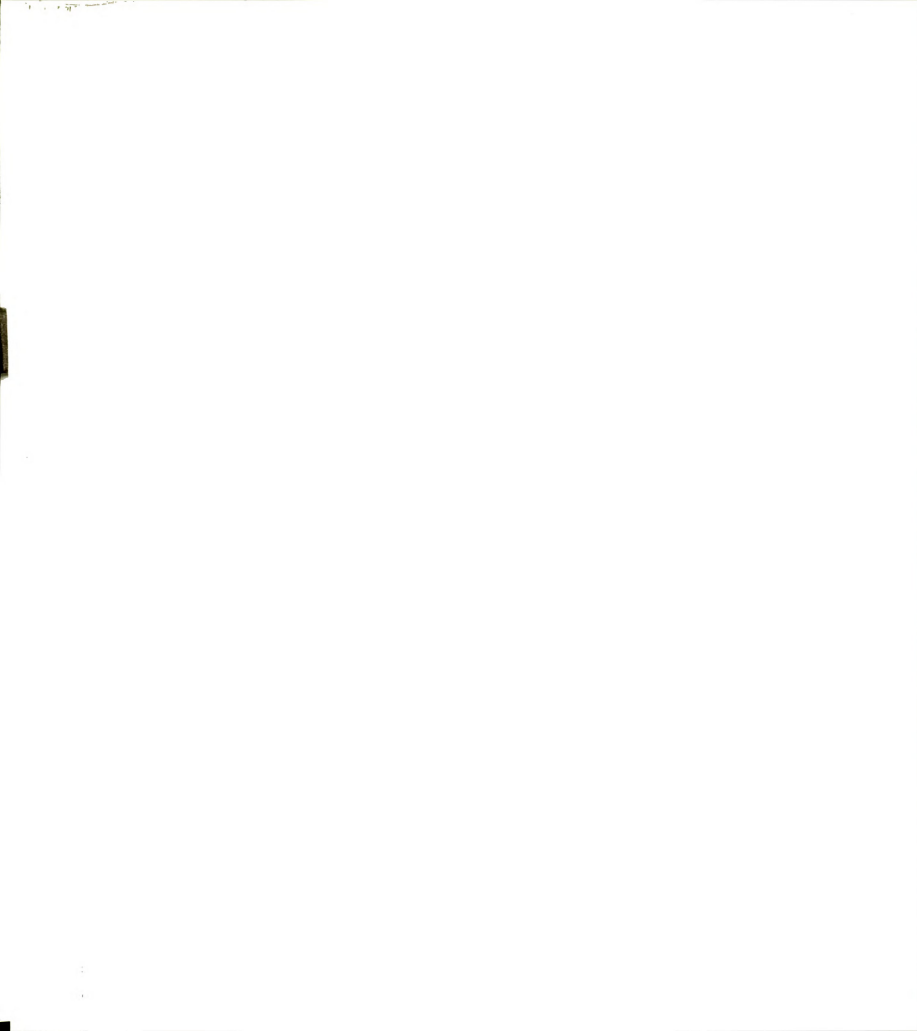
Perry conducted the first extensive exploration of the island.

Perry's exploration was merely incidental to his main purpose of using the island as a base while inducing the Japanese to open their ports for trade, although a trade compact signed with the Ryukyuan kingdom as if it were an independent state was subsequently ratified by the United States Senate. (Glacken, 1955, p. 39)

Attempts to bring economic success to the Ryukyu Islands were made by the Japanese. For the most part, Okinawa's chief value to Japan was strategic. This was brought forth during World War II.

From the militarists' point of view the Ryukyu Islands formed useful links in the line of communications leading to Formosa and the south, but the impoverished province added no economic strength to the empire, Okinawan youths were substandard candidates for military service, and the loyalty of the population had not been fully tested since the days of annexation. (Kerr, 1958, p. 459)

The Okinawans had little to say in shaping the policies and campaigns of World War II. The battle for Okinawa began on Easter morning, April 1, 1945. "An immense American fleet lay in the offshore waters, drawn like a noose about Okinawa proper" (Kerr, 1958, p. 468). The battle was over on June 20, with 90,401 Japanese soldiers having been killed and 12,000 American soldiers having lost their lives.



Between the hammer and the anvil, the Okinawans suffered indescribable loss. It has been estimated that 62,489 perished in the "typhoon of steel"; of these some 47,000 civilians who had been unable to find safety within caves and tombs. . . . No family remained untouched. No one knows precisely how many civilians perished from exposure, starvation, disease, or unattended wounds. (Kerr, 1958, p. 472).

"The American influence on Okinawa is not a new way of life conditioning a formerly static society but an important, forceful intrusion in a culture that already has undergone fundamental changes in the past" (Glacken, 1955, p. 28).

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