

DETERMINANTS OF ENTRY DECISION TO  
MILITARY HIGH SCHOOLS: A CASE STUDY OF  
RECRUITMENT POLICIES

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BY

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AUGUST, 2003

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**ABSTRACT**

**DETERMINANTS OF ENTRY DECISION TO MILITARY HIGH  
SCHOOLS: A CASE STUDY OF RECRUITMENT POLICIES**

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Towards 21<sup>st</sup> century, recruitment and selection have become one of the most important topics in Human Resource Management literature. For that matter, the recruitment of officers in the year 2003 and beyond constitutes one of the main challenges for the Turkish Army (TUAR) as well. Since military high schools are army's main sources of officers, they have become the main focus of this study. In this study, it is aimed to figure out the likely factors that might have an effect on individuals' minds when deciding on entering a Military High School.

*Key words:* Recruitment, selection, and propensity

## ÖZET

### ASKERİ OKULLARDA OKUMAYA KARAR VERME SÜRECİNİN BİLEŞKELERİ

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İŞLETME YÜKSEK LİSANS TEZİ

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21 nci yüzyıla girerken, personel seçimi ve işe alma konuları İnsan Kaynakları Yönetimi alanındaki en önemli konuların başında gelmektedir. Bu anlamda, subay alım işlemleri 2003 yılı ve ötesinde Türk Kara Kuvvetleri için de asıl incelenmesi gereken konulardan olmuştur. Türk Kara Kuvvetlerinin subay teminindeki ana kaynağı askeri liseler olduğu içindir ki, bu çalışmanın konusu olarak bu okullar seçilmiştir. Bu çalışmada, askeri liselere girme kararı aşamasında bireyleri etkileyebilecek muhtemel faktörlerin ortaya çıkarılması amaçlanmıştır.

*Anahtar kelimeler:* İş başvurusu, seçim, ve eğilim

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## GLOSSARY

**TUAR:** (Turkish Army), Türk Kara Kuvvetleri, Türk Ordusu

**Cadet:** Askeri Öğrenci

**Freshman:** Hazırlık Sınıfı Öğrencisi

**Senior:** 3ncü sınıf öğrencisi

**Military High School:** Askeri Lise

**NCO:** (Non-commissioned Officer) Astsubay

**BOQ:** (Bachelor Officers' Quarter) Misafirhane

## **INTRODUCTION**

This thesis is a study on military high school students with a view to identify the determinants of their decisions to enter the military high schools.

The recruitment of officers in the year 2003 and beyond constitutes one of the main challenges for the Turkish Army (TUAR). Military recruitment in Turkey is likely to be radically transformed over the next few years. This transformation is basically driven by the need to seek economies in non-core military functions.

### **1.1 Sources of Officers in the Turkish Army**

The Turkish army, like the armies of many other countries, has a number of sources to select the applicants who will serve as army officers for a long period of time, if not for the rest of their lives. Primary school students that have the chance to continue their education in military high schools; high school graduates who may attend army academy to have a university education; university graduates who may directly join the army as an officer with lieutenant rank; reserve officers who may select staying in the army after their twelve-month-mandatory service can be listed as examples of these sources.

TUAR is currently examining a number of possible options to increase the efficiency and maintain the effectiveness of the recruitment process. Although

army is trying to develop some new ways to fill its open “management-level” positions by recruiting contractual officers for limited time periods, still military high schools are the main source for these openings. About 80% of army officers come from a military high school origin; that is, after their 8-year primary education, they attend to one of three military high schools. After spending four years for high school education there (including one year English preparatory class) they move to Turkish Army Academy located in Ankara for another 4 years. Remaining 20% is distributed among the other sources.

Since military high schools are army’s main sources of officers, they have become the main focus of this study. In the process of becoming army professionals, they are influenced by a variety of factors such as demographics, personal traits/abilities and expectations, and conditions of the labor markets. Identifying these factors and determining their relative effect on entry decision will help army refocus its recruiting efforts more effectively. In addition, the general attitude towards the army needs to be assessed. The more positive the outcome of the comparison for the military job, the higher the tendency and probability that people apply for military schools. In sum, in this study the main question that is to be searched is: “what are the determinants of entry decision to military high schools?”

Recruiting is very important for any organization, and for that matter for the military. (Dessler, G. 2000: pp. 84) It is noted that little effort had been expended on identifying the determinants of entry decision to military high

schools, so for a better recruitment practice. There are a few studies done on this subject.

### **1.1.1 Current Condition in the Turkish Army**

The number of people applying to military high schools is decreasing year by year. Since the pool of applicants is getting smaller and, the chance of having high-qualified applicants is also decreasing eventually. This leads, of course, accepting less qualified people to military high schools, in other word to the army. By doing this study, I hope to determine relatively stronger and weaker points that derives people's interest to the army; and try to improve army's recruiting efforts on these points. This improvement can be both as focusing on the strong points and revising the weak ones.

### **1.2 Deciding the Data Collection Technique**

The data collection technique that will be used in this study will be the direct administration of a survey. It is commonly discussed that there are four basic ways to collect survey information: (1) mail, (2) telephone, (3) interview, and (4) direct administration<sup>1</sup>.

One of the most frequently used surveys is the *mailed survey*. It is one of the most widely used techniques in the social sciences. However it has some disadvantages: (1) the responses may not be honest or may be biased; (2) the return rate is generally quite low. Because of these limitations and disadvantages, I decided not to use this technique.

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<sup>1</sup> For further discussion on this topic, see Foddy, W. (1993) *Constructing Questions for Interviews and Questionnaires*

*Telephone surveys* cannot be used in our case, because they are only appropriate when simple and superficial information is needed and only a few questions are to be asked.

*Interviews* are those that are conducted in person, with one respondent at a time. The major advantage of the interview over the other survey procedures is that the interviewer can obtain insight into why the respondent answered the way he or she did. Some disadvantages of using interviews are that they require an excessive amount of time and expense. When using the interview approach, it is crucial that the interviewer be well-trained. This training is both time-consuming and expensive, but it is essential if one is to have data that are reliable and valid. To ensure reliability of the data, the researcher must train the interviewers to ask the questions in as much the same way as possible to make sure that each question is presented to the respondents with the same frame of reference. Additional expense is incurred when the researcher feels that it is necessary to check the liability of the data. This can be done by having more than one person interview the same respondent. The data are then compared to see if the responses are consistent.

For all the considerations mentioned above, I have preferred to use *directly administered survey* technique. Such a situation would be administering a survey to students in a classroom, or at a meeting of the group to which the results are to be generalized. Poor return rate is generally not a problem with directly administered surveys.

### **1.3 Determining sample size and identity**

After having decided which technique to use in data gathering process, next step was to decide which school is to be taken as a sample population. I decided to conduct a questionnaire to military high school students in order to form a basis to this study, because these schools are the main sources of officers in the Turkish Army (TUAR). The TUAR has three military high schools in its inventory. These schools are: Kuleli Military High School located in Istanbul, Maltepe Military High School located in Izmir, and Isiklar Military High School located in Bursa. Each year, approximately 450, 450 and 300 students are graduating from these schools respectively.

It would be too expensive and time consuming to conduct the survey in all of these three schools. On the other hand it is not really necessary to do so. Because, students are allocated to each school with a central selection and allocation system, regardless of their family, financial or regional differences. They don't have the chance to make a choice about which school they want to join or which one they don't, i.e. a student in Maltepe Military High School did not choose to join this particular high school but he chose to join anyone of the three military high schools. In that sense, all students in any of these schools can be regarded as identical to each other in terms of forming a sample group.

Determining the size of a sample needs the analysis of multiple factors. These factors are:  $n$  (Size of sample population),  $N$  (Size of whole population of consideration),  $d$  (alpha score of confidence level),  $t$  (z-score for the associated alpha score) and finally  $PQ$  (0.25 for maximum sample size). All of



these factors should be taken into consideration while deciding on the appropriate sample size. Following formula is used to calculate the size of the sample (n) for this study<sup>2</sup>.

$$\frac{t^2 (PQ) / d^2}{1 + (1/N) t^2 (PQ) / d^2}$$

Here N is taken as 4800 (total number of students in three military high schools);  $\alpha$  is chosen as 0.05 (for 95% confidence level) and t is found as 1.96 for  $\alpha = 0.05$ . When the necessary computations were made, the sample size was found as 356 students minimum. As the number of students in each school is being considered, Isiklar Military High School is smaller than the other two schools. So I decided not to take the students of this school as a sample group in my study. When two other important issues, transportation time and cost, are taken into consideration; the best alternative for me was Kuleli Military High School. Because of these and due to limitations of time and resources I conducted my survey questionnaire in this school.

#### **1.4 Method**

In this section I will give brief information about how the survey was conducted. I will start with describing the sample. Data that is used in this study was gathered through direct administration with a sample of 410 military high school students. The original sample consisted of students from Kuleli Military High School. Among 410 students receiving the questionnaire, 403 (98.3%) returned them. 7 questionnaires were eliminated because they

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<sup>2</sup> Balci, 2001, pages: 106-109

were unfinished. The analyses were conducted on the remaining 396 respondents. In the final sample, there were 201 freshmen (first year cadets) experiencing their first year in the school and 195 senior students (fourth year cadets) practicing the last year of the school.

#### **1.4.1 Instrument**

The survey questionnaire used in this study includes 25 questions trying to measure the respondents' personal preferences about the army as well as 3 demographic information questions. The questionnaire covered the following subjects: demographics (gender, city, family), how were they aware of military schools, what factors affected them while deciding to attend this school or not, image of financial terms (pay and additional benefits), how did they perceive the health issues, how did they rate their current status and the general image of the army. Then, the respondents were asked as to who influenced them the most (their parents, teachers/instructors, friends etc.). Finally, the questionnaire was finished with considering some factors that may cause respondents hesitate while selecting the military schools and the army for their future career. For most of the items in the questionnaire, respondents were asked to indicate the extent to which the statement was reflecting their opinions (1= Didn't influenced at all; 5= Strongly influenced or 1 = Strongly disagree; 5 = Strongly agree). Items and scales analyzed in this research are presented at Appendix A.

### **1.4.2 Procedure**

The questionnaires were handed to the respondents in a lecture room and gathered right back after they finished filling the papers. It is generally accepted that the developer of a survey should be concerned about aspects such as length, pertinence, clarity, and types of responses. Evidence suggests that long surveys are less likely to be returned—responding time for a survey should not exceed 20 minutes<sup>3</sup>. Average time needed to fill this questionnaire was about 15 minutes.

Analyses were performed by using the SPSS programme. Descriptive statistics (frequencies, crosstabs, and means) were used to describe the data and report on important indicators. Instead of using histograms giving information about the number of responses and frequencies, bar graphs with percentages are preferred to better illustrate the results visually.

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<sup>3</sup> For further discussion on this topic, see Newman, I. and McNeil, K. (1998) *Conducting Survey Research in the Social Sciences*

## **LITERATURE REVIEW**

### **2.1 Recruitment: Its Importance and Role**

The quality of a company's personnel is frequently the single factor that determines whether the organization is going to be successful, and whether it will reach its basic objectives. (Stanton, E. S., 1977: pp. 1) Finding the right person for the job has always been important and the decision to appoint an individual is one of the most crucial an employer will ever take. This is particularly true in the light of the HRM notion of 'people as competitive advantage'. There are three themes in the literature focusing on the importance of the selection decision.

First, demographic trends and changes in the labor market have led to a 'less homogenous workforce' which has placed increasing pressure on the notion of fairness in selection. Second, the desire for a multi-skilled, flexible workforce and an increased emphasis on team working has meant that selection decisions are more concerned with behavior and attitudes than with matching individuals to immediate job requirements. And third, the link between corporate strategy and HRM has led to the notion of strategic selection, i.e. a system that links selection to the overall organizational strategy and that aims to match the flow of personnel to emerging business strategies.

(Beardwell and Holden, 1997: 211)

## **2.2 Definitions**

It is useful to make a distinction between recruitment and selection. Graham & Bennett (1992: pp. 188) have made the following definitions. Recruitment is the first part of the process of filling a vacancy; it includes the examination of the vacancy, the consideration of sources of suitable candidates, making contact with those candidates and attracting applications from them. On the other hand, selection is the next stage, i.e. assessing the candidates by various means, and making a choice followed by an offer of employment. The recruitment and selection process is concerned with identifying, attracting and choosing suitable people to meet an organization's human resource requirements. They are integrated activities and 'where recruitment stops and selection begins is an arguable point' (Anderson, 1994). Recruitment involves searching for and obtaining qualified job candidates in such numbers that the organization can select the most appropriate person to fill its job needs. (Schuler, R.S., 1995: pp. 217)

The recruitment process can be described as "building a roster of potentially qualified applicants" or "searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs" (Dowling and Schuler, 1990); whereas selection is more concerned with 'predicting which candidates will make the most appropriate contribution to the organization -now and in the future' (Hackett, 1991).

### **2.3 Why is Recruitment Important?**

The general purpose of recruitment is that of providing a pool of potentially qualified job candidates. More specifically, the purposes of recruitment include the following: (Schuler, R.S. 1995: pp. 218)

- Determine the present and future recruitment needs of the organization
- Increase the pool of qualified job applicants with minimum cost
- Increase the success rate of the selection process by reducing the number of obviously under qualified job applicants.
- Reduce the probability that job applicants, once recruited and selected, will leave the organization after only a short period of time
- Evaluate the effectiveness of various recruiting techniques and sources for all types of job applicants

#### **2.3.1 Fundamentals of Successful Recruiting**

Erwin S. Stanton lists some fundamentals of a good personnel-recruiting program (Stanton, E. 1977: pp. 48-50):

- A large number of well-qualified job applicants must be attracted
- Never compromise on selection standards
- Recruitment should be on a continuous and ongoing basis
- Recruiting should be creative, imaginative and innovative

There are especially four methods that can be used for recruitment purposes.

Beardwell and Holden listed these methods as following: “1. Internal existing employees, 2. Using existing contacts, 3. External contacts and 4. Advertising

/ media.” (Beardwell and Holden, 1997: pp. 214 - 229) The two methods mostly concerning military are the second and the fourth one. Turkish Army (TUAR) basically uses ‘existing employee contacts’, which is a sub-item of ‘external contacts’ method, as one of recruiting methods, especially for attracting students to Military High Schools. In this method, existing employees inform and encourage family members, relatives and other friends to get in touch with Military High Schools, so that they can be potential applicant for the future. The other method that is used by the Turkish Army is ‘advertising and media’. Advertisements in daily newspaper, over national and local radio / TV stations, in trade journals, and the magazines usually attract applicants in great numbers but of highly variable quality. (Soyles and Strauss, 1981: pp. 174) Some other media vehicles used are conferences, cassettes, videos, brochures and finally open days (allowing potential recruits and sometimes their families and friends access to the place, working conditions, facilities and so forth.

### **2.3.2 Critical Decisions in Recruitment and Selection**

The objective of any HR Management system is to address three (often-competing) requirements<sup>4</sup>:

- Producing the right person in the right job to meet the mission
- Addressing members’ expectations for a suitable career and standard of living
- Complying with social norms and legislative / regulatory standards

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<sup>4</sup> For further discussion on this topic, see Storey, J. (1995) Human resource management: A critical text.

In exchange, the organization is offering:

- Challenging, meaningful, intrinsically rewarding jobs
- Employability opportunities and a fair, equitable standard of living, and
- Employment within social norms and legislative/regulatory standards

In a military setting, these are melded together through effective leadership, realistic / tough training and appropriate rewards / discipline system.

In the light of these objectives and offerings, recruitment and selection can be summarized as four critical decisions (Beardwell and Holden, 1997: pp. 211):

- What / who do we want?
- Where do we find the people we want?
- How do we attract them?
- How can we identify them?

Let us elaborate on these points. Which comes first -the job or the person?

The usual response to the 'What do we want?' question is to start by defining the requirements of the job in a job description and then use this information to identify the necessary personal characteristics in a person specification.

This method has been described as 'job first -person later' or 'task-oriented' (Beardwell and Holden, 1997). However, several problems are associated with

this approach. The first is that the writing of the job description is time-consuming, especially if a system for job analysis is not already in place. There is a need to gain information from a variety of parties (e.g. boss, current



jobholder and colleagues) as to the nature, actual duties and responsibilities involved. And it is not a one-off exercise; regular updating of the job description is necessary, especially in fast-changing environments.

The second and perhaps the greater, problem lies with the lack of attention paid to the changing requirements of the jobholder and whether the list of duties and responsibilities is too constraining, especially where team working is introduced. This concentration on 'the job' and its place in a bureaucratic structure may be detrimental to the development of the skills and aptitudes needed for the long-term benefit of the organization.

Problems also exist with the compilation of the person specification, not least because techniques for translating information about jobs or organizations into person specifications remain mysterious and well defined. A common assumption is that the existence of such a document can avoid unfair discrimination during the selection process. However, pre-determined criteria can contribute to effective recruitment and selection only if careful consideration has been given to the necessity and fairness of all the requirements. Preconceived or entrenched attitudes, prejudices and assumptions can lead, consciously or unconsciously, to requirements which may not be job related at all but aimed at meeting the assumed needs of customers, colleagues and the established culture of the organization.

A potentially more flexible alternative is to replace the more traditional approach with a 'person-oriented' approach (Iles and Salaman, 1995) which focuses on the generic qualities and behavior required by the organization rather than those determined by a specific job. These 'behavioral dimensions

affecting job performance' can be defined as competencies (Armstrong, 1992).

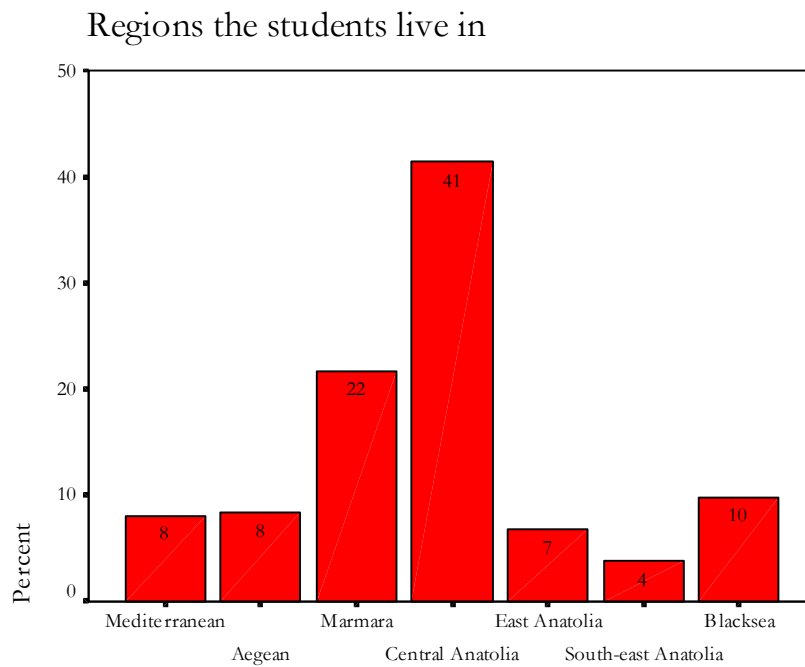
This competency-based approach is frequently seen as being compatible with HRM initiatives such as flexibility, teamwork and multi-skilling; for example, Armstrong (1992) suggests that organizational requirements will include commitment and the ability to work effectively in a team. However, there is also a rather threatening side to this development: the increased focus on behavioral and attitudinal characteristics may imply the expectation that a workforce could gradually be constructed which would be more receptive to the broad span of HR philosophy than is the case with existing manpower stocks.

In practice, a combination of the task-oriented and people-oriented approaches may be adopted in order to recruit people who not only can do the job but will fit well into the organization.

### WHAT ATTRACTED THE STUDENTS MOST?

#### 3.1 Demographic Variables

In this section 3 questions were asked to the respondents: the city they live in, their average income and if there are other soldiers in their family. By doing so, it is aimed to investigate whether the dispersion of the students, according to geographical regions and income level, is homogenous or not.



When the above graph is examined, it can be seen that the majority of the students come from Central Anatolia region with 41%. This region is followed by Marmara region with 22%. Blacksea region comes after, followed

by Aegean, Mediterranean, East Anatolia, and South-east Anatolia regions. In terms of income level, it can not be said that students are scattered homogenously. The income level is divided into 4 categories. The categories of income level and the distribution of students among these categories can be seen in Table 1.

Table 1: What is Your Average Family Income Level?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than TL 500 million	88	22,2	22,2	22,2
	Between TL 500 million – 1 billion	195	49,2	49,2	71,5
	Between TL 1 billion – 2 billion	102	25,8	25,8	97,2
	More than TL 2 billion	11	2,8	2,8	100,0
	Total	396	100,0	100,0	

As it can be seen from the table above, the majority of students are coming from families with middle to low income level. 71.5% have an income of less than TL 1 billion. The majority falls in the second category (Earning between TL 500 million – 1 billion) with 49.2%. When looked at the statistics of the each group separately, there is no apparent difference between the allocations of two groups in terms of income level. The cumulative percentage of the first two items is 66.2% and 76.9% for the first year cadets (the freshmen) and the senior students respectively. Only 3.5% of the first year cadets and 2.1% of senior cadets (the average is 2.8% for total sample) are coming from families earning more than TL 2 billion monthly<sup>5</sup>. These findings show that,

<sup>5</sup> See Appendix B for details

the portion of the Turkey’s population who sends their children to Military schools remained the same during years in terms of income level.

When asked if there are any other professional soldiers in their family and relatives, 53% of the all respondents said yes (See Table 2). The percentages for each group are 60.2% and 45.2% for freshmen and seniors respectively. A raise of 15% is experienced between the two groups<sup>6</sup>. This increase can be explained by the changing conditions of military personnel, or decreasing terrorism in our country during the next few years.

Table 2: Are there any other professional soldiers in your family/relatives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	53,0	53,0	53,0
	No	186	47,0	47,0	100,0
	Total	396	100,0	100,0	

### 3.2 How Were the Students Aware of Military Schools and Soldiering as a Profession?

The recruitment stage is the first phase of a process in which both applicant and organization send out signals, check if expectations have been met, and make decisions on whether to go to the next stage (the selection stage). The kinds of recruitment literature sent out by organizations do seem to influence applicants’ intentions to apply, but informal sources of job information such as ‘word of mouth’ and referrals are generally seen as more specific and

accurate sources of information than formal advertisement. (Storey, 1995: pp. 211)

In the following paragraphs, it is explained through which medium (formal and / or informal) mentioned above were the respondents aware of the Military Schools and/or deciding to be an officer for their future lives. Here, the respondents were given six choices to select and only for this question, they were allowed to select more than one choice. This is why the total of the percentages in this section sums up more than 100%. Nearly 60% (237 students) of all respondents heard something about the Military Schools from their families/relatives. (See Table 3) The percentage for the freshmen and seniors are 71.1% and 48.2% respectively. A difference of 22.9% is seen between the two groups. This difference is consistent with the 15% difference between the two groups in the previous question.

Table 3: I have heard about this school from my family/relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	237	59,8	59,8	59,8
	No	159	40,2	40,2	100,0
	Total	396	100,0	100,0	

The second choice for this question is that if they have heard about this school from their school mates. 38.9% of all respondent said “yes, we have heard about these schools from our previous school mates”, and 40.2% said

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<sup>6</sup> The tables of each group separately can be found in Appendix C and Appendix D

“no”. (See Table 4) The ratios for both groups separately don’t differ from each other very much<sup>7</sup>. Similarly, 31.3% of all respondents said that they have heard about Military schools from their teachers/instructors. (See Table 5) When looked at each group separately, there is again a big difference between the two groups here. 42.3% of first year cadets said yes whereas only 20% of last year students gave an affirmative answer. These results indicate that, teachers/instructors are not so effective in giving information about military schools to their students, and also the ratio varies a lot from one year to another (The difference is 22.3% here). This can be because of either they are unwilling to lead the students towards these schools or they themselves have little knowledge about Military Schools and/or military life etc.

Table 4: I have heard about this school from my school mates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	38,9	38,9	38,9
	No	242	61,1	61,1	100,0
	Total	396	100,0	100,0	

Table 5: I have heard about this school from my teachers/instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	31,3	31,3	31,3
	No	272	68,7	68,7	100,0
	Total	396	100,0	100,0	

<sup>7</sup> Tables for each group can be found in Appendix C and Appendix D

The fourth choice given to respondents for this question is that whether they have heard about the Military Schools via print media, i.e. newspapers, magazines, billboards etc. 16.7% of total sample checked the “yes” box for this choice and the remaining 83.3% checked as “no”. 19.4% of freshmen and 13.8% of senior cadets are informed about these schools and military life as a profession via print media. (See Table 6) This vehicle is the least scored one among others. Fifth choice was about television. Respondents are asked if they were aware of the Military schools via television or not. 39.4% of all gave positive answers while 60.6% gave negatives. The difference between the two groups is only 1.2%. (See Table 7) (The percentages were 38.8% for first year students and 40% for last year students<sup>8</sup>. It can be stated that television is the most consistent one among all choices reflected here. It is also the second highest scored choice among the six choices mentioned in this study.

Table 6: I have heard about this school via magazines/newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	16,7	16,7	16,7
	No	330	83,3	83,3	100,0
	Total	396	100,0	100,0	

<sup>8</sup> See Appendix C and Appendix D for detailed tables



Table 7: I have heard about this school via television

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	156	39,4	39,4	39,4
	No	240	60,6	60,6	100,0
	Total	396	100,0	100,0	

Given these results concerning the media vehicles, it can be stated that advertising is not being used as affective as it should be.

The sixth and the last choice for this question was “The others” choice. In this choice the respondents were asked to write any possible choice they may have experienced different from the five choices given above. Only 8.6% of all respondents gave answer to this question. Since the proportion is relatively small and the choices are scattered in a wide spread area, details will not be provided.

### 3.3 Determinants of the Entry Decision to Military High Schools

Decision or indecision on what school to attend is common among primary school graduates and their parents. What is the attraction to the military high schools for a primary school students and graduates? Is it the pay? The benefits? Each student has his own reasons along with personal and professional goals. In this part of the questionnaire it is aimed to reveal the reasons why those students choose to attend a military collage and have a military life for their future career.

In this section students were asked 10 questions about how they evaluate some factors, which may possibly have affected their minds while deciding on

entering Military Schools<sup>9</sup>. They were given a scale ranging from 1 to 5. The scale was as follows: 1 = Not affected at all, 2 = Somewhat Affected, 3 = No Opinion, 4 = Quite Affected, 5 = Totally Affected. They were asked to mark the best answer the extent to which it reflects their ideas.

### 3.3.1 Financial Terms

The first question was about the salary of a Second Lieutenant (2<sup>nd</sup> Lt.) who is just graduated from Turkish Army Academy. Students were asked if this payment influenced them, while they were making their mind up. The mean of the answers to this question is 2.33 with a standard deviation of 1.17. It has a skewness of 0.655, i.e. it is not sharply but moderately skewed to one side of the scale, and the answers are not condensed in one point. (See Table 8)

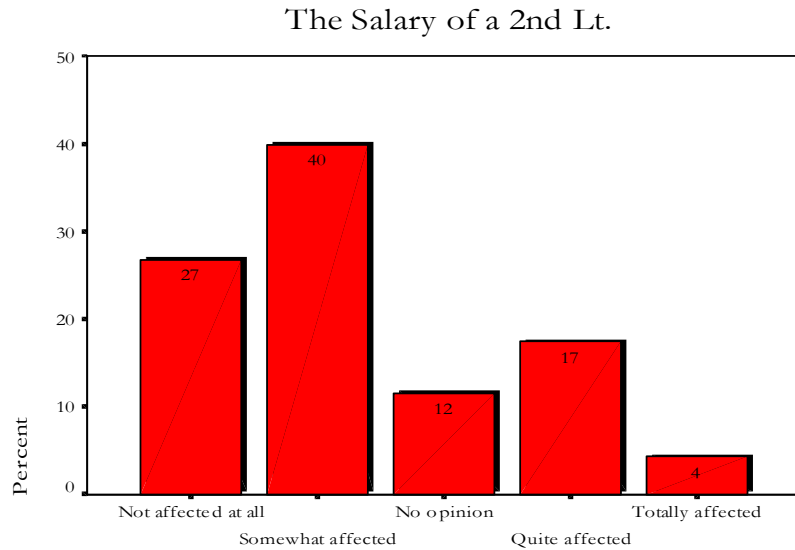
Table 8: Descriptive Statistics for Questions 1 and 2

	N	Mean	Standard Deviation	Skewness
Salary of a 2 <sup>nd</sup> Lt.	396	2,33	1,17	0,655
Prestige of the Army	396	4,09	1,10	-1,413

26.8% of all respondents said that it didn't affect them at all and 39.9% said that it is somewhat influenced their minds. 21.7% said either 4 or 5 to this question. 11.6% had no opinion about this subject. The students who gave 1 or 2 to this question can be considered as the ones who are not extremely affected by the salary they will get after graduation. Their cumulative percentage sums up to 66.7, showing that the majority of the students fall to

<sup>9</sup> A sample of survey questionnaire can be found in Appendix A

this part. These findings can be better seen with the following graph. As nearly 67% of all respondents' answers suggest, financial terms do not appear to be a major instrument in generating tendency toward military high schools, and towards the Turkish Army as well.

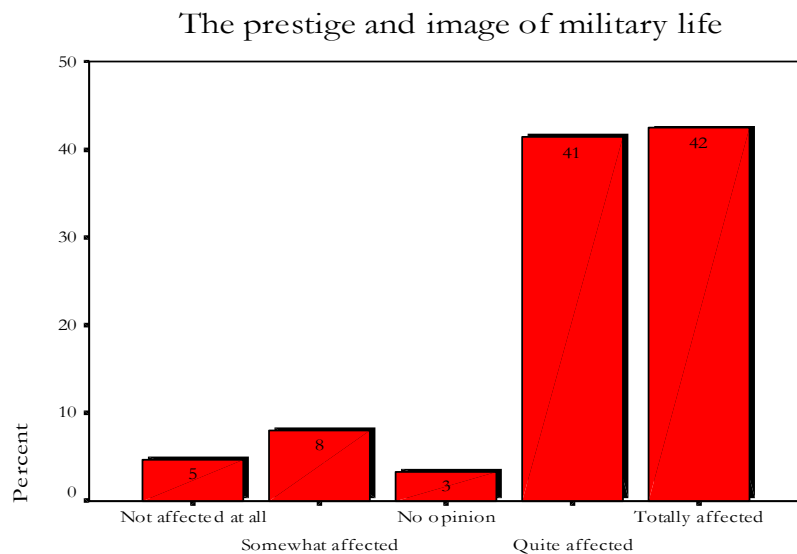


### 3.3.2 Prestige / Esteem towards army

In the second question, the subject is the general image of the military life and prestige of soldiering as a profession. Companies that have established themselves positively in the public eye are natural magnets for good people (Half, R. 1993: pp. 17). So, the image of the soldiers' job is, I believe, an important predictor of intention to work for the army as a soldier. Therefore it is important to know what these young people think about the general image of this job and how these expectancies are related to their behavior<sup>10</sup>. The students were asked if the high esteem towards the military personnel in

<sup>10</sup> Renier van Gelooven, 'Soldiers' expectancies, implications for recruitment and job satisfaction.'

society has affected their decision. The answers to this question exhibit the highest mean of 4.09 and the lowest standard deviation of 1.10 among the ten questions in this section (See Table 8), showing that the majority of the respondents agreed around the same point<sup>11</sup>. The skewness for this question is also the highest one among the same ten questions with a score of -1.143<sup>12</sup>. This high score and minus sign before it indicate a strong skewness towards the right hand side of the scale. When individual percentages are examined, it is seen that 83.8% of all respondents said they either “quite affected” or “totally affected” (41.4% graded as 4, and 42.4% graded as 5). (See the graph below)



When each group is examined separately, 92% of the beginners graded the question either 4 or 5, whereas 75.3% of the senior cadets scored the question with the same grades. The 16.7% difference between the two groups can be

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<sup>11</sup> The Descriptive statistics for all questions can be found in Appendix B

explained in this way: At the very early stages of their military school life, as well as before entering these schools, all students had positive feelings about the prestige and the regard of this profession. But when the years pass by in this community, some of them have changed their minds. They don't find this job as prestigious as they thought it was before; or because of the difficulties they encountered during their military life, they regret with their initial decision so that they don't find this job as attractive as they did before.

### 3.3.3 Military Services / benefits

The third, fourth and fifth questions are about the on-post and/or outdoor services that will be offered to military personnel, after either they begin their professional lives in the army or being retired after active-duty periods, like entertainment and recreation services, housing services health care services etc. All three questions demonstrated more or less the same figure in terms of percentages. It can be concluded that these services have approximately the same influence over people who intend to attend military schools and live a military life in the future.

Table 9: Descriptive Statistics for Questions 3, 4 and 5

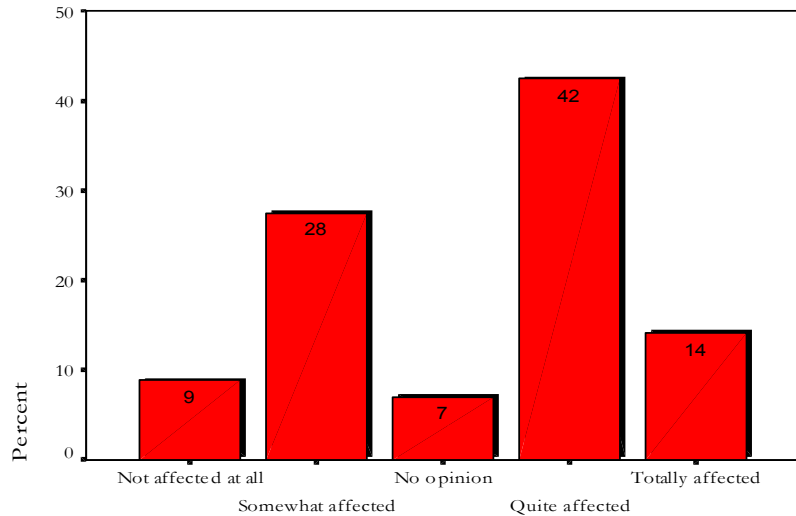
	N	Mean	Standard Deviation	Skewness
Entertainment Services	396	3,26	1,25	-,328
Housing Services	396	3,04	1,28	0,022
Health-care Services	396	2,96	1,32	-,061

<sup>12</sup> For details, See Appendix B

Instead of giving a general picture of the individuals' attitude towards the services mentioned above, detailed information about each of them has been provided in the consecutive paragraphs.

The Army and other military services offer some recreation activities to its members and their family. Some of these activities are seasonal activities like summer and winter camps, and some keeps on all through the whole year like officers clubs. The third question, "To what extent were you influenced by the outdoor military recreation services offered by the military clubs, summer camps etc.", is asked to see the affect of these activities over people considering selecting to be an officer as their future career. The respondents were asked to answer this question again by using the same scale. The mean of answers to this question is 3.26 with a standard deviation of 1.25 and a skewness of 0.328. (See Table 9) The high standard deviation tells us that the answers are not concentrated at a specific point, i.e. respondents don't agree on one point for this subject. The skewness number (0.328) shows that there is not a visible side that the answers are skewed towards. The highest percentage belongs to "quite affected" choice, which is 42.4%, and the "somewhat affected" choice has the second highest percentage with 27.5%. When looked at the cumulative percentages 56.5% of the all respondents fall to the right half of the scale, i.e. more than half of the students perceived the recreation activities as an important determinant for their decision making process. 7.1% said that they have no opinion about this subject, and just 8.8% said it didn't affect them at all. These findings are visually represented by the following graph.

### Entertainment Recreation Services

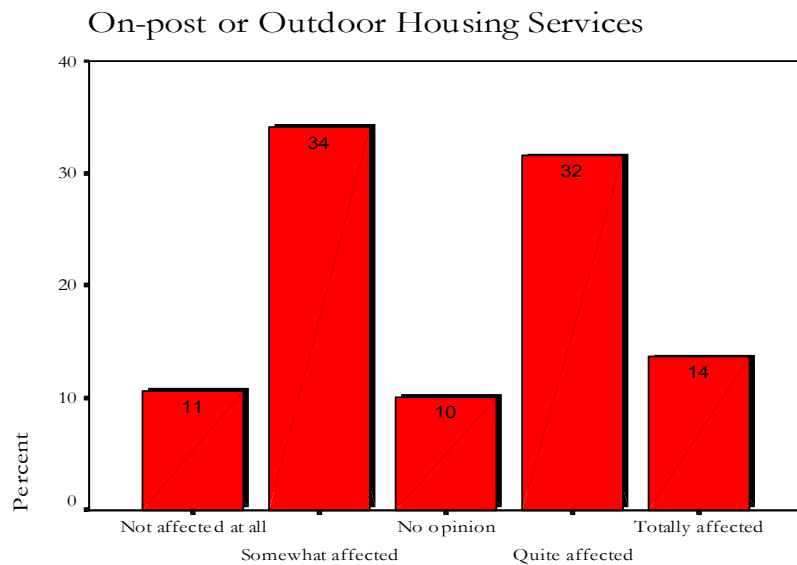


The groups are also examined separately, but no clear evidence of differentiation between them could have been found.

The army offers housing services in almost every city and district, ranging from lodgings for the active-duty members to BOQs (Bachelor officers' quarters) for active-duty members as well as retired personnel and their family. The fourth question of the questionnaire was about these accommodation services: "To what extent, the military housing services influenced your decision to enter these schools?" A similar figure with the previous question can be observed for this question. The mean for answers are 3.04 with a standard deviation of 1.28. (See Table 9) The high deviation score here again implies that the respondents' answers are scattered among different choices rather than being concentrated on a single choice. The skewness score for the question is 0.22, which shows that the answers are not

concentrated in the direction of one end of the scale, but they are scattered between two or more choices similarly.

When glanced at the percentages of fourth question, in the light of the graph below, we see that the biggest share goes to the second choice, which is “somewhat affected”, with 34.1%. The “quite affected” choice has 31.6% of votes from all respondents. 44.7% of all choices fall to the left hand side of the scale, i.e. to 1<sup>st</sup> and the 2<sup>nd</sup> choices, and 45.2% falls to the other half of the scale. 10.1% stated “no opinion” to this question. The groups are examined separately. But, again, no evidence of differentiation was found between them.



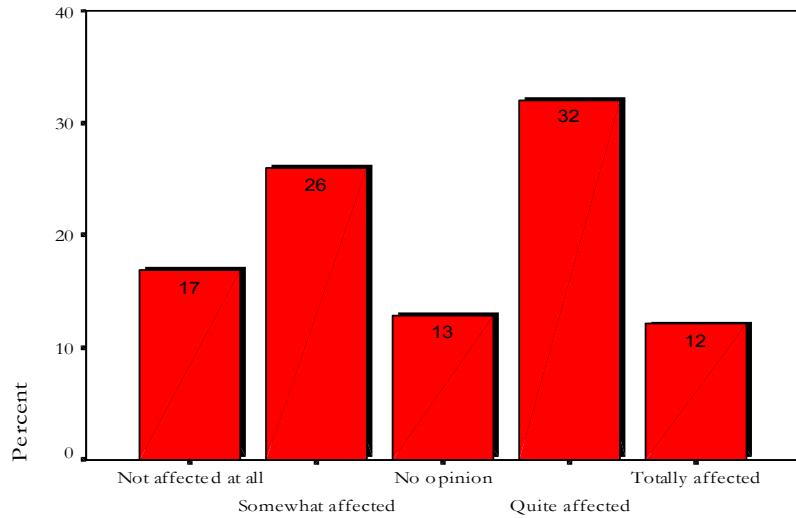
The fifth question was about the health care services the respondents will be offered during all their military lives. The military personnel are offered a variety of health care and dental care services during both in their active-duty period and retirement period. In this question respondents were asked to state



to what extent do the following statement reflects their opinions: “The health care issues offered by the military, influenced me while deciding on entering this school”. The mean and the standard deviation of answers to this question is 2.96 and 1.32 respectively. (See Table 9) These numbers shows us that the majority of answers are scattered just around the center choice. Again we see from the high deviation score that there is not a concentration of answers for this question. The skewness is 0.61, showing that the answers are scattered smoothly between two or more choices. When looked at the individual percentages, 32.1% of all respondents said that they are quite affected by the health care issues. 26% said that they are somewhat affected with these issues. 16.9% said that they are not influenced at all, and 12.1% said that are totally affected. 12.9% of all respondents marked “no opinion” choice for this question. This question has the highest percentage on the “not affected at all” choice, among the three questions mentioned before. This shows that health care issues are the weakest ones, among other services provided, that can be used to influence people. (See graph below)

But an interesting item lies behind this total figure. When the two groups are examined independently we see that the senior cadets scored the highest for the first choice of this question (25.6% of them said “not affected at all”), whereas only 8.5% of the first year cadets marked the same answer.

### Health Care Issues



The high percentage of the senior cadets boosted the overall percentage for the first choice of this question. The 17.1% difference between the two groups can be put in plain words as this: at the beginning, all nominees take health care service as an important issue to some extent, as well as other services mentioned in above paragraphs, but as the years pass by they got used to this service because this is the only one they are offered during their military studentship period. So they lost the feeling of importance they used to have for health care at the beginning, i.e. since they have it right now, they don't take it as less important an issue than housing services, or recreation services.

#### 3.3.4 A guaranteed job

It is commonly believed that the first and most probably the biggest problem for a young graduate of any university in our country, is the problem of finding a good job that offers a satisfactory salary at the beginning, with some

other means. People try to choose the most promising department of the universities, which somehow guarantees a good job for their future. The Military solves this problem by employing their students in a job immediately after their graduation.

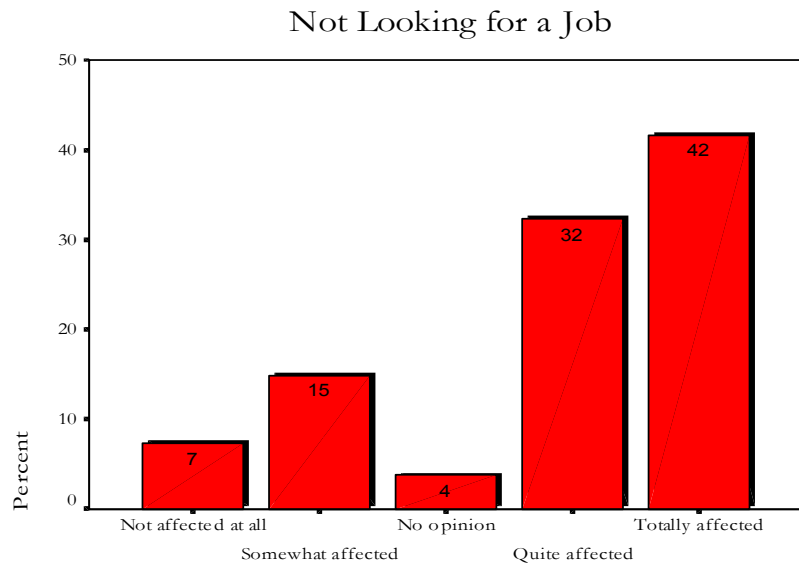
Table 10: Descriptive Statistics for Questions 6, 7 and 8

	N	Mean	Standard Deviation	Skewness
Not Looking for a Job	396	3,86	1,30	-0,952
Stationery / Dressing	396	2,41	1,32	0,487
Facilities Centers	396	2,99	1,33	-0,127

The sixth question of this section of the questionnaire addresses this problem solving of the Military by asking the respondents “To what extent they are affected by not having a problem of looking for a job after graduation?” the mean of answers to this question is 3.86, which is the second highest mean in this section. (See Table 10) The standard deviation, which is 1.30, is relatively high but this does not make any predicament since the mean is high also. The skewness is -0.952 showing that the answers are slightly skewed towards the right side of the scale.

When looked at the percentages, 41.7% of all the respondents said that they are “totally affected” with it. This number is again the second highest percentage for “totally affected” choice after the second question of this section - which was about the high esteem towards the military personnel in our society. 32.3% said that the case of not having this problem “quietly

influenced” their minds while deciding on selecting this school to attend. 14.9% gave “somewhat affected” as an answer, and just 7.3% said “not affected at all”.



When gazed at the cumulative percentages, the picture becomes more apparent. 74% of all responses fall in “quite affected” and “totally affected” category. Just 22.2% said they are either somewhat affected or not affected at all. (See graph above) The individual percentages of the groups are more or less the same except for “totally affected” choice. 34.4% of senior cadets marked this answer, where 48.8% of the first year cadets marked the same.

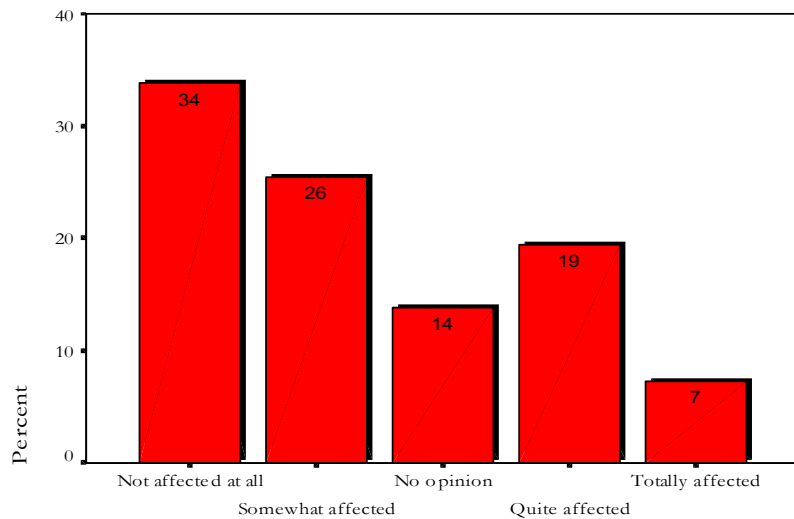
### **3.3.5 On-post / on-school facilities**

When drawn closer to the next two questions, we came across the on-school facilities, sports centers, tangible and intangible services offered to military students in military schools. It can be inferred from the results of these two questions that, these services don’t have a strong effect on people in deciding

to attend military schools, like the housing services, health care services etc. don't have. The answers to both questions are scattered towards either side of the scale, showing that respondents don't have certain opinions concentrated on one single point about these two subjects. The detailed information about the questions is presented in the following two paragraphs.

The Army offers free stationery (including books, some amount of paper and pen/pencil etc.) as well as free clothes (including underwear, nightdress and everything else) to the military students throughout their whole education period. Besides, the students are paid a certain amount of allowance for their other different needs. The seventh question is about these physical means offered to military students, like stationery, free uniforms for on-post and outdoor dressing, a certain amount of allowance per month etc. the respondents were asked to mark the choice which reflects their mode best for the following question: "To what extent did you influenced by the tangible resources that will be provided to you during your military school life?" The mean for this question is 2.41 and the standard deviation is 1.32. (See Table 10) These descriptive statistics inform us that the answers are scattered a lot around the mid-point. The skewness is 0.487, again showing that the answers are slightly skewed towards the left hand side of the scale. 33.8% of the respondents said that they are not influenced by this free stationary, dressing etc. at all. 25.5% said they are somewhat affected. 19.4% declared that these offerings quietly affected them. Only 7.3% marked the fifth choice saying that they are totally affected by them, whereas 13.9% stated no opinion. These findings can better be seen on the following graph.

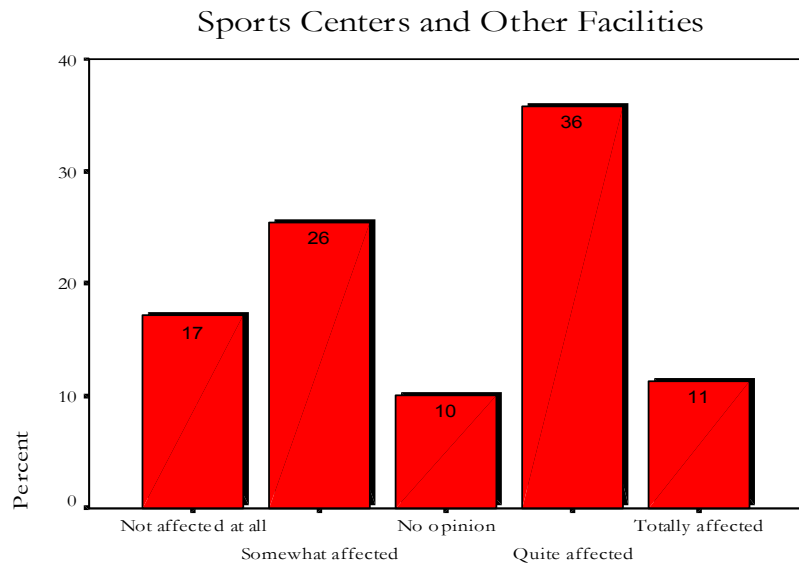
### Stationery / Clothing



Again, the high percentage of the “not affected at all” choice results from the 47.7% share given to this choice by senior cadets. Only 20.4% of the freshmen scored 1 for this question. Another interesting result of this question is that, 17.9% of the freshmen stated they have no opinion about this subject (which is the highest score given to this choice among all questions in this section). In the light of this piece of information, the 27.3% difference for the 1<sup>st</sup> choice between the two groups reveals us the following: at the beginning the nominees didn’t know much about these offerings so that 66.2% of them scored this question 1 (Not affected at all), 2 (Somewhat affected) or 3 (No opinion). But the senior cadets, after having experienced the offerings listed above for four years, most of them didn’t reply the question with “no opinion” choice. After again getting used to these offerings throughout all the years, they didn’t take them as important as they

thought anymore. So, they preferred to say “somewhat affected” or “not affected at all” as an answer.

Next question, the eighth one, is about the sports centers and other facilities offered in Military schools. In almost all of the military schools there are number of different facilities centers like, swimming pools, football fields, tennis clubs, libraries, language-learning labs and many others. Students were asked to what extent they are influenced by these facility centers while making their mind up about these schools. The mean for this question is 2.99, and the standard deviation is 1.22. (See Table 10) These numbers tells us that the answers are scattered around the mid-point, but slightly towards the right hand side of the scale. The small skewness number with a minus sign (-0.127) also supports these findings, confirming that the answers are very slightly skewed to right hand side, i.e. not skewed at all. The bar graph presented below will help us visually notice these findings better.



Apart from the findings of the previous question, just 10.1% of all respondents said that they have no opinion about this subject. Another difference is that the majority of the votes fall to fourth category (“quite affected” choice) with 35.9%. And the second biggest share goes to “somewhat affected” choice with 25.5%, as the mean and standard deviation numbers also suggested, whereas 11.4% said they are “totally affected” with these facilities. Again the same figure with some previous questions can be noticed when the two groups are observed separately. The 59.7% of first year cadets scored this question with either 4 or 5, where only 34.4% senior cadets marked the same answers. The answers of senior cadets shifted towards the first and the second choices with 27.2% and 26.2% respectively, where only about 32% of freshmen spotted totally.

### 3.3.6 Other aspects of a military profession

Finally the ninth and the tenth question of this section try to assess the people’s attitudes toward some challenging parts of the military life and the opportunity of career development that people would have if they select to enter military schools. The answers to the first question were rather smooth, while answers to the second one were more concentrated at a point.

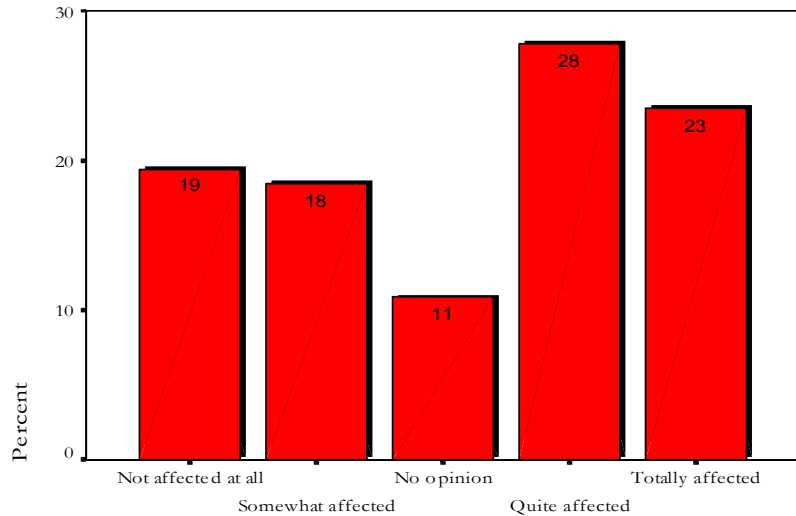
Table 11: Descriptive Statistics for Questions 9 and 10

	N	Mean	Standard Deviation	Skewness
Challenges of the Job	396	3,17	1,47	-0,227
Career Development	396	3,82	1,22	-0,968



The ninth question asked to students was as follows: “To what extent were you influenced by some challenging points specific to military life, like using a gun, working in field etc.” The mean of answers to the question was 3.17 with a standard deviation of 1.47. The mean gives us an idea about the center of the distribution of answers, which is: the respondents gave answers between the middle choice and mid-to-right side of the scale. The high standard deviation says that answers are scattered evenly among choices. Very little skewness of the answers (-0.227) also shows that the answers are scattered smoothly, rather than shifting toward one side. (See Table 11) 27.8% of all respondents said that they are quite affected with these features of the military, and 23.5% said “totally affected” for the same question. On the other hand 19.4% marked the first choice (“not affected at all”), and 10.9% declared “no opinion”. Remaining 18.4% are “somewhat affected” with the features mentioned above. As it can be better seen from the graph below, it is very difficult to make any interpretation about this subject.

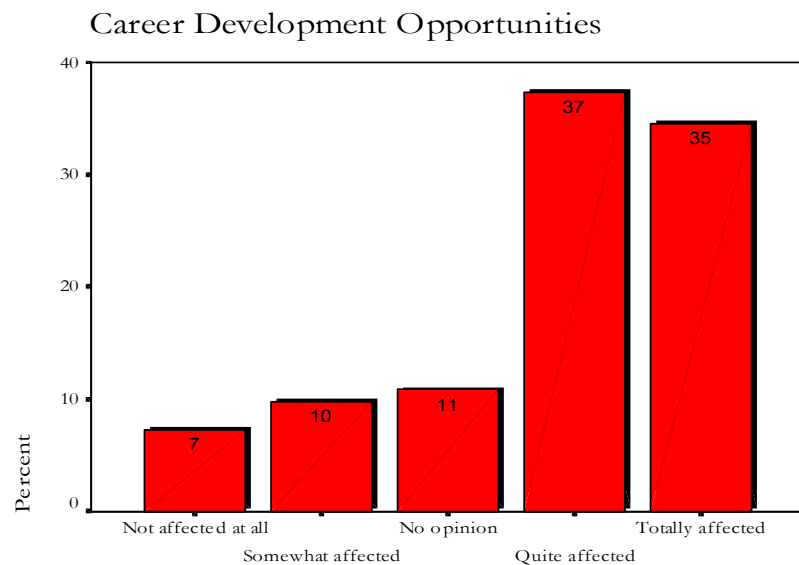
### Challenging Aspects of Military Life



When looked at the cumulative percentages of each group, the freshmen scored either 1 or 2 with the percentage of 28.4, and the senior cadets reached 47.7% for the same choices of the same question. On the other hand only 40.5% of senior cadets were either “quite affected” or “totally affected”, whereas 61.7% of freshmen felt the same way. These numbers explicitly shows the negative manner of senior cadets against the hardness of military life.

Finally the tenth question asked to respondents in this section measures the students’ attitudes towards the opportunity of career development that people would have in this profession. This question has a greater mean (3.22) and a smaller standard deviation (1.22) than the answers to the previous question (See Table 11). These numbers show that people have positive feelings regarding career development opportunity more than they have for challenging job characteristics. Also the skewness number is greater (-0.968)

for this question. This tells us that, the answers are more shifted towards right side of the scale. Totally 72% of all respondents gave either 4 or 5 to this question. The majority of votes go to “quite affected” choice with 37.4%. Then “totally affected” choice comes with 34.6%. 9.8% of all said that they are “somewhat affected”, while only 7.3% said they are “not affected at all”. The high cumulative percentage toward the right side of the scale declares that students take career development issue as an important one, and this issue was on their minds while deciding on whether to select military schools or others to attend. (See the Graph below)



When two groups are examined individually, 78% of the freshmen cadets scored 4 or 5, whereas about 75% of senior cadets did it the same way. The percentages, which are so close to each other, tells us that at the beginning of their military careers, all students have some plans regarding their future, and when the years pass by these plans do not fade away. People still keep those

plans for their future careers, and they think military offers them the opportunity to achieve those plans.

## *Chapter 4*

### **STUDENTS' OPINION TOWARDS MILITARY SCHOOLS**

Once people choose to join a group, even it is a formal work assembly or an informal friend group; they immediately begin to evaluate this group in terms of relationships, their role in the group etc. And finally they come to a conclusion about whether they are satisfied with what they do, where they are and how they are treated. The satisfaction level they have, the pride they feel toward the community they belong and the degree to which they are happy with their situation in there, have a vast effect on their both present and future performance.

In this chapter, the statistical results of the responses to four questions, related to the students' opinions towards military high schools are examined. In the third part of the questionnaire, students were asked to state both positive and negative feelings they may have towards their school. As in the previous chapter, the answers of total sample were basically interpreted for each question, and the results of each group (the freshmen and the senior cadets) are given separately where needed.

#### **4.1 Is it a good school to belong to?**

The first sentence of this section was as follows: "I mention the Military High School to my friends as a good school to belong to". The respondents were asked to what extent this question reflects their ideas. They were given a little

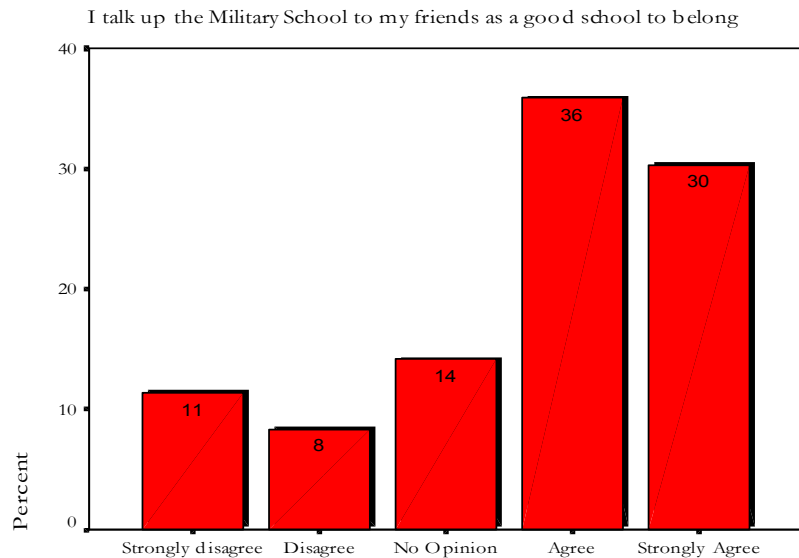
different scale than they use while answering the previous questions in the first two sections of the questionnaire. This was again a five point scale with different comments: 1 = Strongly disagree, 2 = Disagree, 3 = No Opinion, 4 = Agree, 5 = Strongly Agree.

Table 12: Descriptive Statistics for Questions 1 and 2

	N	Mean	Standard Deviation	Skewness
Salary of a 2 <sup>nd</sup> Lt.	396	3,65	1,30	-0,823
Prestige of the Army	396	3,91	1,26	-1,071

The mean of total answers to this question is 3.35 with a standard deviation of 1.30. These numbers tell us that the answers are around the middle to right point, but still some answers fall into the other half of the scale. The skewness is -0.823 (See Table 12) that shows us that the answers are more likely to shift towards the right side of the scale. These findings can be better understood with the graph represented below.

As the graph exposes, the majority of the votes falls to the fourth choice with a percentage of 35.9. The fifth choice follows it with 30.3%. 11.4% of all respondents said they strongly disagree with the statement, followed by the 8.3% saying they disagree. 14.1% of all respondents declared no opinion about this subject.



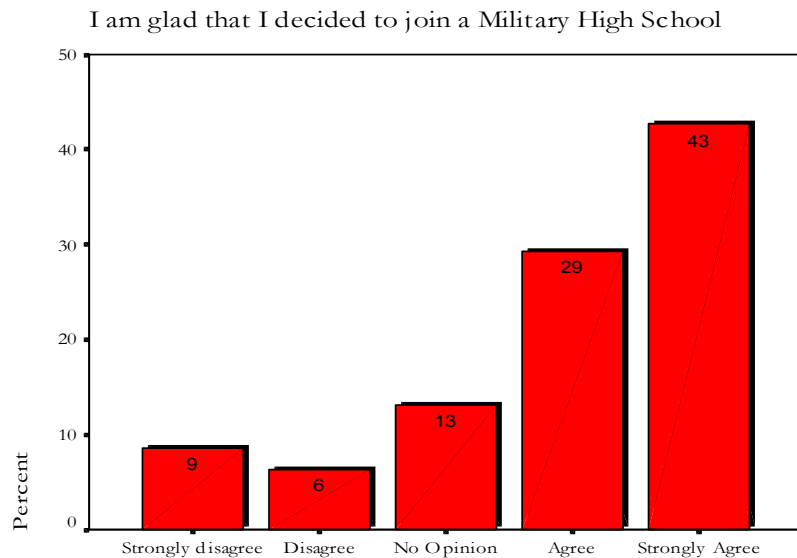
When looked at the cumulative percentages 66.2% of all respondents say either “agree” or “strongly agree” with the stated expression. The percentage may seem quite high. When looked at the percentages of each group separately, it can easily be seen that this percentage may even be higher if the senior cadets’ votes were not counted. Because, nearly 50% of senior cadets’ votes fall to “agree” side of the scale (the fourth and the fifth choices as answers), but nearly 24% of them fall into the other side (the first and the second choices) of the scale. When the opinions of first year cadets (freshmen) are examined, it is seen that the cumulative percentages are quite different: nearly 73% for the “agree” side of the scale and only 5.5% for “disagree” side. It can be concluded from these results that, senior cadets have more negative feelings towards the school they belong, either because they saw more minuses through the years they spent there, or they spent harder times that the freshmen would face in future. Another explanation can

be made by the nature of the human itself. Since people never remember the good things they lived, but never forget the terrible times they have experienced, while the days go by, the senior cadets have more and more pessimistic memories toward the school they belong.

#### **4.2 Students' happiness for being in a Military High School**

The second statement of the third part was: "I am glad that I decided to join a Military High School". Again the respondents used the same scale to declare their opinions regarding to this statement. The mean of the answers to this question is 3.91 and standard deviation is 1.26 (See Table 12). The slightly greater mean, and almost the same standard deviation, show that people have more or less the same feeling about this subject with what they had for the previous one. This is an expected result because when you feel happy with the situation you live in a place, you most probably say others this is a good place to belong to. Again the high skewness score with a minus sign (-1.071) symbolizes the shift toward the right hand side of the scale. When come to the individual percentages of each choice of the scale, it is seen that the mass of the choices go to number four ("strongly agree") with 42.7%. The following choice is number four ("agree") with the percentage of 29.3. 8.6% of all respondents marked the first choice, whereas 6.3% marked the second. Remaining 16.4% spotted the "no opinion" choice for this question.





Totally 72% of all votes fall into the right side of the scale and 14.9% falls to the other side. The above graph better represents these findings visually.

The percentages of the groups are observed separately once more. A similar figure with the previous question was observed. 17.5% of senior cadets marked either “disagree” or “strongly disagree” choices for the regarding expression where only 4.5% of freshmen spotted the same. A bigger difference was monitored when looked at the other side of the scale. A great majority of the freshmen (91.5%) marked either “agree” or “strongly agree” choices, but only 51.8% of senior cadets marked the same choices. Here, the votes of the senior cadets pull down the total percentages of the fourth and fifth answer choices similar to the first one; but since the difference is bigger and the question is more decisive, this 40% difference needs further consideration I believe.

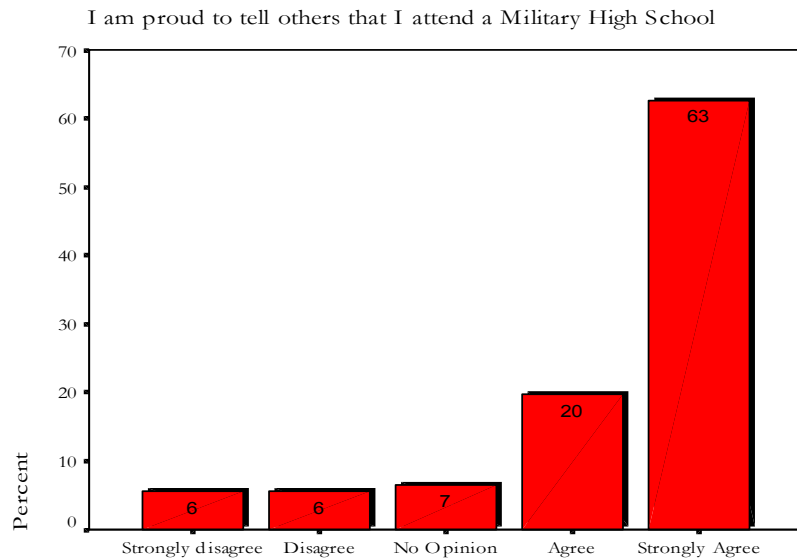
### 4.3 Students' pride for being in a Military High School

The third question reads as follows: "I am proud to tell others that I attend a Military High School". The mean of answers to this question is 4.28 (See Table 13), which is the highest mean achieved amongst all the questions using the five point scale.

Table 13: Descriptive Statistics for Questions 3 and 4

	N	Mean	Standard Deviation	Skewness
Pride of the students	396	4,28	1,16	-1,654
Satisfaction of students	396	3,64	1,26	-0,731

The standard deviation is 1.16, which is the second lowest score among the same questions. The skewness score is -1.654, again the highest score among all. These numbers summarize that, the majority of students do agree on one or at most two points for this question, and this point is on the way to the very right side of the scale. A big portion of the answers to this question is "strongly agree" with 62.6%. Then the fourth answer choice -"agree"- follows with 19.7%. The first and the second choices share 11.2% equally. Remaining 6.6% of all respondents marked "no opinion" choice for this expression.

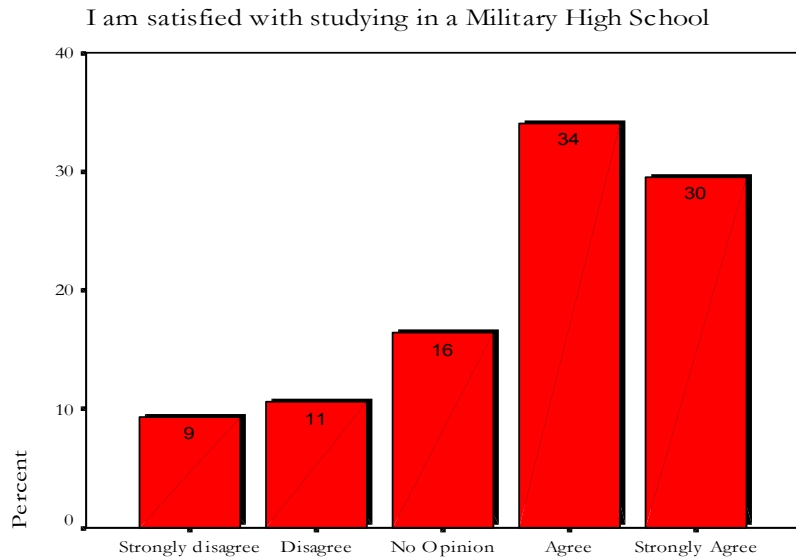


There is a little conflicting point between the answers of this question and the former one. As it can easily be seen from the above graph, over 82% of all respondents are swollen with pride of their school, uniform etc. The percentage for the same two answer choices for previous question, expressing the portion of people who are happy with their decision to attend a military high school, was around 72%. The difference between two percent rates states that, about 10% of all cadets are not happy with their decision to be there but they are still proud of the school they belong.

#### **4.4 Students' satisfaction for being in a Military High School**

The last question of this part of the questionnaire aimed to consider cadets' satisfaction with their school. Respondents were given the sentence, "I am satisfied with studying in a Military High School", and were asked if they agree with the statement and if so, to what extent. The mean, standard deviation and skewness numbers were 3.64, 1.26 and -0.731 respectively. (See

Table 13) It can be concluded from these numbers that the answers are somewhat grouped around third, fourth and the fifth answer choices. There seem to be a shift towards right side of the scale again, but it is not that steep.



The percentages for each answer choice were as follows: The majority of the votes went to the fourth choice once more with 34.1%. The following answer was the fifth one with 29.5%. 16.4% declared no opinion for the question. 10.6% said they “disagree” with the statement, and the remaining 9.3% said they “strongly disagree” with it. (See the graph above) Totally 63.6% of all respondents either agree or strongly agree with the statement. On the other hand 19.9% are not really satisfied with the school they are in. When looked at the individual percent rates of each group, it’s again seen that the low scores of senior cadets for the fourth and the fifth choices lower the overall ratio for these two choices<sup>13</sup>. Senior cadets had the lowest score for “strongly

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<sup>13</sup> The percentages of each group separately can be found in Appendix C and Appendix D

agree” choice for this question among the four questions in this part, and they also had the highest cumulative score for “disagree” and “strongly disagree” choices. This is an important issue that should be taken into consideration, because high dissatisfaction levels during school years may lead further problems in the future.

### **WHO INFLUENCED THE STUDENTS MOST?**

Individuals are influenced by a variety of factors while deciding on a new thing like starting a new job, buying a new car, or - as in our case- choosing a school to attend. Maybe the most important factor among those is human factor, i.e. the people that they have close relationship. One always asks other people's opinion about such subjects, even while deciding on the color of his/her shirt. So, it is of great importance to define the environment that has a great impact on peoples' decisions.

In the third part of the questionnaire, it is aimed to identify as to who influenced the students most, either in a positive or a negative manner, while they were thinking of whether entering a military high school or not. The environment, which would possibly have an impact on a primary school child, was divided into three categories: a) friends who have attended a military high school before, b) teachers / instructors, c) family members (especially parents). Their friends who are not from a Military High School are not considered as a possible way of persuasion, because they most likely themselves don't have enough knowledge and sight about these schools and military life. Respondents were asked three questions, each of which represents each group of consideration. They were given a different scale in this part of the questionnaire. They are asked to choose one of the three

choices given for each question<sup>14</sup>. Again the same analysis is applied to the answers except the analysis of descriptive statistics. Because descriptive statistics does not tell us much in such kind of question / answer choice mix.

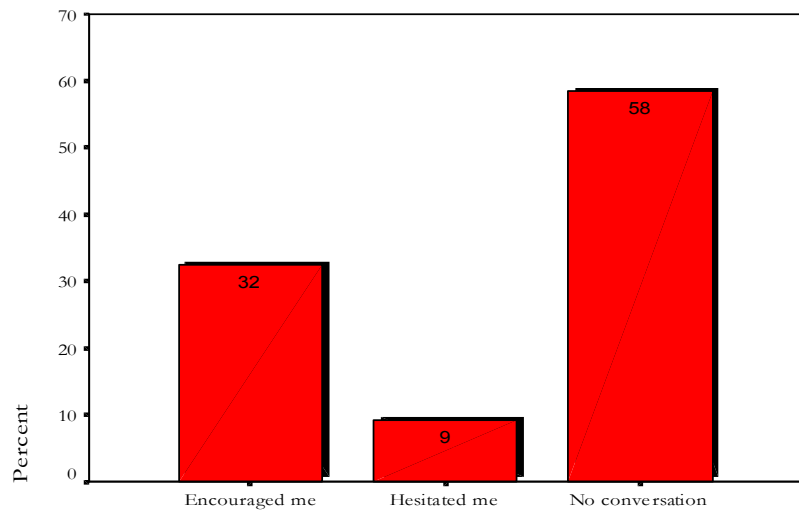
### **5.1 Other Military High School Students**

In the first question, students were asked if they have ever talked about Military High Schools with other students who were attending one of these schools for that time being. And if they did so, are they impressed optimistically or pessimistically with this conversation. When looked at the percentages, it is seen that the majority of the students marked the third answer choice for this question with 58.5%, i.e. every 6 students out of 10 didn't have any conversation about military school with a military school student. The second biggest portion goes to the first choice with 32.4%. That is to say that every 3 people out of 10 have somehow made a talk with military students about the school they were in and this conversation encouraged him about attending a military school. Finally the second choice has 9.1% of all votes, representing the people who hesitated before entering this school and thought about it once more. The results of each group demonstrate the same figure with the total results shown in the following graph, with some minor differences in percentages.

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<sup>14</sup> Questions and answer choices can be found in Appendix A: A sample questionnaire, part 3

Conversation with military college students

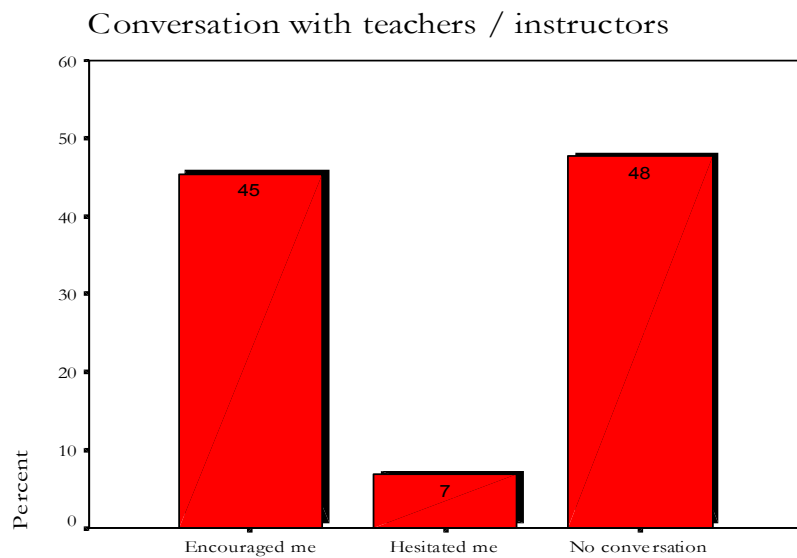


The 58.5% percentage tells us that most of the military students don't talk to their neighbors, friends, former school mates, relatives etc. about their school. This high percentage should be considered seriously because the best reflection of the real conditions and the atmosphere in an environment can be best described by the real people who live there breathing that atmosphere. Another important factor here is that, only 9.1% of students hesitated joining a military school after having talked about these schools with a cadet, where 32.4% felt encouraged about attending these schools. These results, also consistent with the results of previous part, propose that military students should be convinced to talk more about the condition of their schools, opportunities they have and would have in their future military lives, so that they can encourage other people to come and apply to military high schools.



## 5.2 Primary School Teachers / Instructors

In the second question, students were asked if they have ever made a conversation about military schools with their teachers in their former schools. If so, again they are asked to state the side of the effect as being negative or positive. Again the great amount of the votes went to the third choice with 47.7%, stating that almost half of the students didn't talk with their teachers / instructors about military high schools. The second biggest share belongs to the first choice with 45.4%, representing that nearly half of the students have made a talk with their teachers about military schools in some way, and the impact of this conversation on them was constructive rather than causing hesitation. The percentage of the second question is only 6.9, which tells us that less than 1 person out of every 10 remained indecisive about entering a military school after having talked to his teachers about this subject.



The individual figures of each group are also examined separately for this question<sup>15</sup>. The results are a bit different than those of the previous question. 58.2% of senior cadets said that they had no conversation with their teachers related to military schools, whereas 32% said they had some talk with them and are influenced positively about entering this school. Remaining 9.8% had also talked with their instructors but that talking aroused some hesitation about their decision. It is noticed that totally 41.8% of all senior cadets have talked with their teachers / instructors about military high schools. For the freshmen (first year cadets) the picture is just the opposite. Just 37.5% of them stated that they didn't make any talk with their teachers about military schools, while 62.5% (cumulative percentage of choices 1 and 2) said they have that conversation one way or another. It can be concluded, from 20.7% difference, that teachers were more willing to inform their students about military schools than they had been before. This may be because of the changing economic conditions of the country, changing military conditions in the army and increasing knowledge of teachers about military life and military schools due to more transparent policies of the Turkish Army. When looked at the percentages one by one, ratio of first choice rises up to 58.5% from 32% (the percentage of the senior cadets for the same answer choice), while the ratio of the second choice falls to 4.0% from 9.8%. These numbers also state that teachers are encouraging their students more than they did before.

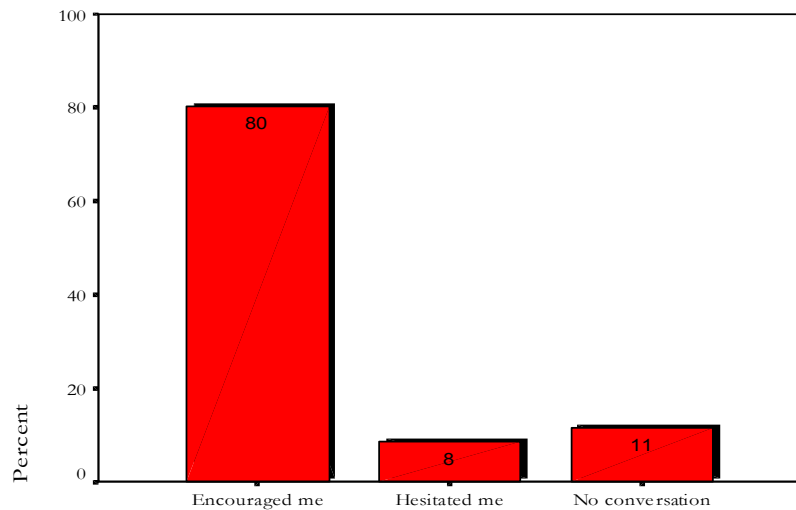
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<sup>15</sup> The percentages of each group separately can be found in Appendix C and Appendix D

### **5.3 Parents / Relatives**

The last question of this part aims to identify the extent to which parents act to influence the career decisions of their children. Here the respondents were asked if they have made any conversation with their parents concerning military high schools or not. As it can easily be seen from the following graph the answers to this question draw a picture different than the previous two questions. The vast amount of respondents marked the first answer choice for this question with 80.2%, representing that they had talked with their parent about military high schools and their parents affected them in a positive way to attend a military high school. Then came the third choice with 11.5%, saying that 1 student out of every 10 had no conversation with their parents at all. 8.4% of all respondents said that they talked to their parents about this subject and they were uncertain about their decision whether to join these schools or not. Cumulatively 88.6% of all respondents have had a conversation with their parents on this subject one way or another. It is obviously seen from the high percentages of choices one and two that parents are talking to their children about military life as one of the possible future career options, and 80.2% put forward that most of them are trying to encourage their children rather than dissuade them attending a military high school after their primary education.

### Conversation with parents



As above graph also supports, “supportive parents often boost the military career advancement” said Boyd and Doucette in their title<sup>16</sup>, giving a lot of examples how the parents have an effect on their children while selecting a future career. Each group is also examined if there are any differences between them, but it is observed that this question is one of the few questions that both groups rated more or less the same. It can be interpreted from this consistency that, whatever the economic conditions of the country or the social and economic levels of the families be, families always support their children to join the army as a professional.

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<sup>16</sup> “Supportive parents often boost military career advancement”, Black Collegian, Feb 2000, Vol. 30, Issue 2

## *Chapter 6*

### **WHAT MAKES INDIVIDUALS HESITATE ABOUT MILITARY LIFE?**

It is generally believed that being a soldier is a tough job, and people are not willing to spend their time under tough military discipline. Also some other aspects of the job itself like dangerous environment, possibility of war between countries etc. sometimes discourages people to consider it as a future career. In this last part of the questionnaire, it is aimed to find out the aspects that may possibly discourage the students whether to join a military high school or not.

Respondents were asked four questions and they are given again a five point scale to assess each question separately. On the very left side of the scale there was “Not hesitates at all” and on the right side there was “Strongly hesitates”. Respondents were asked to spot one of the five spaces provided on the scale, in order to state to what extent does each question reflects their opinions. The frequencies of each answer choice, and descriptive statistics for each question are examined for the whole sample group. The individual percentages of the two groups are observed and studied where necessary.

#### **6.1 Military Discipline**

The first question was about the military discipline that the respondents would be exposed to, during both their military school and future military life.

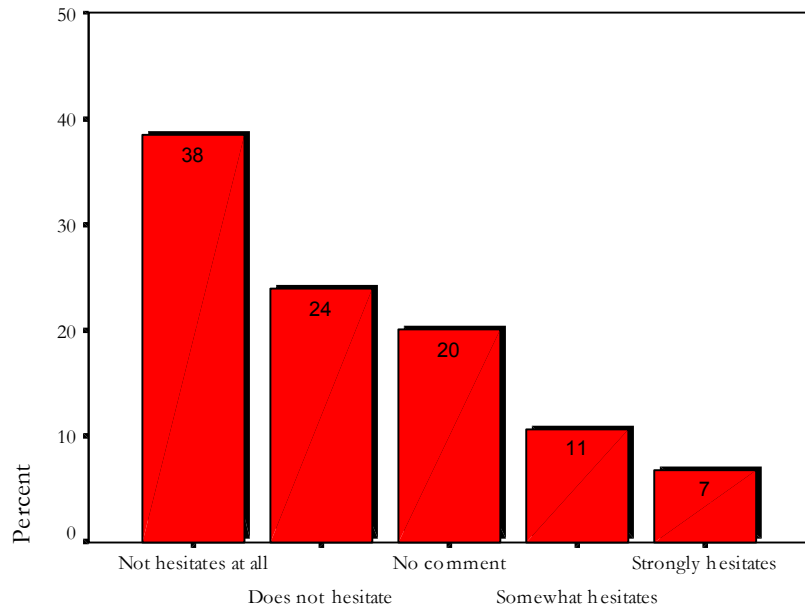
The students were asked whether this factor made them to be indecisive about attending a military high school or not, and if so to what extent.

Table 14: Descriptive Statistics for Questions 1 and 2

	N	Mean	Standard Deviation	Skewness
Military discipline	393	2,24	1,26	0,729
Circulation of duty stations	393	2,92	1,36	0,061

The mean and standard deviation of answers for this question is 2.24 and 1.26 respectively (See Table 14). The mean number states that the majority of answers are scattered towards the left hand side of the scale, whereas the high standard deviation notifies that there are no single point that the answers are gathered. The skewness number (0.709) also clarifies these findings more by saying that the answers are skewed towards the right side of the scale but the slope is not so steep. When looked at the individual percentages, 38.4% of all respondents marked the first space for this question representing the “Not hesitates at all” choice. The second biggest portion goes to the second space. These are followed by the third, fourth and the fifth places with 20.1%, 10.7% and 6.9% respectively.

### Military discipline in military high schools



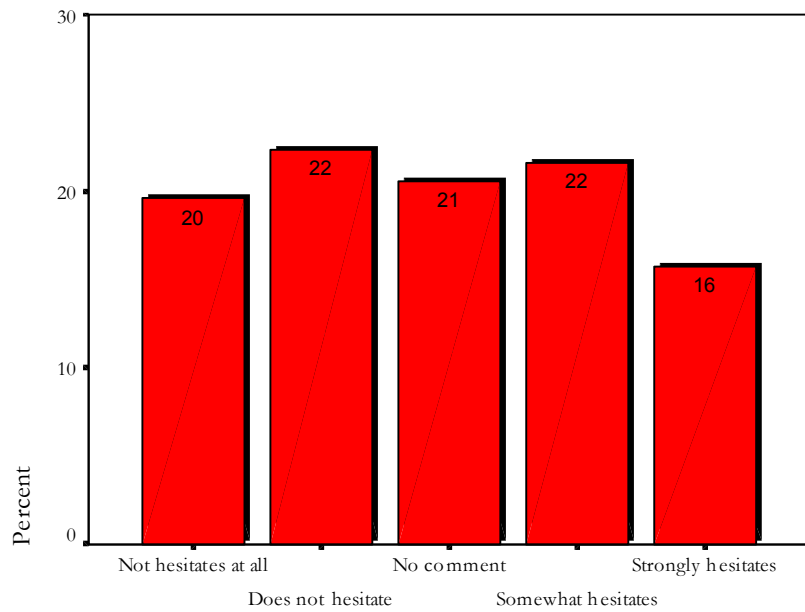
As it can easily be understood from these numbers, answers to this question draw a stair-like shape, with an almost linear increase towards left. Totally 62.3% of all respondents voted for the first and second “boxes”, indicating that the military discipline they will be exposed to does not increase hesitation on the minds of majority. If the third answer choice is added to the first two choices, the cumulative percentage jumps to 82.4%. It can be concluded from this high percentage that discipline is considered as a good thing, maybe a key factor for success, among people in Turkey, and military life discipline are taken as strongly related with each other. So, people who think of being a soldier, knows about the discipline in the military and he already accepts it from the beginning.

## **6.2 Obligatory Rotation System**

The military officers (after graduating from Military Academy), as well as other military personnel, change duty stations every 2 to 8 years by regulation (on an average of ever four years) due to Army Garrison Grading Methodology. This means that the military family or the single individual has to pack up every four years to move to another city or town. Respondents were asked if this situation had led them to think twice about their decision to attend a military school. The mean is 2.92 with a standard deviation of 1.36 (See Table 14). These numbers show that the answers are scattered around the mid point and they are scattered among a few choices. The skewness number is 0.061, which reflects that the distribution of answers among choices is quite gentle. Percentages of each answer choice also support these results. 22.4% of all respondents marked the second choice, followed by the fourth one with 21.6%. 20.6% marked the third choice representing that they could not place their opinion on either side of the scale. 19.6% of the students marked the first answer choice, where 15.8% spotted just the opposite side of the scale. As it can be better seen from the graph below, it is not easy to conclude that this obligatory rotation system either cause any hesitation on individuals or not. Nearly 38% of all respondents said this situation makes them indecisive to some extent about living a military life, on the other hand 42% said it rises different levels of hesitation for them. If we look at the situation with a pessimistic view, some actions should be taken in order to overcome the negative side of this subject.



### Obligatory rotation system



### 6.3 Enemy Threats

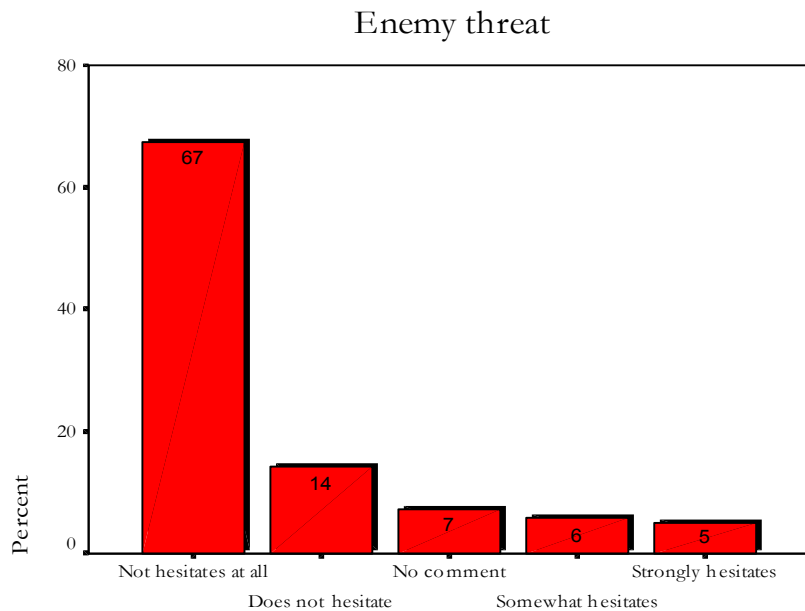
The third question is about the possible enemy threats that soldiers are exposed to, because of the geographic and geopolitical condition of the country. Respondents were asked if these conditions had some negative affects on them while they were considering about entering a military school. The mean for this question is 1.67 and the standard deviation is 1.16 (See Table 15).

Table 15: Descriptive Statistics for Questions 3 and 4

	N	Mean	Standard Deviation	Skewness
Enemy threat	393	1,67	1,16	1,699
15-year compulsory service	393	1,85	1,13	1,296

When these numbers are interpreted with the light of skewness (1.699) it can be said that majority of answers were gathered towards the left had side of the scale, and the slope is quietly steep.

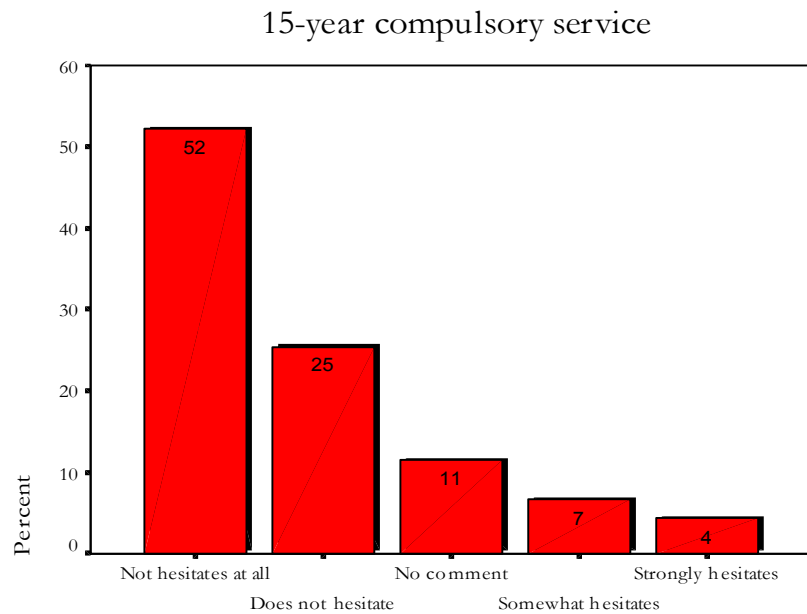
These results are also seen in the below graph. 67.4% of all respondents said that they feel no hesitation about entering a military school and living a military life because of the reason mentioned above. 14.2% marked the second choice, representing that they still don't feel strong hesitation. Totally 11% of all respondents marked either fourth or the fifth spaces left blank, corresponding to "hesitation" and "strong hesitation" choices.



#### **6.4 15-year Compulsory Service**

Officers and NCOs have to serve for 15 years by law. Prior to completion of 15 years of service, they cannot resign or quit work. The only way get out of the Army is to violate the Army-specific codes and regulations, which

definitely brings forth dishonorable discharge at minimum and prison sentences at maximum. The fourth question of this part of the questionnaire is about this. Respondents were asked to state to what extent does this issue made them indecisive about attending this school. The mean of answers to this question is 1.85 with a standard deviation of 1.13 (See Table 15), representing that the majority of answers are gathered toward the left side of the scale. The skewness score is 1.296, again showing that the answers are sharply skewed toward the left side.



52.2% of the respondents spotted the first choice. Then comes the second choice with 25.4%. The third, fourth and the fifth answer choices have 11.5%, 6.6% and 4.3% of votes respectively. (See the graph above)

When looked at the cumulative percentages, 77.6% of all respondents spotted either the first or the second answer choice. With the third choice added to

this ratio, the cumulative percentage climbs up to 89.1%. This number shows that 9 people out of every 10, does not feel any hesitation about the corresponding issue while they were thinking of attending one of the military high schools. So, it can be said that there is no urgent need to fine tune this regulation.

## **CROSS TABLES**

In this part of the study, it is intended to match each of the questions in the second, third and the fourth part of the questionnaire with the third (what is your family income level) and the fifth questions (do you have any other soldiers in your family), to see if there is any connection between them and peoples preferences and attitudes toward military schools.

### **7.1 Cross-tables related to “family income level”**

When all of the cross-tables are examined one by one, it can be seen that there seems to be a connection between the family income level of a respondent and physical means offered to military students, like stationery, free uniforms for on-post and outdoor dressing, a certain amount of allowance per month. When the following table (See Table 16) is examined carefully, it can be seen that only 25% of the respondents, which has an income less than TL 500 million monthly, said “not affected at all” to the question, whereas 37.5% of the same group said it either “affected” or “quite affected” them. On the other hand 45.1% of the respondents with an income level between TL 1 billion – TL 2 billion said they are “not affected at all” with these offerings while only 15.7% declared they are either “affected” or “quite affected”.

Table 16: Cross-table between “Average family income level” and “Physical means provided”

		Average family income level				Total	
		Less than TL 500 million	Between TL 500 million - 1 billion	Between TL 1 billion - 2 billion	More than TL 2 billion		
Physical means provided during school life (stationery, dressing etc.)	Not affected at all	Count	22	61	46	5	134
		% within Average family income level	25,0%	31,3%	45,1%	45,5%	33,8%
		% of Total	5,6%	15,4%	11,6%	1,3%	33,8%
		Somewhat affected	Count	22	54	22	3
	% within Average family income level		25,0%	27,7%	21,6%	27,3%	25,5%
	% of Total		5,6%	13,6%	5,6%	,8%	25,5%
	No opinion		Count	11	25	18	1
		% within Average family income level	12,5%	12,8%	17,6%	9,1%	13,9%
		% of Total	2,8%	6,3%	4,5%	,3%	13,9%
		Affected	Count	24	39	12	2
	% within Average family income level		27,3%	20,0%	11,8%	18,2%	19,4%
	% of Total		6,1%	9,8%	3,0%	,5%	19,4%
Quite affected	Count		9	16	4		29
	% within Average family income level	10,2%	8,2%	3,9%		7,3%	
	% of Total	2,3%	4,0%	1,0%		7,3%	
	Total	Count	88	195	102	11	396
% within Average family income level		100,0%	100,0%	100,0%	100,0%	100,0%	
% of Total		22,2%	49,2%	25,8%	2,8%	100,0%	

After observing the results above, it can also be expected that the salary of a 2<sup>nd</sup> Lt. would also have a similar connection with the offerings to students. However, when Table 17 is scanned, there was no apparent evidence of relationship between these two variables. This can be explained with the attitudes of the students, well beyond a professional point of view, toward the Army. These results show that most of the students, whatever the income

level is, did not select to be an officer and serve the Turkish Army because of the money they will earn, but because of some other values like prestige and status.

Table 17: Cross-table between “Average family income level” and “Salary of a 2nd Lt”

		Average family income level				Total	
		Less than TL 500 million	Between TL 500 million - 1 billion	Between TL 1 billion - 2 billion	More than TL 2 billion		
Salary of a 2nd Lt.	Not affected at all	Count	20	53	28	5	106
		% within Average family income level	22,7%	27,2%	27,5%	45,5%	26,8%
		% of Total	5,1%	13,4%	7,1%	1,3%	26,8%
	Somewhat affected	Count	31	79	43	5	158
		% within Average family income level	35,2%	40,5%	42,2%	45,5%	39,9%
		% of Total	7,8%	19,9%	10,9%	1,3%	39,9%
	No opinion	Count	11	25	9	1	46
		% within Average family income level	12,5%	12,8%	8,8%	9,1%	11,6%
		% of Total	2,8%	6,3%	2,3%	,3%	11,6%
	Quite affected	Count	21	33	15		69
		% within Average family income level	23,9%	16,9%	14,7%		17,4%
		% of Total	5,3%	8,3%	3,8%		17,4%
	Totally affected	Count	5	5	7		17
		% within Average family income level	5,7%	2,6%	6,9%		4,3%
		% of Total	1,3%	1,3%	1,8%		4,3%
	Total	Count	88	195	102	11	396
		% within Average family income level	100,0%	100,0%	100,0%	100,0%	100,0%
		% of Total	22,2%	49,2%	25,8%	2,8%	100,0%

## 7.2 Cross-tables related to “having a soldier among family members”

The second variable that is cross-matched with the other variables in part two, three and four is the fifth question of the questionnaire, which is: “are there any other professional soldiers in your family members and relatives?” Again all of the variables in all three parts are examined one by one to find out any possible connection between them and the topic mentioned above. The first sign of connection is found between the outdoor military recreation services offered by the military clubs, summer camps etc. and having a soldier family member (See table 18). Although the first four answer choice does not show any sign of connection between the two variables, the ratios of the fifth answer choice seems to indicate something. Only 9.7% of respondents who does not have any soldier family member said they are “quite affected” by these recreation services, while respondents with a soldier relative almost doubled this ratio with 18.1%. This may be because the latter group has more chance to experience the services mentioned above with their soldier relatives, so they are more influenced by them.

Table 18: Cross-table between “Having a soldier family member” and “Outdoor recreation services”

			Are there any other professional soldiers in your family?		Total
			Yes	No	
Outdoor recreation services offered by military	Not affected at all	Count	18	17	35
		% within Are there any other professional soldiers in your family?	8,6%	9,1%	8,8%
		% of Total	4,5%	4,3%	8,8%



Somewhat affected	Count	57	52	109
	% within Are there any other professional soldiers in your family?	27,1%	28,0%	27,5%
	% of Total	14,4%	13,1%	27,5%
No opinion	Count	7	21	28
	% within Are there any other professional soldiers in your family?	3,3%	11,3%	7,1%
	% of Total	1,8%	5,3%	7,1%
Quite affected	Count	90	78	168
	% within Are there any other professional soldiers in your family?	42,9%	41,9%	42,4%
	% of Total	22,7%	19,7%	42,4%
Totally affected	Count	38	18	56
	% within Are there any other professional soldiers in your family?	18,1%	9,7%	14,1%
	% of Total	9,6%	4,5%	14,1%
Total	Count	210	186	396
	% within Are there any other professional soldiers in your family?	100,0%	100,0%	100,0%
	% of Total	53,0%	47,0%	100,0%

Same pattern applies for the fourth and the fifth questions of the second group as well. In the fourth question, the connection between “having a soldier among family members” and “the military housing services” is examined (See Table 19). Almost 51% of respondents with a soldier relative said that they are “affected” to some extent with the housing services the military offers to their members. On the other hand, only 39% of the respondents without a soldier family member stated the same expressions. Again it may be argued that these numbers are strong signs of relation between two variables.

Table 19: Cross-table between “Having a soldier family member” and “Military housing services”

		Are there any other professional soldiers in your family?		Total	
		Yes	No		
Housing services offered by military	Not affected at all	Count	21	21	42
		% within Are there any other professional soldiers in your family?	10,0%	11,3%	10,6%
		% of Total	5,3%	5,3%	10,6%
	Somewhat affected	Count	70	65	135
		% within Are there any other professional soldiers in your family?	33,3%	34,9%	34,1%
		% of Total	17,7%	16,4%	34,1%
	No opinion	Count	13	27	40
		% within Are there any other professional soldiers in your family?	6,2%	14,5%	10,1%
		% of Total	3,3%	6,8%	10,1%
	Quite affected	Count	70	55	125
		% within Are there any other professional soldiers in your family?	33,3%	29,6%	31,6%
		% of Total	17,7%	13,9%	31,6%
Totally affected	Count	36	18	54	
	% within Are there any other professional soldiers in your family?	17,1%	9,7%	13,6%	
	% of Total	9,1%	4,5%	13,6%	
Total	Count	210	186	396	
	% within Are there any other professional soldiers in your family?	100,0%	100,0%	100,0%	
	% of Total	53,0%	47,0%	100,0%	

In the fifth question of part two, we see the same figure with different percentages. 34.3% of respondents with a soldier family marked “affected” choice while 29.6% of the without-a-soldier relative group marked the same.

Table 20: Cross-table between “Having a soldier family member” and “Military housing services”

			Are there any other professional soldiers in your family?		Total
			Yes	No	
Health care services provided by military	Not affected at all	Count	32	35	67
		% within Are there any other professional soldiers in your family?	15,2%	18,8%	16,9%
		% of Total	8,1%	8,8%	16,9%
	Somewhat affected	Count	54	49	103
		% within Are there any other professional soldiers in your family?	25,7%	26,3%	26,0%
		% of Total	13,6%	12,4%	26,0%
	No opinion	Count	22	29	51
		% within Are there any other professional soldiers in your family?	10,5%	15,6%	12,9%
		% of Total	5,6%	7,3%	12,9%
	Quite affected	Count	72	55	127
% within Are there any other professional soldiers in your family?		34,3%	29,6%	32,1%	
	% of Total	18,2%	13,9%	32,1%	
Totally affected	Count	30	18	48	
	% within Are there any other professional soldiers in your family?	14,3%	9,7%	12,1%	
	% of Total	7,6%	4,5%	12,1%	
Total	Count	210	186	396	
	% within Are there any other professional soldiers in your family?	100,0%	100,0%	100,0%	
	% of Total	53,0%	47,0%	100,0%	

14.3% of the former group are “quite affected” with the “health care issues” offered by military whereas only 9.7% of latter group feel the same way (See Table 20). Again the same explanation can be appropriate. Students with soldier relatives know more about the services and fringe benefits provided by military, they may have the chance to use some of those services themselves.

## **CONCLUSION**

The world is experiencing rapid economic and technological change in the past few decades. With these new conditions, demands of both individuals and organizations from each other are also changing and increasing. To meet these newly emerging demands, new concepts in human resource management (HRM) are discussed in the literature. With the increasing importance given to the 'human factor', more emphasis has been given to topics like teamwork, multi-skilled personnel as well as recruitment and selection. In the light of these, it is seen that there is a critical requirement to attract high potential applicants, to develop quality individuals and to retain the best in order to meet the dynamic demands of defense into the future to ensure that the TUAR (Turkish ARMY) has the qualified, motivated and disciplined members to fulfill a very demanding defense mission to the standards expected of the TUAR.

In this study, it is aimed to define the determinants of individuals' entry decision to military high schools in Turkey. Needs and objectives concerning their TUAR employment, long-term career objectives, personal and family goals and desired standard of living / quality of life are studied. In this regard, the military high school students were given a 28-item questionnaire and the results are analyzed by the use of SPSS statistical program.

A multiple variable for propensity was figured, based on the general propensity question, attitude towards military activities, rating of job esteem, rating of specific difficulties about military life etc. So, what is the attraction to the military high schools for a primary school students and graduates? Each student has his own reasons along with personal and professional goals.

What is found from this study is that, tendency towards the army is about pay and benefits as well as the high esteem and prestige of the army, promotional opportunities, career progression and the chance for higher education. Despite the fact that 67% of all respondents said that they are 'not affected' with the money they will get after graduation whereas only 21% said the money either 'quite affected' or 'totally affected' their minds during the selection of the school they will attend, financial terms do appear to be a major instrument in generating tendency. The distribution of students among geographical regions also supports this statement.

A positive attitude towards military activities is almost synonymous with propensity. When percentages of each question are observed, it is seen that almost 84% of all respondents are affected with the high esteem of military life and being an officer while they were deciding on whether attending a military high school or not.

When looked at the percentages about individuals' opinions about obligatory rotation of job stations, it is seen that nearly 40% of people are dissatisfied with it, and this makes them think more about entering a military school. However, if some effective actions are taken about lessening the difficulties and confusion resulting from moving a house to another city, the percentages

can shift toward the positive side of the scale, and more people may be attracted to the military high schools, i.e. to the Army.

Thus, with the exception of demographic variables there appears to be three main variables influenceable by the Army related to entry intentions or decisions: the guarantee that cadets will be placed to a job position, attitudes toward the Army (e.g. commitment, patriotism) and Army programs benefits. Further, the class of variables which appear to be most highly and consistently related to entry decision is career development opportunities with on-post facilities / services next and other aspects of military life least highly and frequently related to entry intentions.

The Army should look over its recruitment efforts with the light of findings of this study in order to see how well they are doing with the issues identified here. They may refocus on their strong points while revising the weaker ones.

The objective of an advertisement should be to:

- Attract attention
- Create and maintain interest
- Stimulate appropriate action, i.e. applications from an adequate number of qualified candidates (Armstrong, M. 1998)

The percentages in this study show that, most of the students (almost 70%) have heard about military high schools through informal channels like family members, relatives and so on. Just 40% of them took notice of these schools via television and only 17% have heard it from print media like magazines, newspapers etc. So, informal channels should be kept as strong as they are,

while giving some more emphasis on the formal channels, like TV, radio and print media.

The Army may also send representatives to interview senior students in primary schools. This technique enables military to paint an attractive picture of its employment opportunities and to screen candidates in advance. This kind of meetings can also direct suitable candidates to military schools.

All of the points that have been mentioned above should be assessed by taking into consideration the limitations of this study which mainly relies on a questionnaire. Although every attempt has been made to increase the reliability and the validity of the questionnaire, of course further study on this subject should be undertaken.

## APPENDIX A: SAMPLE QUESTIONNAIRE

The aim of this questionnaire is to identify the likely factors that may encourage or discourage you when deciding on attending a military school for your high school education. Your candid response to the questions is critical, in terms of validity and success of this study.

Please **DO NOT** state your name on the questionnaire.

Please **DO NOT** rush. Mark the answer choice that best reflects your idea.

Thank you.

In this section there are questions about the city you live in, your average income level and if there are other soldiers in your family.

1. Your place of birth:

2. What is Your Average Family Income?

- Less than TL 500 million                       Between TL 500 million – 1 billion  
 Between TL 1 billion – 2 billion               More than TL 2 billion

3. Is the house you live in :       Rent                       our property

4. Are there are any other professional soldiers in your family and relatives?

- Yes                       No

**(If your answer is “No” proceed to 6<sup>th</sup> question)**

5. Please state your relationship degree: \_\_\_\_\_  
\_\_\_\_\_

6. How were you aware of military schools and soldiering as a profession? (You can mark more than one choice)

- I have heard about this school from my family/relatives  
 I have heard about this school from my schoolmates  
 I have heard about this school from my teachers/instructors



- I have heard about this school via magazines/newspapers
- I have heard about this school via television
- Other\_\_\_\_\_

**In this section, you are asked questions as to how you evaluate some factors that might have affected your minds decision. Please use the scale given below for questions ‘a’ to ‘j’.**

1	2	3	4	5
Not affected At all	Somewhat Affected	No Opinion	Quite Affected	Totally Affected

- a) \_\_\_\_\_ The salary of a Second Lieutenant (2<sup>nd</sup> Lt.)
- b) \_\_\_\_\_ General image of the military life and prestige of soldiering as a profession
- c) \_\_\_\_\_ Outdoor military recreation services offered by the military clubs, summer camps and so on.
- d) \_\_\_\_\_ On-post or outdoor military housing services
- e) \_\_\_\_\_ Health care issues offered by the military
- f) \_\_\_\_\_ Not having a problem of looking for a job after graduation
- g) \_\_\_\_\_ Tangible resources that will be provided to you during your military school life
- h) \_\_\_\_\_ The sports centers and other facilities offered in Military schools
- i) \_\_\_\_\_ some challenging points specific to military life, like using a gun, working in field etc.
- j) \_\_\_\_\_ The opportunity of career development

**Please use the scale given below for questions 'k' to 'n'.**

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

- k) \_\_\_\_\_ I mention the Military High School to my friends as a good school to belong to
- l) \_\_\_\_\_ I am glad that I decided to join a Military High School
- m) \_\_\_\_\_ I am proud to tell others that I attend a Military High School
- n) \_\_\_\_\_ I am satisfied with studying in a Military High School

**For questions 'o' to 'r' circle the answer choice that best reflects your idea. Please DO NOT circle more than one answer choice for each question.**

When deciding on attending a Military High School;

- o) Conversations with other military high school students:
- a. Encouraged me
  - b. Hesitated me
  - c. I had no conversation
- p) Conversations with my teachers / instructors:
- a. Encouraged me
  - b. Hesitated me
  - c. I had no conversation
- r) Conversations with my parents:
- a. Encouraged me
  - b. Hesitated me
  - c. I had no conversation

**Below, some possible factors that may cause individuals hesitate in entering a military school are listed. To what extent do these reflect your ideas.**

a ) Military discipline that you will be exposed to, during both your military school and future military life

Not hesitates at all: \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Strongly hesitates

b ) Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

Not hesitates at all: \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Strongly hesitates

c ) Possible enemy threats that soldiers are exposed to, because of the geographic and geopolitical condition of our country

Not hesitates at all: \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Strongly hesitates

d ) 15-year compulsory service after graduation

Not hesitates at all: \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : \_\_\_ : Strongly hesitates

**APPENDIX B: FREQUENCY TABLES AND BAR-GRAPHS OF TOTAL STUDENTS**

Average family income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than TL 500 million	88	22,2	22,2	22,2
	Between TL 500 million - 1 billion	195	49,2	49,2	71,5
	Between TL 1 billion - 2 billion	102	25,8	25,8	97,2
	More than TL 2 billion	11	2,8	2,8	100,0
	Total	396	100,0	100,0	

The house you live in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rent	124	31,3	31,3	31,3
	Your Property	272	68,7	68,7	100,0
	Total	396	100,0	100,0	

Are there are any other professional soldiers in your family and relatives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	53,0	53,0	53,0
	No	186	47,0	47,0	100,0
	Total	396	100,0	100,0	

I have heard about this school from my family/relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	237	59,8	59,8	59,8
	No	159	40,2	40,2	100,0
	Total	396	100,0	100,0	

I have heard about this school from my schoolmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	154	38,9	38,9	38,9
	No	242	61,1	61,1	100,0
	Total	396	100,0	100,0	

I have heard about this school from my teachers/instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	124	31,3	31,3	31,3
	No	272	68,7	68,7	100,0
	Total	396	100,0	100,0	

I have heard about this school via magazines/newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	16,7	16,7	16,7
	No	330	83,3	83,3	100,0
	Total	396	100,0	100,0	

I have heard about this school via television

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	156	39,4	39,4	39,4
	No	240	60,6	60,6	100,0
	Total	396	100,0	100,0	

Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	8,6	8,6	8,6
	No	362	91,4	91,4	100,0
	Total	396	100,0	100,0	

The salary of a Second Lieutenant (2nd Lt.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	106	26,8	26,8	26,8
	Somewhat affected	158	39,9	39,9	66,7
	No opinion	46	11,6	11,6	78,3
	Quite affected	69	17,4	17,4	95,7
	Totally affected	17	4,3	4,3	100,0
	Total	396	100,0	100,0	

General image of the military life and prestige of soldiering as a profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	19	4,8	4,8	4,8
	Somewhat affected	32	8,1	8,1	12,9
	No opinion	13	3,3	3,3	16,2
	Quite affected	164	41,4	41,4	57,6
	Totally affected	168	42,4	42,4	100,0
	Total	396	100,0	100,0	

Outdoor military recreation services offered by the military clubs, summer camps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	35	8,8	8,8	8,8
	Somewhat affected	109	27,5	27,5	36,4
	No opinion	28	7,1	7,1	43,4
	Quite affected	168	42,4	42,4	85,9
	Totally affected	56	14,1	14,1	100,0
	Total	396	100,0	100,0	

On-post or outdoor military housing services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	42	10,6	10,6	10,6
	Somewhat affected	135	34,1	34,1	44,7
	No opinion	40	10,1	10,1	54,8
	Quite affected	125	31,6	31,6	86,4
	Totally affected	54	13,6	13,6	100,0
	Total	396	100,0	100,0	

Health care issues offered by the military

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	67	16,9	16,9	16,9
	Somewhat affected	103	26,0	26,0	42,9
	No opinion	51	12,9	12,9	55,8
	Quite affected	127	32,1	32,1	87,9
	Totally affected	48	12,1	12,1	100,0
	Total	396	100,0	100,0	

Not having a problem of looking for a job after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	29	7,3	7,3	7,3
	Somewhat affected	59	14,9	14,9	22,2
	No opinion	15	3,8	3,8	26,0
	Quite affected	128	32,3	32,3	58,3
	Totally affected	165	41,7	41,7	100,0

Tangible resources that will be provided to you during your military school life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	134	33,8	33,8	33,8
	Somewhat affected	101	25,5	25,5	59,3
	No opinion	55	13,9	13,9	73,2
	Quite affected	77	19,4	19,4	92,7
	Totally affected	29	7,3	7,3	100,0
	Total	396	100,0	100,0	

The sports centers and other facilities offered in Military schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	68	17,2	17,2	17,2
	Somewhat affected	101	25,5	25,5	42,7
	No opinion	40	10,1	10,1	52,8
	Quite affected	142	35,9	35,9	88,6
	Totally affected	45	11,4	11,4	100,0
	Total	396	100,0	100,0	

Some challenging points specific to military life, like using a gun, working in field etc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	77	19,4	19,4	19,4
	Somewhat affected	73	18,4	18,4	37,9
	No opinion	43	10,9	10,9	48,7
	Quite affected	110	27,8	27,8	76,5
	Totally affected	93	23,5	23,5	100,0
	Total	396	100,0	100,0	

The opportunity of career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	29	7,3	7,3	7,3
	Somewhat affected	39	9,8	9,8	17,2
	No opinion	43	10,9	10,9	28,0
	Quite affected	148	37,4	37,4	65,4
	Totally affected	137	34,6	34,6	100,0

I mention the Military High School to my friends as a good school to belong to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	45	11,4	11,4	11,4
	Disagree	33	8,3	8,3	19,7
	No opinion	56	14,1	14,1	33,8
	Agree	142	35,9	35,9	69,7
	Strongly agree	120	30,3	30,3	100,0
	Total	396	100,0	100,0	

I am glad that I decided to join a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	34	8,6	8,6	8,6
	Disagree	25	6,3	6,3	14,9
	No opinion	52	13,1	13,1	28,0
	Agree	116	29,3	29,3	57,3
	Strongly agree	169	42,7	42,7	100,0
	Total	396	100,0	100,0	

I am proud to tell others that I attend a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly disagree	22	5,6	5,6	5,6
	Disagree	22	5,6	5,6	11,1
	No opinion	26	6,6	6,6	17,7
	Agree	78	19,7	19,7	37,4
	Strongly agree	248	62,6	62,6	100,0
	Total	396	100,0	100,0	

I am satisfied with studying in a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	37	9,3	9,3	9,3
	Disagree	42	10,6	10,6	19,9
	No opinion	65	16,4	16,4	36,4
	Agree	135	34,1	34,1	70,5
	Strongly agree	117	29,5	29,5	100,0
	Total	396	100,0	100,0	



Conversations with other military high school students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	128	32,3	32,4	32,4
	Hesitated me	36	9,1	9,1	41,5
	I had no conversation	231	58,3	58,5	100,0
Total		396	100,0		

Conversations with my teachers / instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	179	45,2	45,4	45,4
	Hesitated me	27	6,8	6,9	52,3
	I had no conversation	188	47,5	47,7	100,0
	Total	394	99,5	100,0	
Total		396	100,0		

Conversations with my parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	315	79,5	80,2	80,2
	Hesitated me	33	8,3	8,4	88,5
	I had no conversation	45	11,4	11,5	100,0
	Total	393	99,2	100,0	
Total		396	100,0		

Military discipline that you will be exposed to, during both your military school and future military life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	151	38,1	38,4	38,4
	Does not hesitate	94	23,7	23,9	62,3
	No comment	79	19,9	20,1	82,4
	Somewhat hesitates	42	10,6	10,7	93,1
	Strongly hesitates	27	6,8	6,9	100,0
Total		396	100,0		

Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	77	19,4	19,6	19,6
	Does not hesitate	88	22,2	22,4	42,0
	No comment	81	20,5	20,6	62,6
	Somewhat hesitates	85	21,5	21,6	84,2
	Strongly hesitates	62	15,7	15,8	100,0
Total		396	100,0		

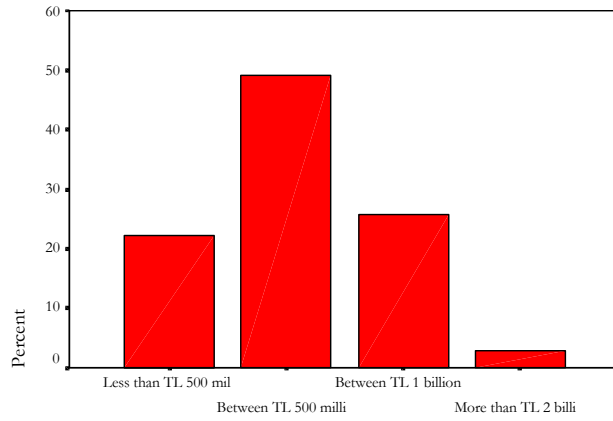
Possible enemy threats that soldiers are exposed to, because of the geographic and geopolitical condition of the country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	265	66,9	67,4	67,4
	Does not hesitate	56	14,1	14,2	81,7
	No comment	29	7,3	7,4	89,1
	Somewhat hesitates	23	5,8	5,9	94,9
	Strongly hesitates	20	5,1	5,1	100,0
	Total	393	99,2	100,0	
Total		396	100,0		

15-year compulsory service after graduation

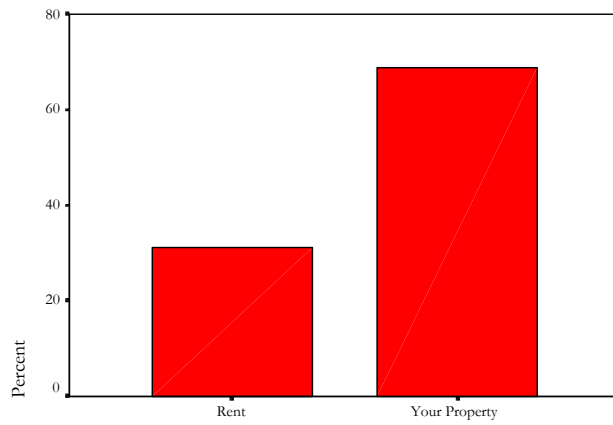
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	205	51,8	52,2	52,2
	Does not hesitate	100	25,3	25,4	77,6
	No comment	45	11,4	11,5	89,1
	Somewhat hesitates	26	6,6	6,6	95,7
	Strongly hesitates	17	4,3	4,3	100,0
	Total	393	99,2	100,0	
Total		396	100,0		

Average family income



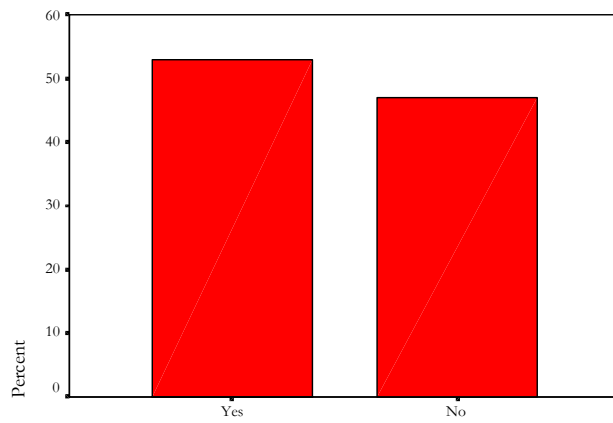
Average family income

the house you live in



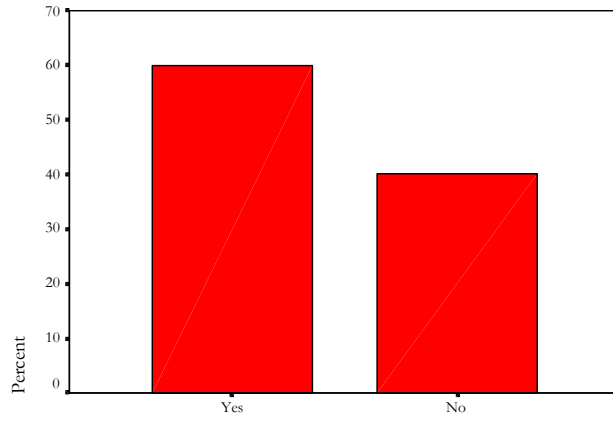
the house you live in

4. Are there are any other professional soldiers in you



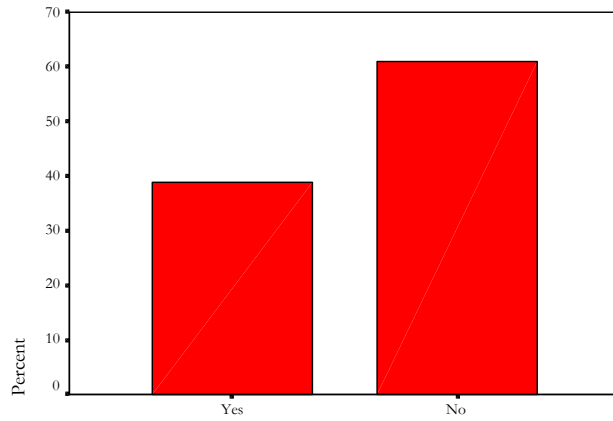
4. Are there are any other professional soldiers in your family and rela

I have heard about this school from my family/relativ



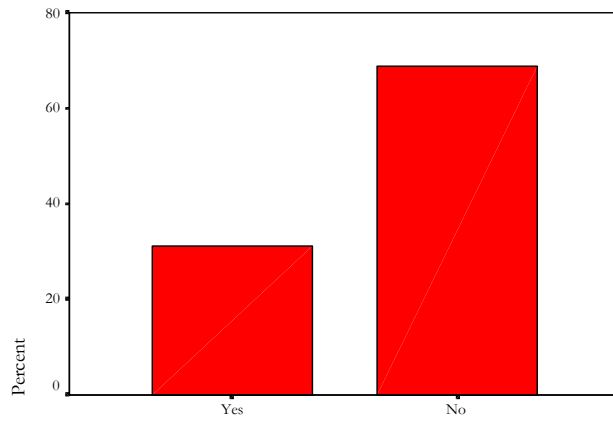
I have heard about this school from my family/relatives

I have heard about this school from my schoolmates



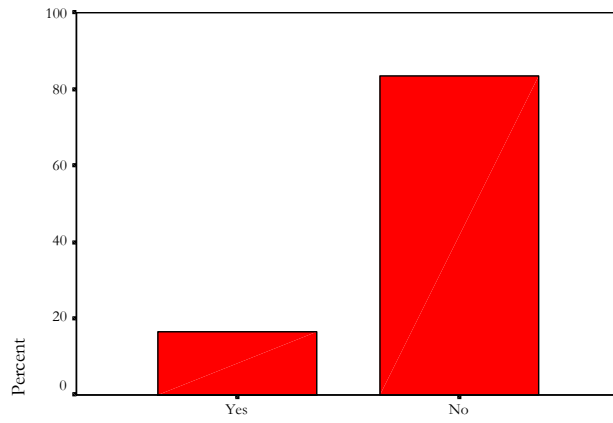
I have heard about this school from my schoolmates

I have heard about this school from my teachers/inst



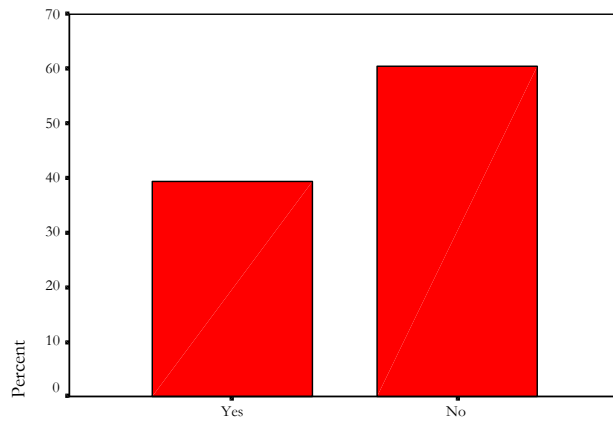
I have heard about this school from my teachers/instructors

I have heard about this school via magazines/newsp:



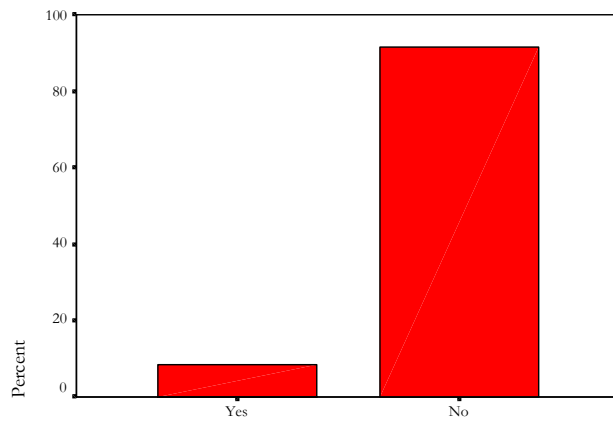
I have heard about this school via magazines/newspapers

I have heard about this school via television



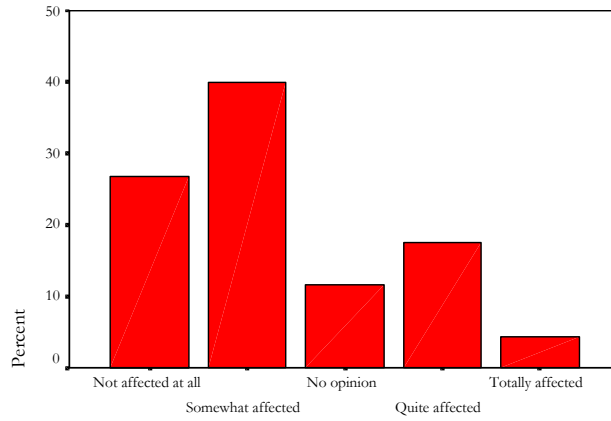
I have heard about this school via television

Other



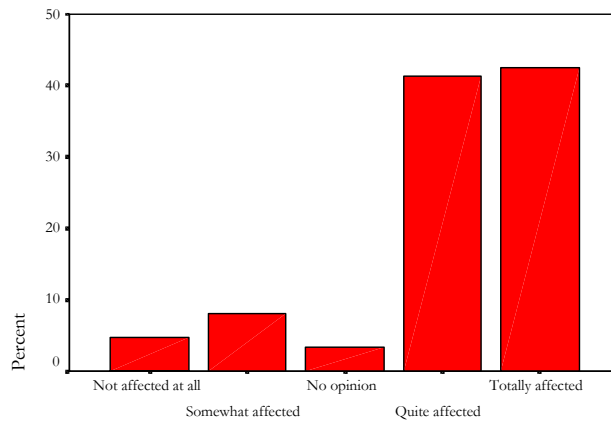
Other

The salary of a Second Lieutenant (2nd Lt.)



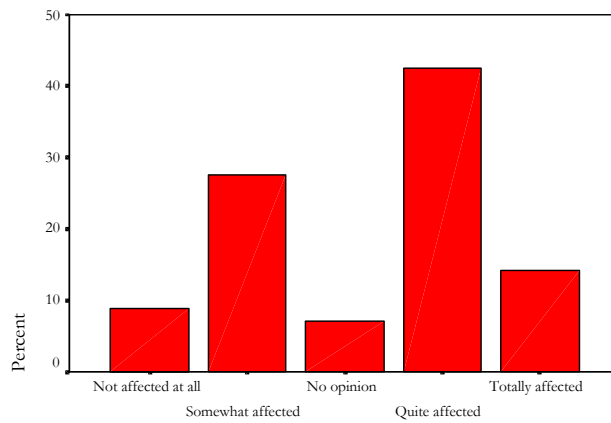
The salary of a Second Lieutenant (2nd Lt.)

General image of the military life and prestige of sold



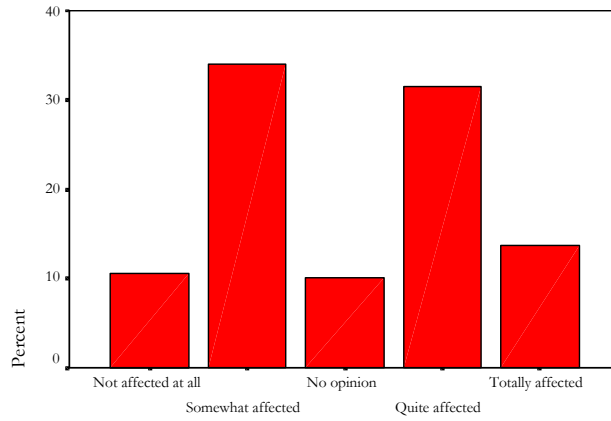
General image of the military life and prestige of soldiering as a prof

Outdoor military recreation services offered by the m



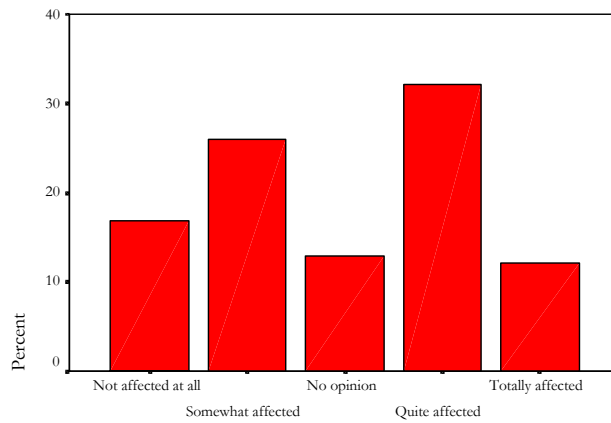
Outdoor military recreation services offered by the military clubs, summ

On-post or outdoor military housing services



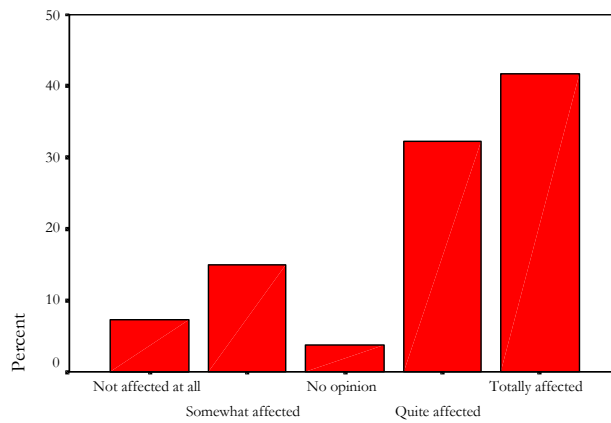
On-post or outdoor military housing services

Health care issues offered by the military



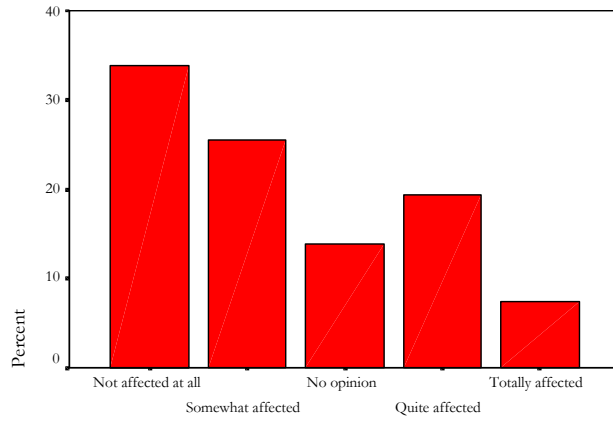
Health care issues offered by the military

Not having a problem of looking for a job after graduation



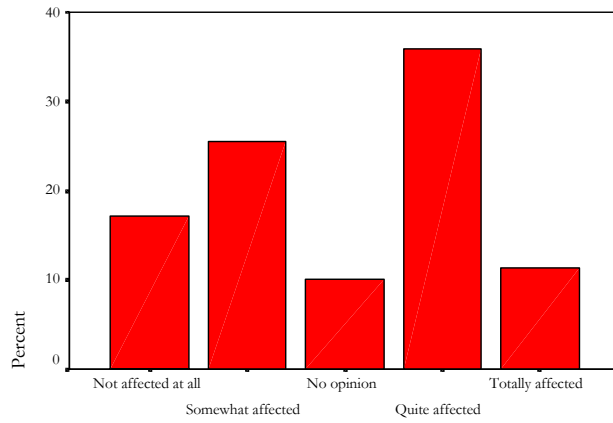
Not having a problem of looking for a job after graduation

Tangible resources that will be provided to you during



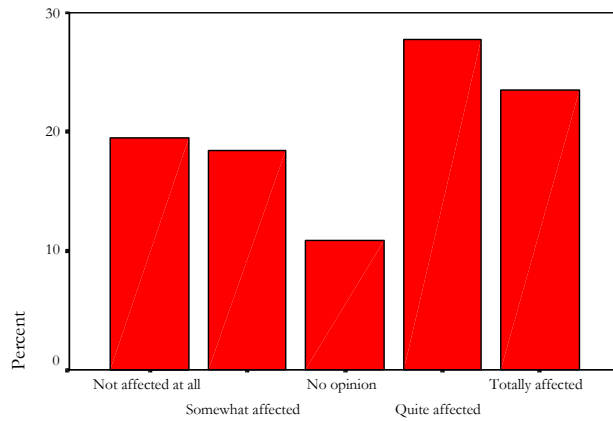
Tangible resources that will be provided to you during your military sch

The sports centers and other facilities offered in Milit



The sports centers and other facilities offered in Military schools

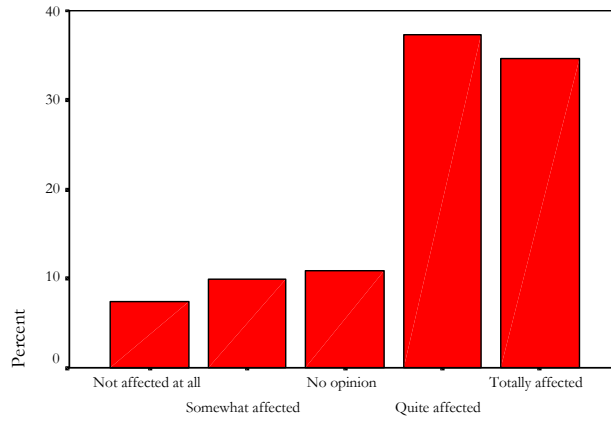
some challenging points specific to military life, like u



some challenging points specific to military life, like using a gun, wor

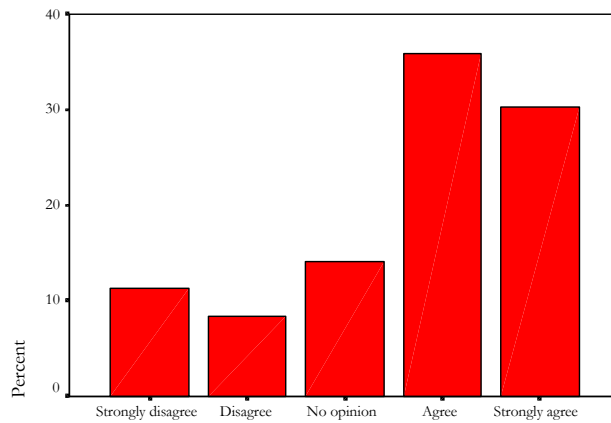


The opportunity of career development



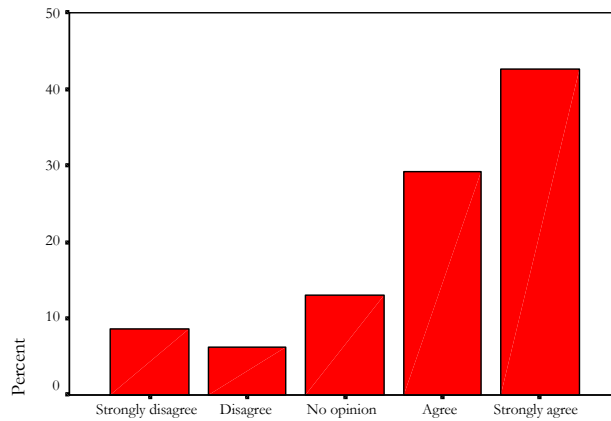
The opportunity of career development

I mention the Military High School to my friends as a



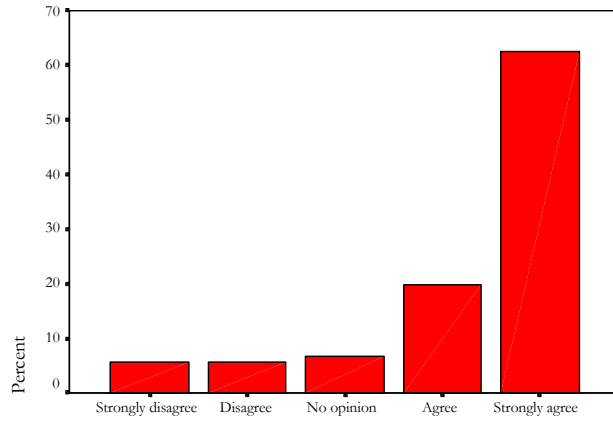
I mention the Military High School to my friends as a good school to bel

I am glad that I decided to join a Military High Schoo



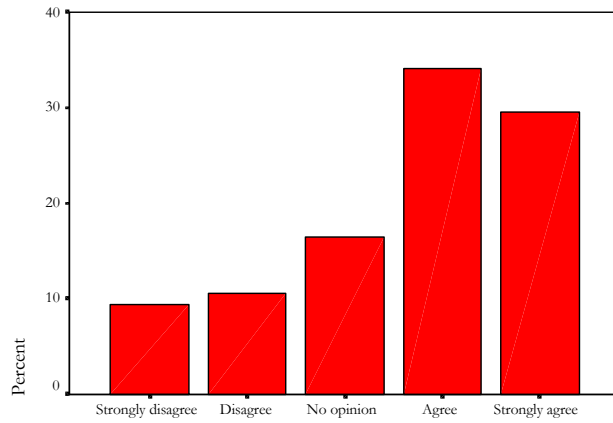
I am glad that I decided to join a Military High School

I am proud to tell others that I attend a Military High



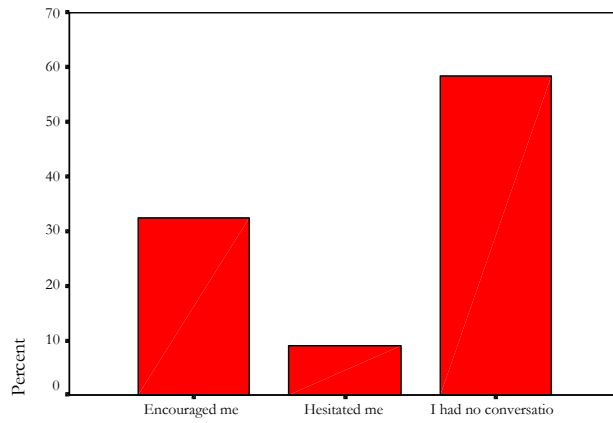
I am proud to tell others that I attend a Military High School

I am satisfied with studying in a Military High School



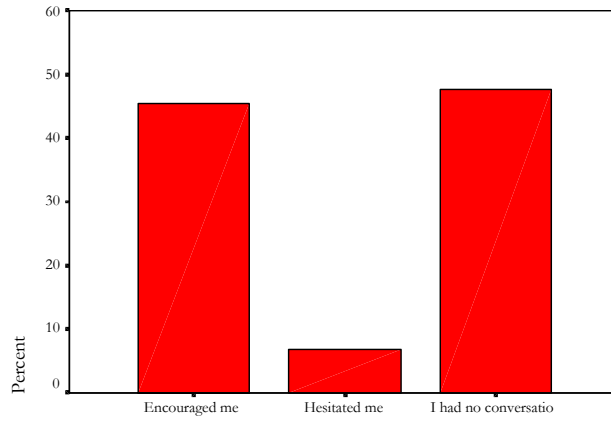
I am satisfied with studying in a Military High School

Conversations with other military high school students



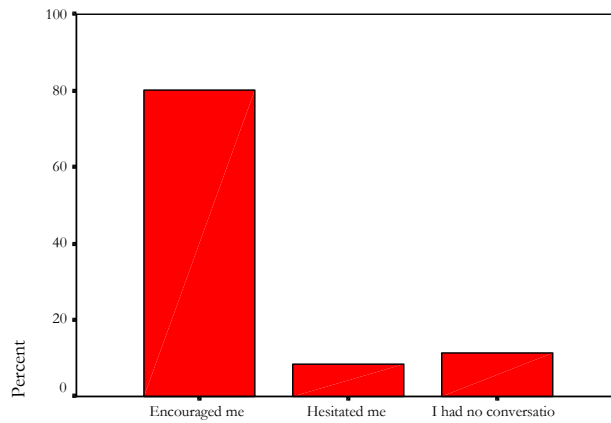
Conversations with other military high school students

Conversations with my teachers / instructors



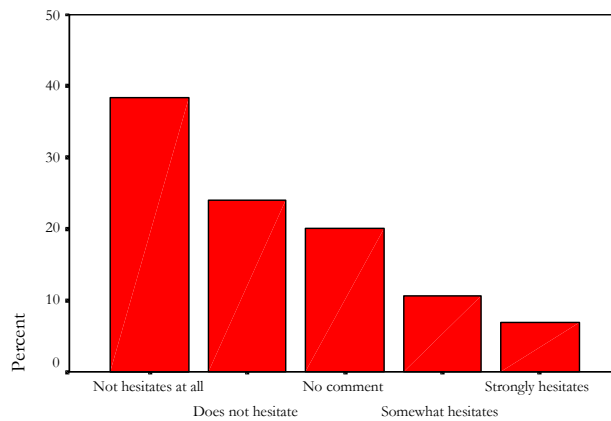
Conversations with my teachers / instructors

Conversations with my parents



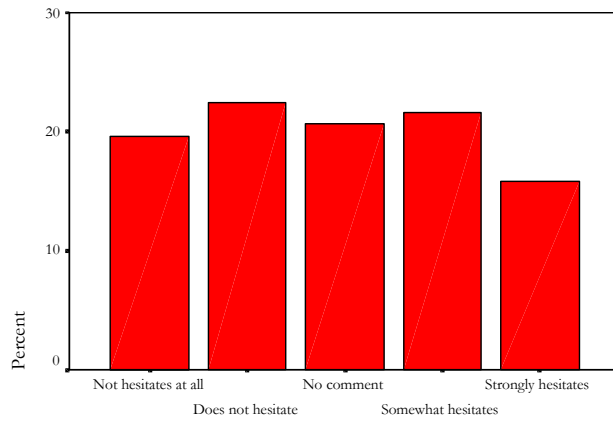
Conversations with my parents

Military discipline that you will be exposed to, during



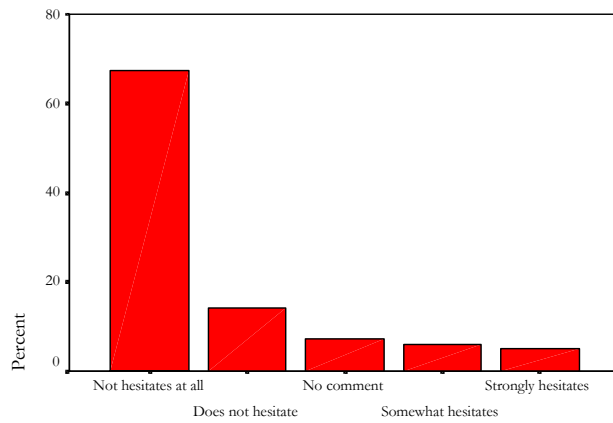
Military discipline that you will be exposed to, during both your milita

Changing duty stations every 2 to 8 years by regulation



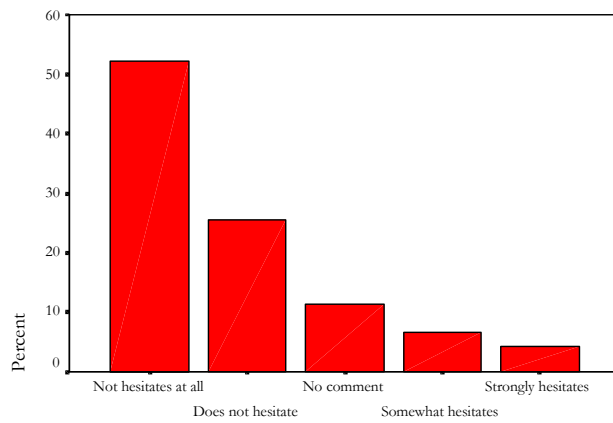
Changing duty stations every 2 to 8 years by regulation (on an average o

Possible enemy threats that soldiers are exposed to, b



Possible enemy threats that soldiers are exposed to, because of the geog

15-year compulsory service after graduation



15-year compulsory service after graduation

## APPENDIX C: FREQUENCY TABLES AND BAR-GRAPGHS OF SENIOR CADETS

Average family income

		Frequency	Percent	Valid Percent	Cumulative Percent
	Less than TL 500 million	46	23,6	23,6	23,6
	Between TL 500 million - 1 billion	104	53,3	53,3	76,9
	Between TL 1 billion - 2 billion	41	21,0	21,0	97,9
	More than TL 2 billion	4	2,1	2,1	100,0
	Total	195	100,0	100,0	

The house you live in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rent	44	22,6	22,6	22,6
	Your Property	151	77,4	77,4	100,0
	Total	195	100,0	100,0	

Are there are any other professional soldiers in your family and relatives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	45,6	45,6	45,6
	No	106	54,4	54,4	100,0
	Total	195	100,0	100,0	

I have heard about this school from my family/relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	94	48,2	48,2	48,2
	No	101	51,8	51,8	100,0
	Total	195	100,0	100,0	

I have heard about this school from my schoolmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	88	45,1	45,1	45,1
	No	107	54,9	54,9	100,0
	Total	195	100,0	100,0	

I have heard about this school from my teachers/instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	20,0	20,0	20,0
	No	156	80,0	80,0	100,0
	Total	195	100,0	100,0	

I have heard about this school via magazines/newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	27	13,8	13,8	13,8
	No	168	86,2	86,2	100,0
	Total	195	100,0	100,0	

I have heard about this school via television

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	40,0	40,0	40,0
	No	117	60,0	60,0	100,0
	Total	195	100,0	100,0	

Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	12,3	12,3	12,3
	No	171	87,7	87,7	100,0
	Total	195	100,0	100,0	

The salary of a Second Lieutenant (2nd Lt.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	74	37,9	37,9	37,9
	Somewhat affected	71	36,4	36,4	74,4
	No opinion	21	10,8	10,8	85,1
	Quite affected	19	9,7	9,7	94,9
	Totally affected	10	5,1	5,1	100,0
	Total	195	100,0	100,0	

General image of the military life and prestige of soldiering as a profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	17	8,7	8,7	8,7
	Somewhat affected	22	11,3	11,3	20,0
	No opinion	9	4,6	4,6	24,6
	Quite affected	89	45,6	45,6	70,3
	Totally affected	58	29,7	29,7	100,0
	Total	195	100,0	100,0	

Outdoor military recreation services offered by the military clubs, summer camps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	25	12,8	12,8	12,8
	Somewhat affected	56	28,7	28,7	41,5
	No opinion	16	8,2	8,2	49,7
	Quite affected	76	39,0	39,0	88,7
	Totally affected	22	11,3	11,3	100,0
	Total	195	100,0	100,0	

On-post or outdoor military housing services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	27	13,8	13,8	13,8
	Somewhat affected	68	34,9	34,9	48,7
	No opinion	25	12,8	12,8	61,5
	Quite affected	51	26,2	26,2	87,7
	Totally affected	24	12,3	12,3	100,0
	Total	195	100,0	100,0	

Health care issues offered by the military

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	50	25,6	25,6	25,6
	Somewhat affected	48	24,6	24,6	50,3
	No opinion	25	12,8	12,8	63,1
	Quite affected	52	26,7	26,7	89,7
	Totally affected	20	10,3	10,3	100,0
	Total	195	100,0	100,0	

Not having a problem of looking for a job after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	21	10,8	10,8	10,8
	Somewhat affected	37	19,0	19,0	29,7
	No opinion	10	5,1	5,1	34,9
	Quite affected	60	30,8	30,8	65,6
	Totally affected	67	34,4	34,4	100,0
	Total	195	100,0	100,0	

Tangible resources that will be provided to you during your military school life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	93	47,7	47,7	47,7
	Somewhat affected	45	23,1	23,1	70,8
	No opinion	19	9,7	9,7	80,5
	Quite affected	24	12,3	12,3	92,8
	Totally affected	14	7,2	7,2	100,0
	Total	195	100,0	100,0	

The sports centers and other facilities offered in Military schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	53	27,2	27,2	27,2
	Somewhat affected	51	26,2	26,2	53,3
	No opinion	24	12,3	12,3	65,6
	Quite affected	51	26,2	26,2	91,8
	Totally affected	16	8,2	8,2	100,0
	Total	195	100,0	100,0	

Some challenging points specific to military life, like using a gun, working in field etc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	56	28,7	28,7	28,7
	Somewhat affected	37	19,0	19,0	47,7
	No opinion	23	11,8	11,8	59,5
	Quite affected	45	23,1	23,1	82,6
	Totally affected	34	17,4	17,4	100,0
	Total	195	100,0	100,0	

The opportunity of career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	20	10,3	10,3	10,3
	Somewhat affected	19	9,7	9,7	20,0
	No opinion	30	15,4	15,4	35,4
	Quite affected	70	35,9	35,9	71,3
	Totally affected	56	28,7	28,7	100,0
	Total	195	100,0	100,0	



I mention the Military High School to my friends as a good school to belong to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	40	20,5	20,5	20,5
	Disagree	27	13,8	13,8	34,4
	No opinion	30	15,4	15,4	49,7
	Agree	71	36,4	36,4	86,2
	Strongly agree	27	13,8	13,8	100,0
	Total	195	100,0	100,0	

I am glad that I decided to join a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	31	15,9	15,9	15,9
	Disagree	19	9,7	9,7	25,6
	No opinion	44	22,6	22,6	48,2
	Agree	68	34,9	34,9	83,1
	Strongly agree	33	16,9	16,9	100,0
	Total	195	100,0	100,0	

I am proud to tell others that I attend a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	20	10,3	10,3	10,3
	Disagree	20	10,3	10,3	20,5
	No opinion	19	9,7	9,7	30,3
	Agree	54	27,7	27,7	57,9
	Strongly agree	82	42,1	42,1	100,0
	Total	195	100,0	100,0	

I am satisfied with studying in a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	33	16,9	16,9	16,9
	Disagree	34	17,4	17,4	34,4
	No opinion	46	23,6	23,6	57,9
	Agree	61	31,3	31,3	89,2
	Strongly agree	21	10,8	10,8	100,0
	Total	195	100,0	100,0	

Conversations with other military high school students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	47	24,1	24,2	24,2
	Hesitated me	28	14,4	14,4	38,7
	I had no conversation	119	61,0	61,3	100,0
	Total	194	99,5	100,0	
Missing	System	1	,5		
Total		195	100,0		

Conversations with my teachers / instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	62	31,8	32,0	32,0
	Hesitated me	19	9,7	9,8	41,8
	I had no conversation	113	57,9	58,2	100,0
	Total	194	99,5	100,0	

Conversations with my parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	134	68,7	69,4	69,4
	Hesitated me	26	13,3	13,5	82,9
	I had no conversation	33	16,9	17,1	100,0
	Total	193	99,0	100,0	

Military discipline that you will be exposed to, during both your military school and future military life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	43	22,1	22,4	22,4
	Does not hesitate	45	23,1	23,4	45,8
	No comment	56	28,7	29,2	75,0
	Somewhat hesitates	27	13,8	14,1	89,1
	Strongly hesitates	21	10,8	10,9	100,0
	Total	192	98,5	100,0	

Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	27	13,8	14,1	14,1
	Does not hesitate	27	13,8	14,1	28,1
	No comment	41	21,0	21,4	49,5
	Somewhat hesitates	49	25,1	25,5	75,0
	Strongly hesitates	48	24,6	25,0	100,0
	Total	192	98,5	100,0	

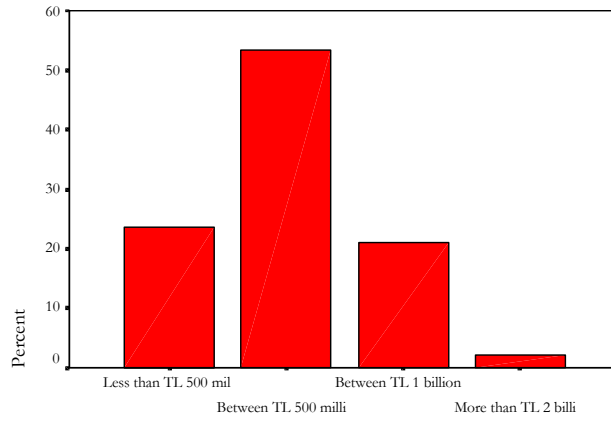
Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	27	13,8	14,1	14,1
	Does not hesitate	27	13,8	14,1	28,1
	No comment	41	21,0	21,4	49,5
	Somewhat hesitates	49	25,1	25,5	75,0
	Strongly hesitates	48	24,6	25,0	100,0
	Total	192	98,5	100,0	

Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

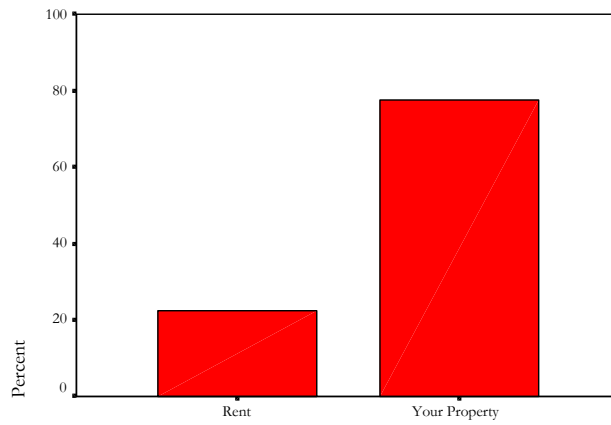
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	27	13,8	14,1	14,1
	Does not hesitate	27	13,8	14,1	28,1
	No comment	41	21,0	21,4	49,5
	Somewhat hesitates	49	25,1	25,5	75,0
	Strongly hesitates	48	24,6	25,0	100,0
	Total	192	98,5	100,0	

Average family income



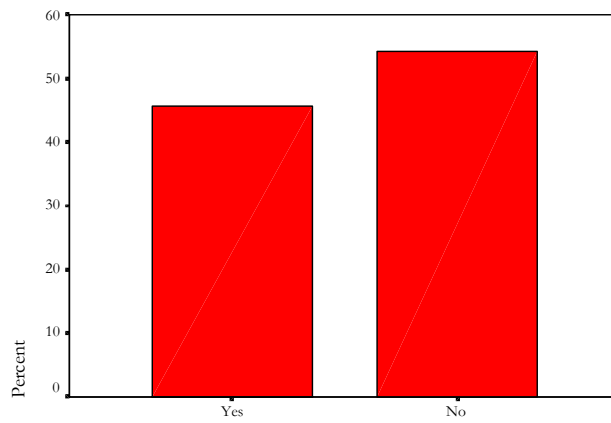
Average family income

the house you live in



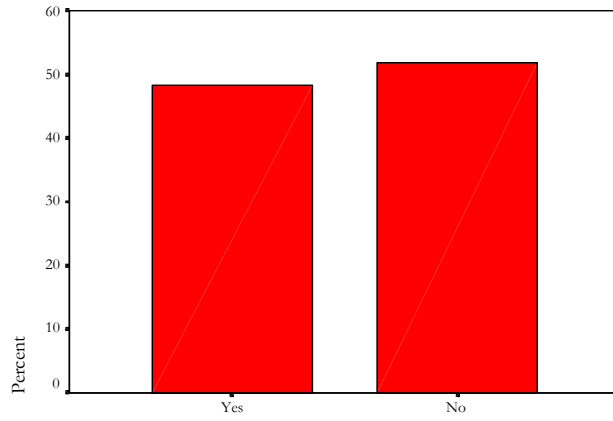
the house you live in

4. Are there are any other professional soldiers in you



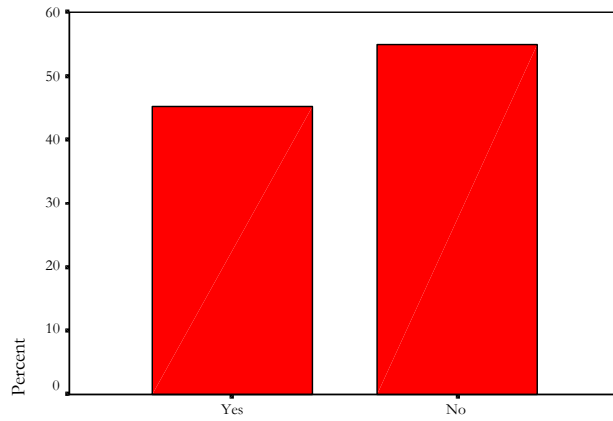
4. Are there are any other professional soldiers in your family and rela

I have heard about this school from my family/relativ



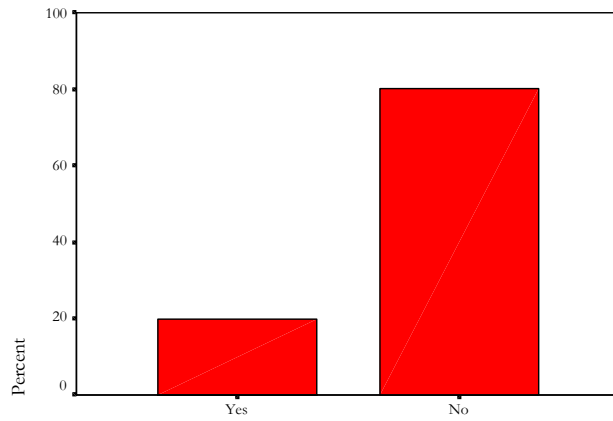
I have heard about this school from my family/relatives

I have heard about this school from my schoolmates



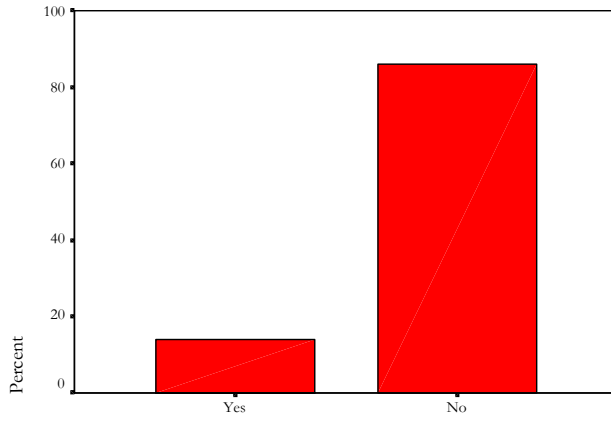
I have heard about this school from my schoolmates

I have heard about this school from my teachers/ins



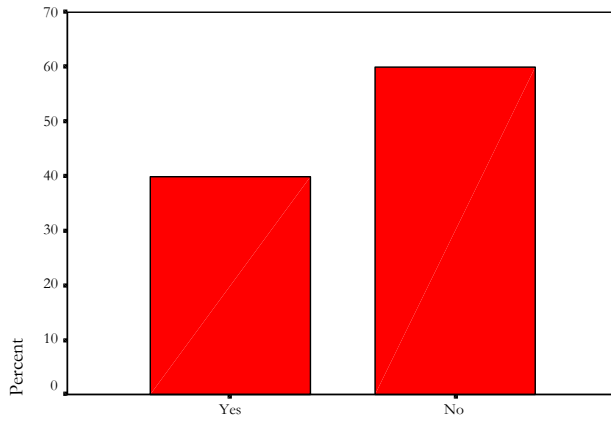
I have heard about this school from my teachers/instructors

I have heard about this school via magazines/newsp:



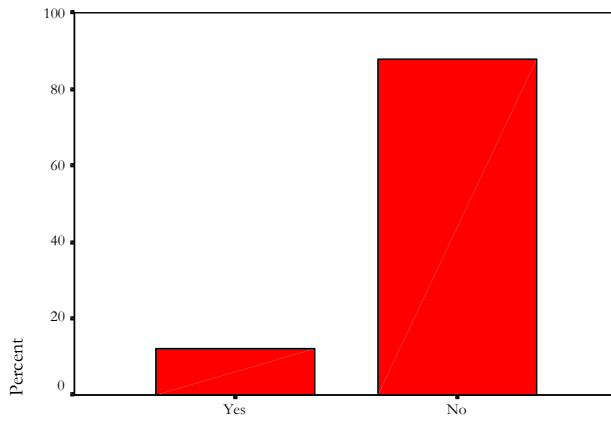
I have heard about this school via magazines/newspapers

I have heard about this school via television



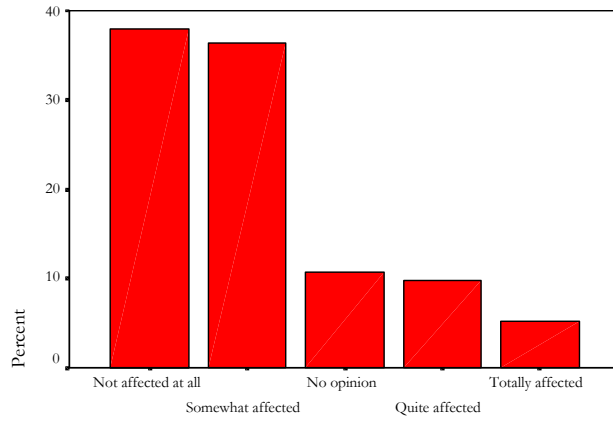
I have heard about this school via television

Other



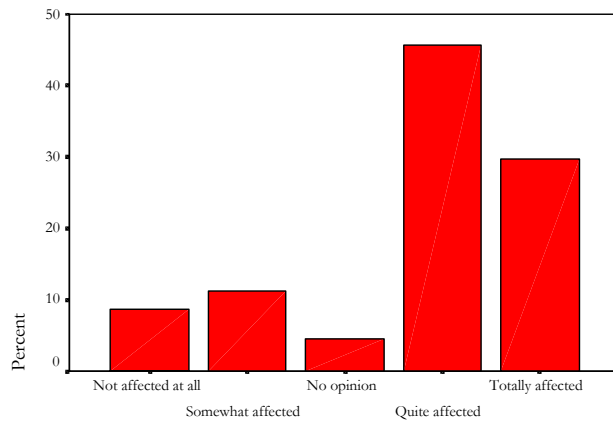
Other

The salary of a Second Lieutenant (2nd Lt.)



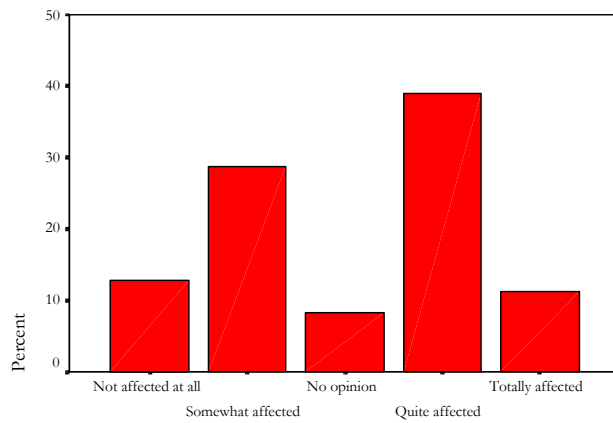
The salary of a Second Lieutenant (2nd Lt.)

General image of the military life and prestige of sold



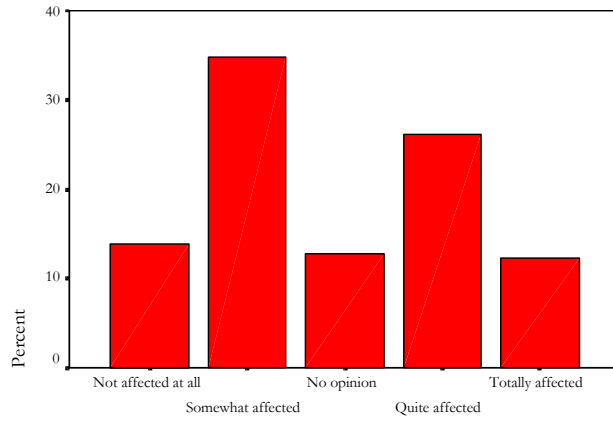
General image of the military life and prestige of soldiering as a prof

Outdoor military recreation services offered by the m



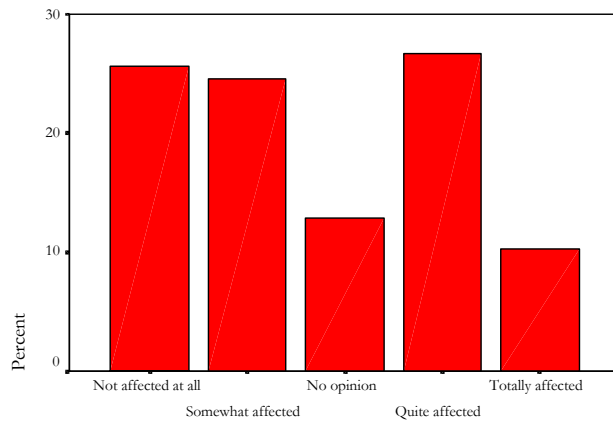
Outdoor military recreation services offered by the military clubs, summ

On-post or outdoor military housing services



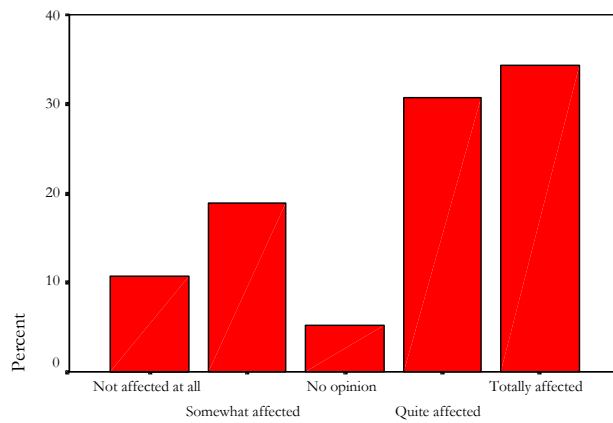
On-post or outdoor military housing services

Health care issues offered by the military



Health care issues offered by the military

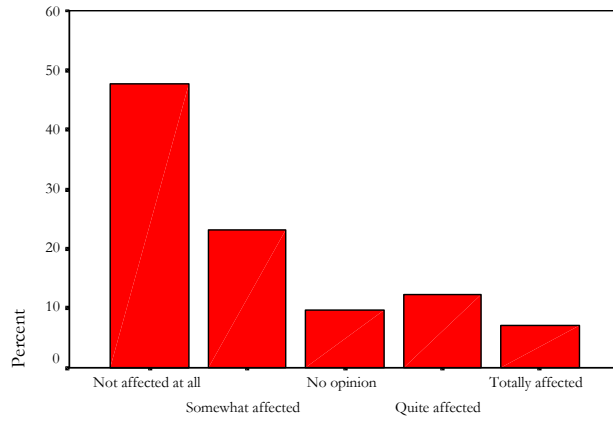
Not having a problem of looking for a job after graduation



Not having a problem of looking for a job after graduation

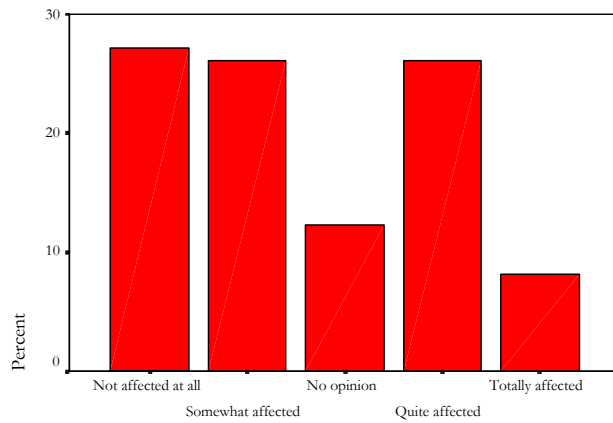


Tangible resources that will be provided to you during



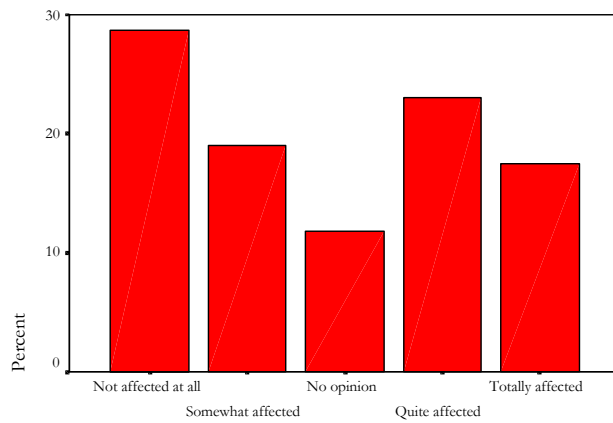
Tangible resources that will be provided to you during your military sch

The sports centers and other facilities offered in Milit



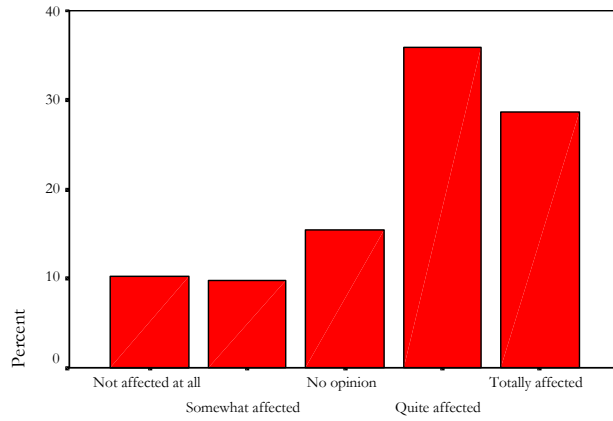
The sports centers and other facilities offered in Military schools

some challenging points specific to military life, like u



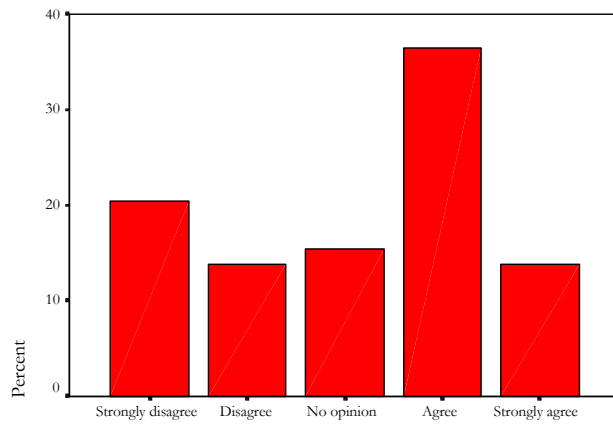
some challenging points specific to military life, like using a gun, wor

The opportunity of career development



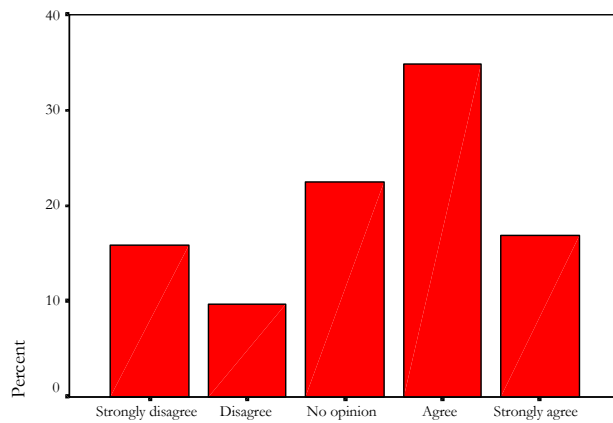
The opportunity of career development

I mention the Military High School to my friends as a



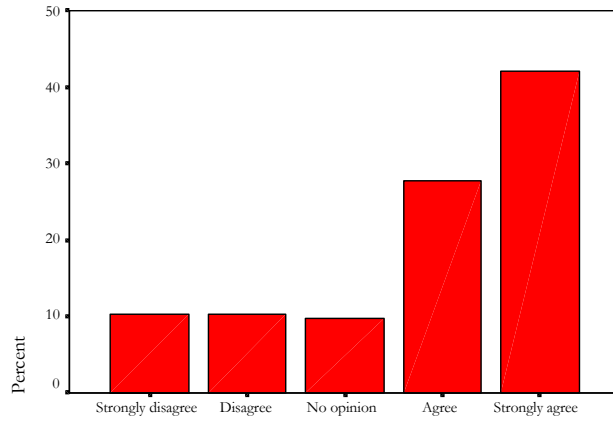
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I am glad that I decided to join a Military High Schoo



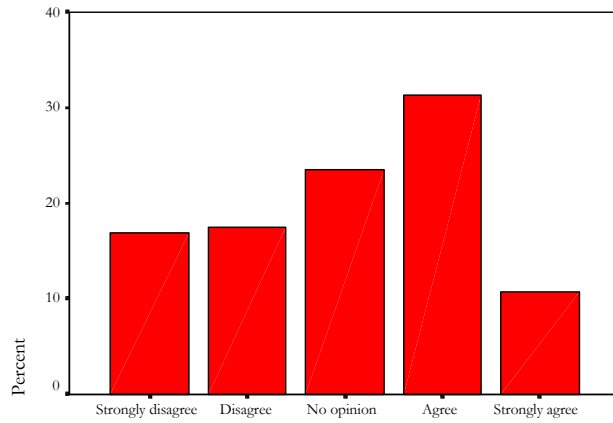
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I am proud to tell others that I attend a Military High



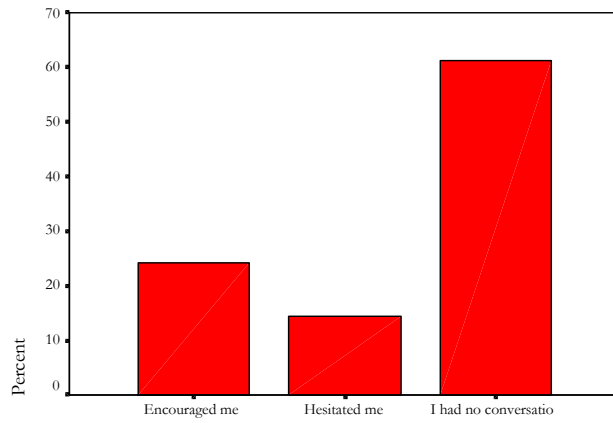
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I am satisfied with studying in a Military High School



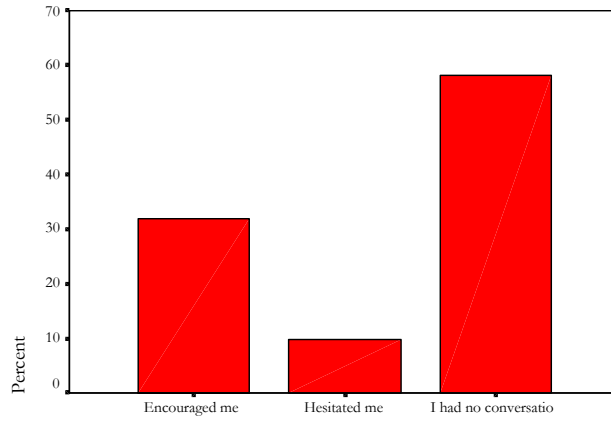
I am satisfied with studying in a Military High School

Conversations with other military high school students



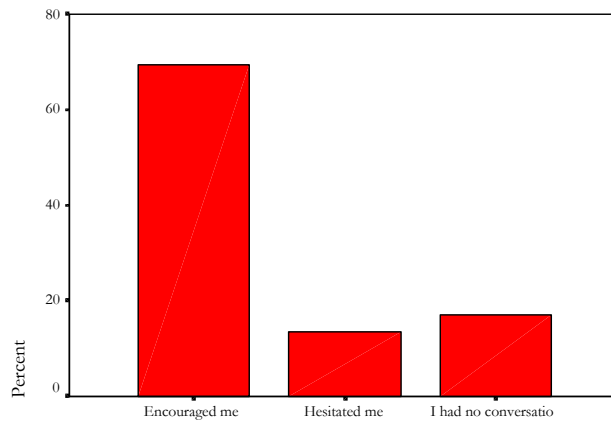
Conversations with other military high school students

Conversations with my teachers / instructors



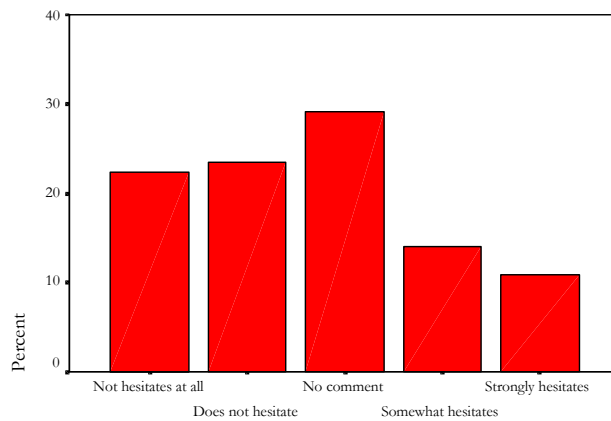
Conversations with my teachers / instructors

Conversations with my parents



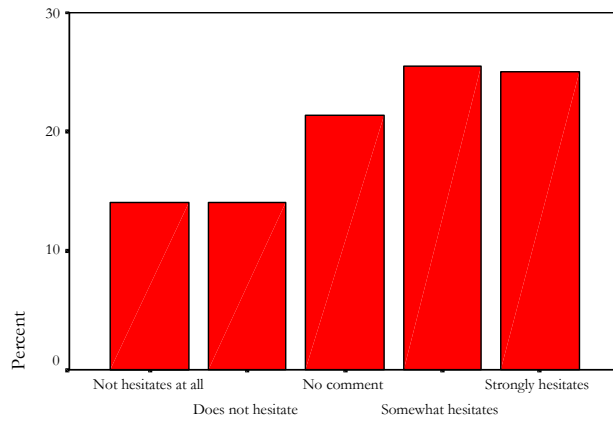
Conversations with my parents

Military discipline that you will be exposed to, during



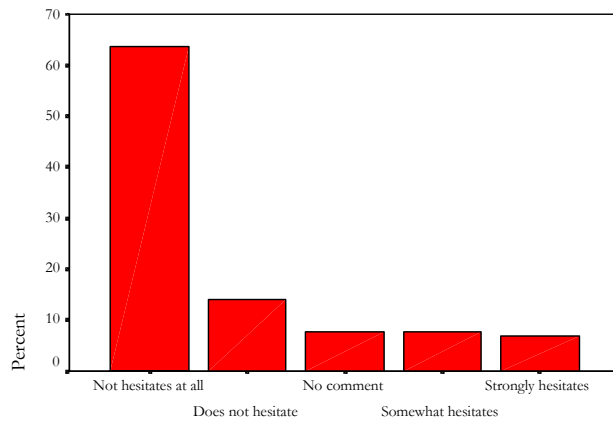
Military discipline that you will be exposed to, during both your milita

Changing duty stations every 2 to 8 years by regulation



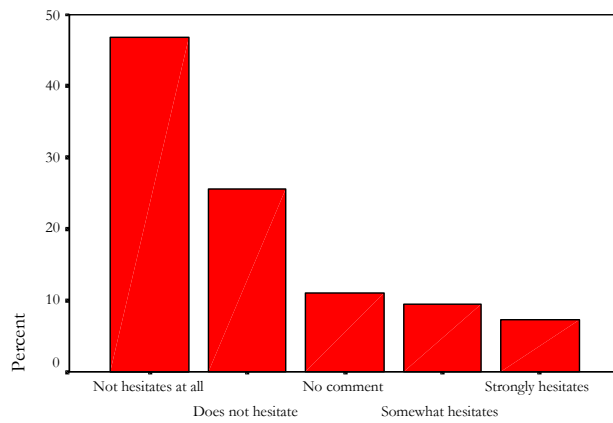
Changing duty stations every 2 to 8 years by regulation (on an average o

Possible enemy threats that soldiers are exposed to, b



Possible enemy threats that soldiers are exposed to, because of the geog

15-year compulsory service after graduation



15-year compulsory service after graduation

**APPENDIX D: FREQUENCY TABLES AND BAR-GRAPHS OF FIRST-YEAR CADETS**

Average family income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than TL 500 million	42	20,9	20,9	20,9
	Between TL 500 million - 1 billion	91	45,3	45,3	66,2
	Between TL 1 billion - 2 billion	61	30,3	30,3	96,5
	More than TL 2 billion	7	3,5	3,5	100,0
	Total	201	100,0	100,0	

The house you live in

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rent	80	39,8	39,8	39,8
	Your Property	121	60,2	60,2	100,0
	Total	201	100,0	100,0	

Are there are any other professional soldiers in your family and relatives?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	121	60,2	60,2	60,2
	No	80	39,8	39,8	100,0
	Total	201	100,0	100,0	

I have heard about this school from my family/relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	143	71,1	71,1	71,1
	No	58	28,9	28,9	100,0
	Total	201	100,0	100,0	

I have heard about this school from my schoolmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	66	32,8	32,8	32,8
	No	135	67,2	67,2	100,0
	Total	201	100,0	100,0	

I have heard about this school from my teachers/instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	85	42,3	42,3	42,3
	No	116	57,7	57,7	100,0
	Total	201	100,0	100,0	

I have heard about this school via magazines/newspapers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	19,4	19,4	19,4
	No	162	80,6	80,6	100,0
	Total	201	100,0	100,0	

I have heard about this school via television

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	38,8	38,8	38,8
	No	123	61,2	61,2	100,0
	Total	201	100,0	100,0	

Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	5,0	5,0	5,0
	No	191	95,0	95,0	100,0
	Total	201	100,0	100,0	

The salary of a Second Lieutenant (2nd Lt.)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	32	15,9	15,9	15,9
	Somewhat affected	87	43,3	43,3	59,2
	No opinion	25	12,4	12,4	71,6
	Quite affected	50	24,9	24,9	96,5
	Totally affected	7	3,5	3,5	100,0
	Total	201	100,0	100,0	

General image of the military life and prestige of soldiering as a profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	2	1,0	1,0	1,0
	Somewhat affected	10	5,0	5,0	6,0
	No opinion	4	2,0	2,0	8,0
	Quite affected	75	37,3	37,3	45,3
	Totally affected	110	54,7	54,7	100,0
	Total	201	100,0	100,0	

Outdoor military recreation services offered by the military clubs, summer camps

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	10	5,0	5,0	5,0
	Somewhat affected	53	26,4	26,4	31,3
	No opinion	12	6,0	6,0	37,3
	Quite affected	92	45,8	45,8	83,1
	Totally affected	34	16,9	16,9	100,0
	Total	201	100,0	100,0	

On-post or outdoor military housing services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	15	7,5	7,5	7,5
	Somewhat affected	67	33,3	33,3	40,8
	No opinion	15	7,5	7,5	48,3
	Quite affected	74	36,8	36,8	85,1
	Totally affected	30	14,9	14,9	100,0
	Total	201	100,0	100,0	

Health care issues offered by the military

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	17	8,5	8,5	8,5
	Somewhat affected	55	27,4	27,4	35,8
	No opinion	26	12,9	12,9	48,8
	Quite affected	75	37,3	37,3	86,1
	Totally affected	28	13,9	13,9	100,0
	Total	201	100,0	100,0	

Not having a problem of looking for a job after graduation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	8	4,0	4,0	4,0
	Somewhat affected	22	10,9	10,9	14,9
	No opinion	5	2,5	2,5	17,4
	Quite affected	68	33,8	33,8	51,2
	Totally affected	98	48,8	48,8	100,0
	Total	201	100,0	100,0	



Tangible resources that will be provided to you during your military school life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	41	20,4	20,4	20,4
	Somewhat affected	56	27,9	27,9	48,3
	No opinion	36	17,9	17,9	66,2
	Quite affected	53	26,4	26,4	92,5
	Totally affected	15	7,5	7,5	100,0
	Total	201	100,0	100,0	

The sports centers and other facilities offered in Military schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	15	7,5	7,5	7,5
	Somewhat affected	50	24,9	24,9	32,3
	No opinion	16	8,0	8,0	40,3
	Quite affected	91	45,3	45,3	85,6
	Totally affected	29	14,4	14,4	100,0
	Total	201	100,0	100,0	

Some challenging points specific to military life, like using a gun, working in field etc

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	21	10,4	10,4	10,4
	Somewhat affected	36	17,9	17,9	28,4
	No opinion	20	10,0	10,0	38,3
	Quite affected	65	32,3	32,3	70,6
	Totally affected	59	29,4	29,4	100,0
	Total	201	100,0	100,0	

The opportunity of career development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not affected at all	9	4,5	4,5	4,5
	Somewhat affected	20	10,0	10,0	14,4
	No opinion	13	6,5	6,5	20,9
	Quite affected	78	38,8	38,8	59,7
	Totally affected	81	40,3	40,3	100,0
	Total	201	100,0	100,0	

I mention the Military High School to my friends as a good school to belong to

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	2,5	2,5	2,5
	Disagree	6	3,0	3,0	5,5
	No opinion	26	12,9	12,9	18,4
	Agree	71	35,3	35,3	53,7
	Strongly agree	93	46,3	46,3	100,0
	Total	201	100,0	100,0	

I am glad that I decided to join a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	1,5	1,5	1,5
	Disagree	6	3,0	3,0	4,5
	No opinion	8	4,0	4,0	8,5
	Agree	48	23,9	23,9	32,3
	Strongly agree	136	67,7	67,7	100,0
	Total	201	100,0	100,0	

I am proud to tell others that I attend a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	1,0	1,0	1,0
	Disagree	2	1,0	1,0	2,0
	No opinion	7	3,5	3,5	5,5
	Agree	24	11,9	11,9	17,4
	Strongly agree	166	82,6	82,6	100,0
	Total	201	100,0	100,0	

I am satisfied with studying in a Military High School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	2,0	2,0	2,0
	Disagree	8	4,0	4,0	6,0
	No opinion	19	9,5	9,5	15,4
	Agree	74	36,8	36,8	52,2
	Strongly agree	96	47,8	47,8	100,0
	Total	201	100,0	100,0	

Conversations with other military high school students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	81	40,3	40,3	40,3
	Hesitated me	8	4,0	4,0	44,3
	I had no conversation	112	55,7	55,7	100,0
	Total	201	100,0	100,0	

Conversations with my teachers / instructors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	117	58,2	58,5	58,5
	Hesitated me	8	4,0	4,0	62,5
	I had no conversation	75	37,3	37,5	100,0
	Total	200	99,5	100,0	

Conversations with my parents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Encouraged me	181	90,0	90,5	90,5
	Hesitated me	7	3,5	3,5	94,0
	I had no conversation	12	6,0	6,0	100,0
	Total	200	99,5	100,0	

Military discipline that you will be exposed to, during both your military school and future military life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	108	53,7	53,7	53,7
	Does not hesitate	49	24,4	24,4	78,1
	No comment	23	11,4	11,4	89,6
	Somewhat hesitates	15	7,5	7,5	97,0
	Strongly hesitates	6	3,0	3,0	100,0
	Total	201	100,0	100,0	

Changing duty stations every 2 to 8 years by regulation (on an average of ever four years)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	50	24,9	24,9	24,9
	Does not hesitate	61	30,3	30,3	55,2
	No comment	40	19,9	19,9	75,1
	Somewhat hesitates	36	17,9	17,9	93,0
	Strongly hesitates	14	7,0	7,0	100,0
	Total	201	100,0	100,0	

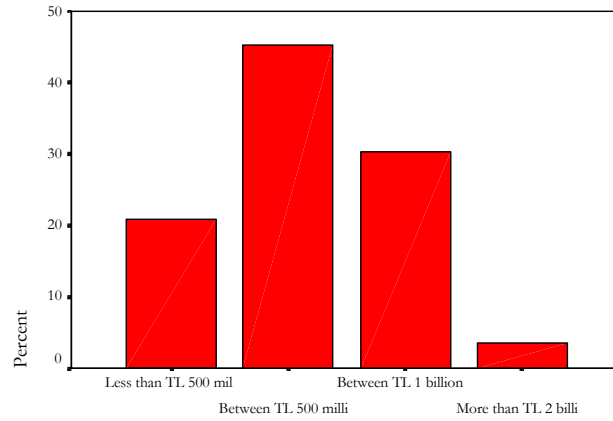
Possible enemy threats that soldiers are exposed to, because of the geographic and geopolitical condition of the country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	143	71,1	71,1	71,1
	Does not hesitate	29	14,4	14,4	85,6
	No comment	14	7,0	7,0	92,5
	Somewhat hesitates	8	4,0	4,0	96,5
	Strongly hesitates	7	3,5	3,5	100,0
	Total	201	100,0	100,0	

15-year compulsory service after graduation

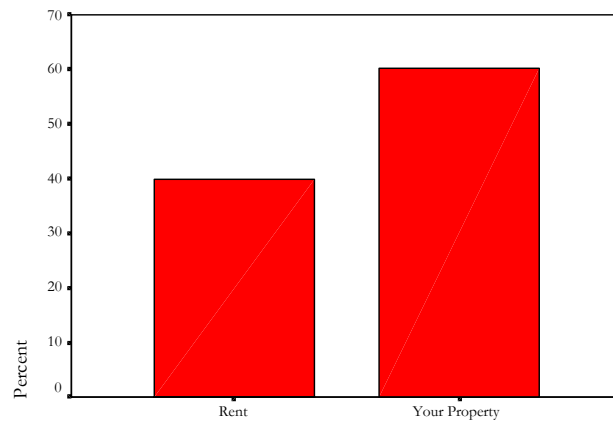
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not hesitates at all	115	57,2	57,2	57,2
	Does not hesitate	51	25,4	25,4	82,6
	No comment	24	11,9	11,9	94,5
	Somewhat hesitates	8	4,0	4,0	98,5
	Strongly hesitates	3	1,5	1,5	100,0
	Total	201	100,0	100,0	

Average family income



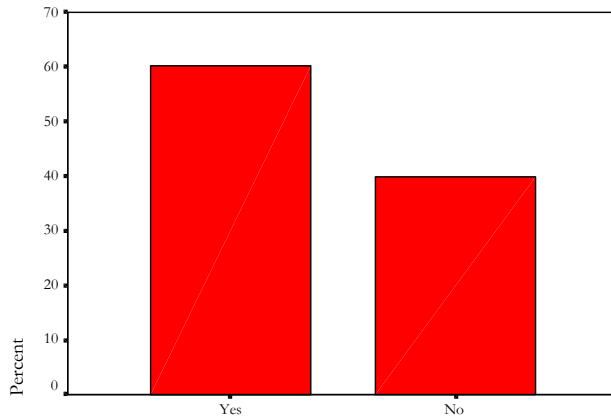
Average family income

the house you live in



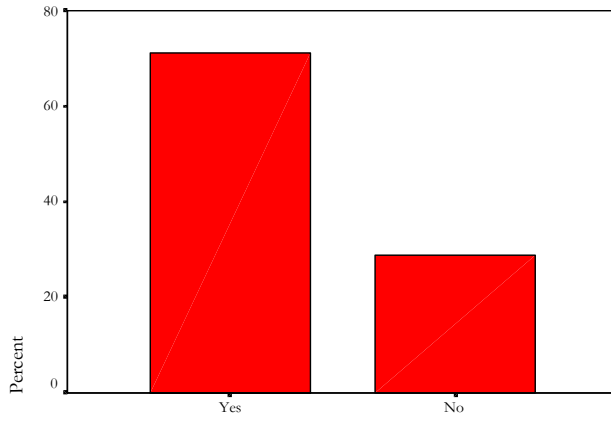
the house you live in

4. Are there are any other professional soldiers in you



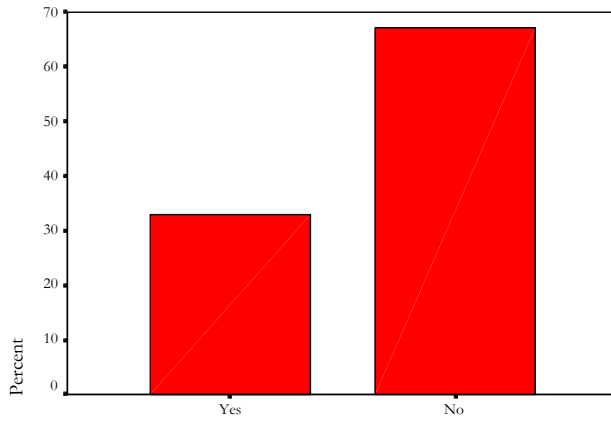
4. Are there are any other professional soldiers in your family and rela

I have heard about this school from my family/relativ



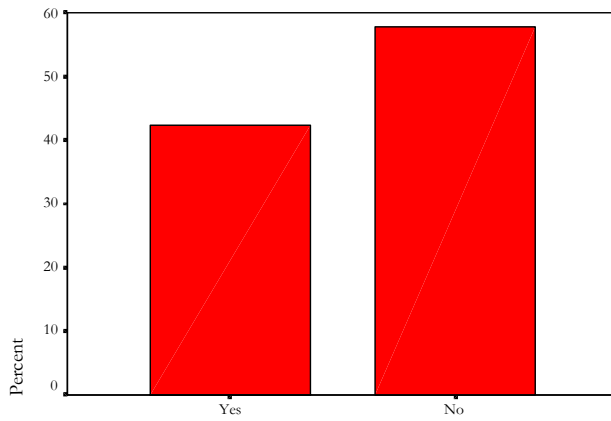
I have heard about this school from my family/relatives

I have heard about this school from my schoolmates



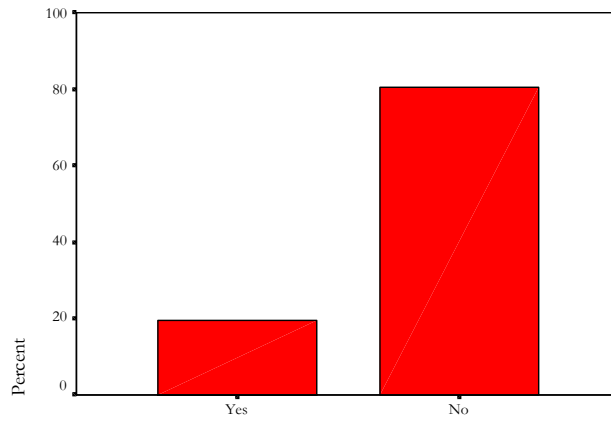
I have heard about this school from my schoolmates

I have heard about this school from my teachers/inst



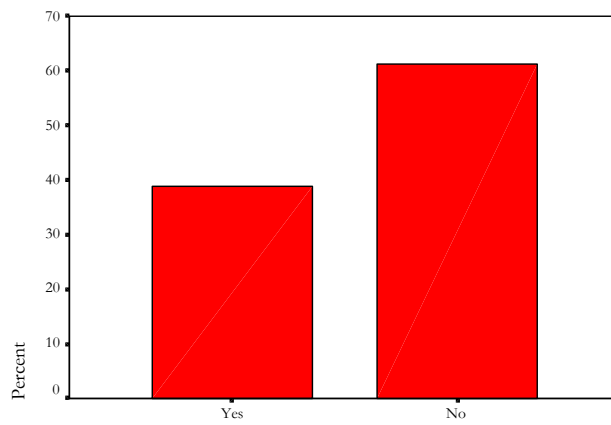
I have heard about this school from my teachers/instructors

I have heard about this school via magazines/newsp:



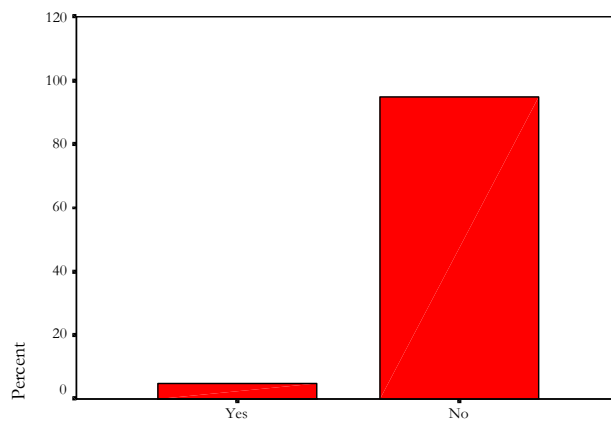
I have heard about this school via magazines/newspapers

I have heard about this school via television



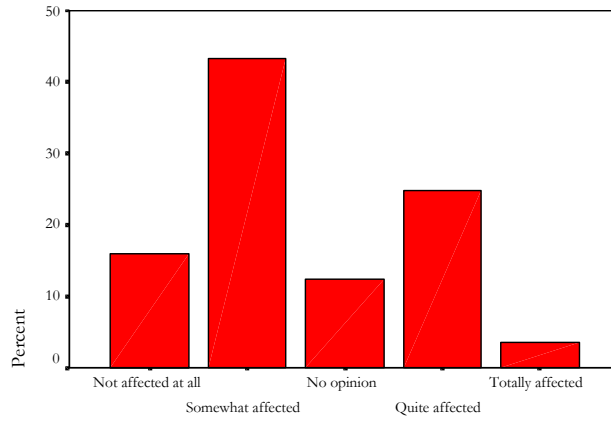
I have heard about this school via television

Other



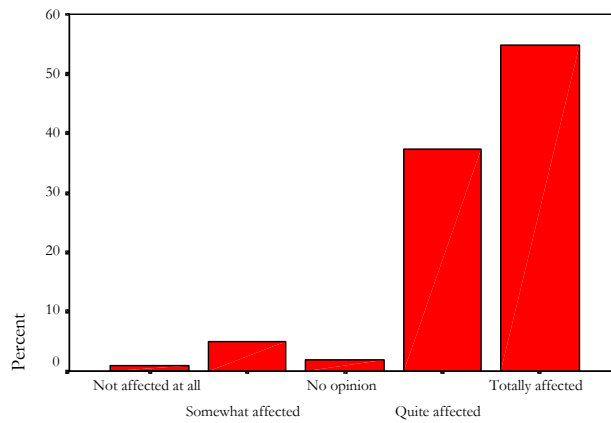
Other

The salary of a Second Lieutenant (2nd Lt.)



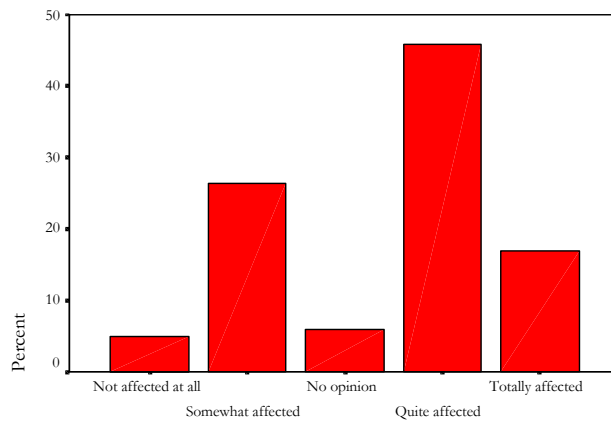
The salary of a Second Lieutenant (2nd Lt.)

General image of the military life and prestige of sold



General image of the military life and prestige of soldiering as a prof

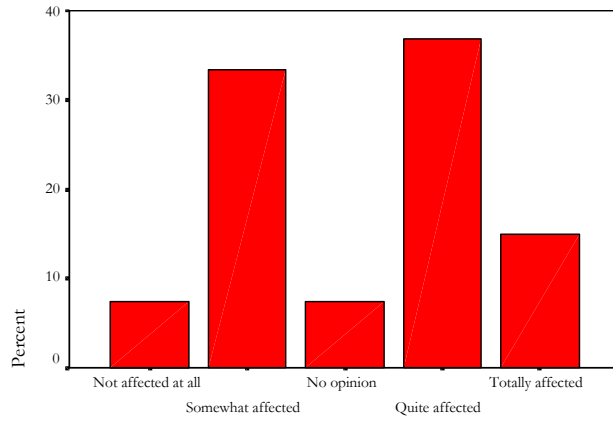
Outdoor military recreation services offered by the m



Outdoor military recreation services offered by the military clubs, summ

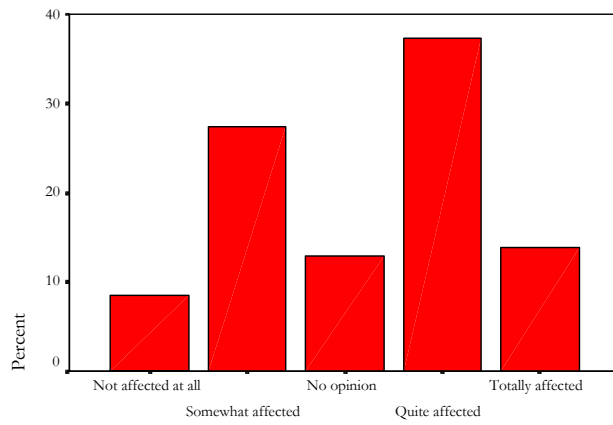


On-post or outdoor military housing services



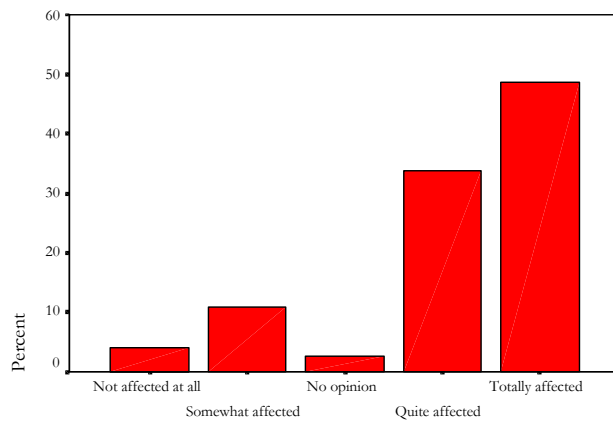
On-post or outdoor military housing services

Health care issues offered by the military



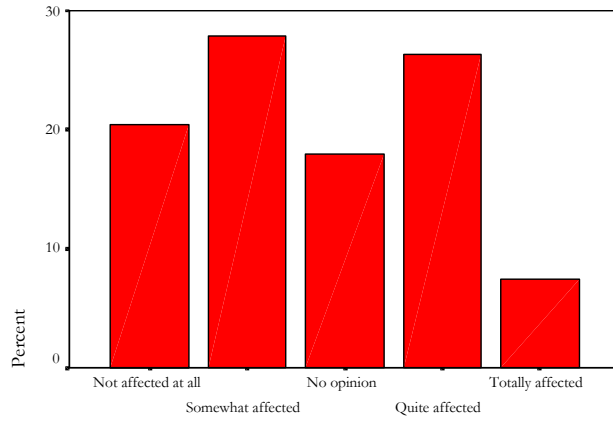
Health care issues offered by the military

Not having a problem of looking for a job after graduation



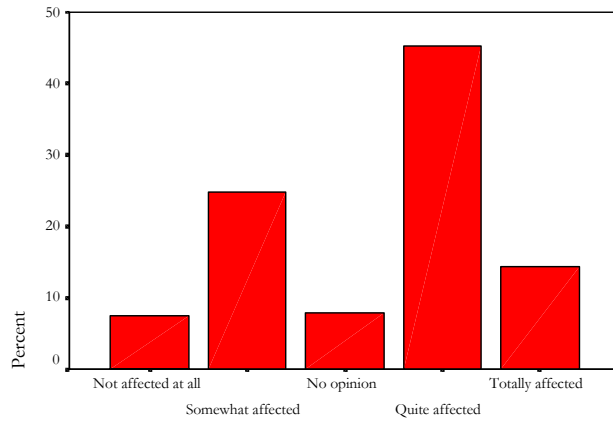
Not having a problem of looking for a job after graduation

Tangible resources that will be provided to you during



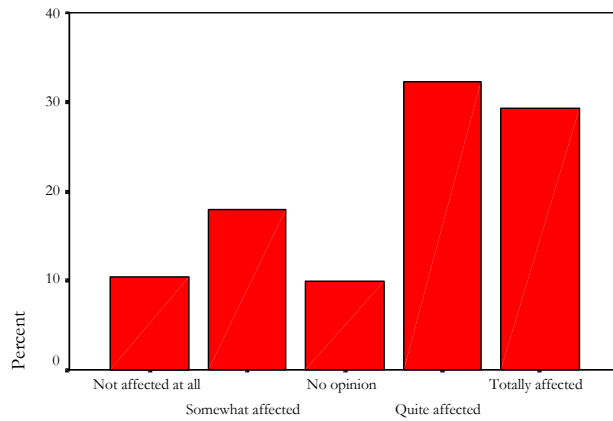
Tangible resources that will be provided to you during your military sch

The sports centers and other facilities offered in Milit



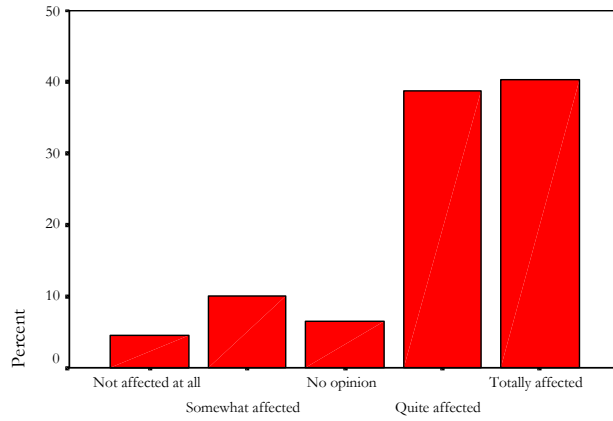
The sports centers and other facilities offered in Military schools

some challenging points specific to military life, like u



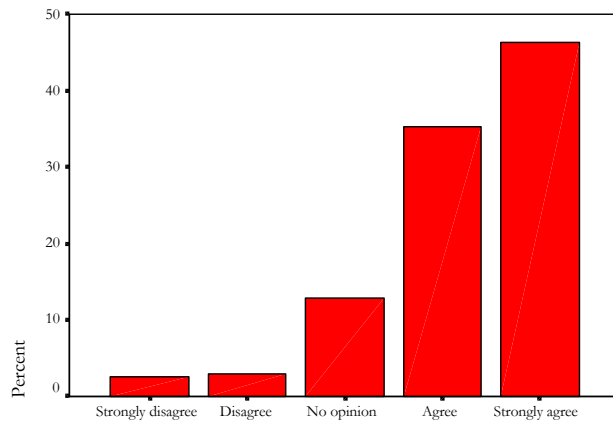
some challenging points specific to military life, like using a gun, wor

The opportunity of career development



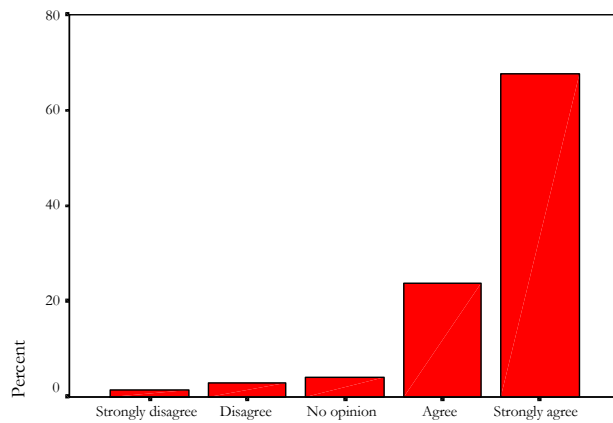
The opportunity of career development

I mention the Military High School to my friends as a



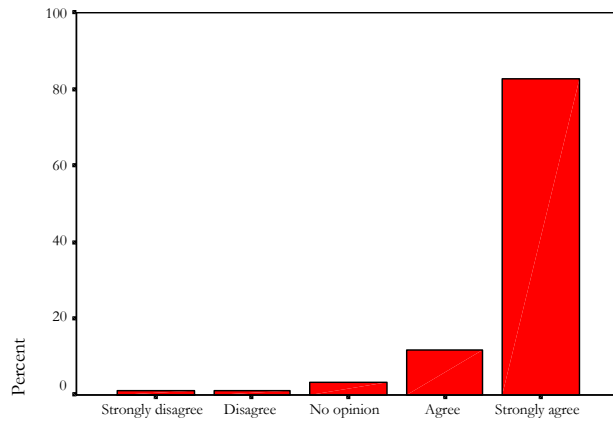
I mention the Military High School to my friends as a good school to bel

I am glad that I decided to join a Military High Schoo



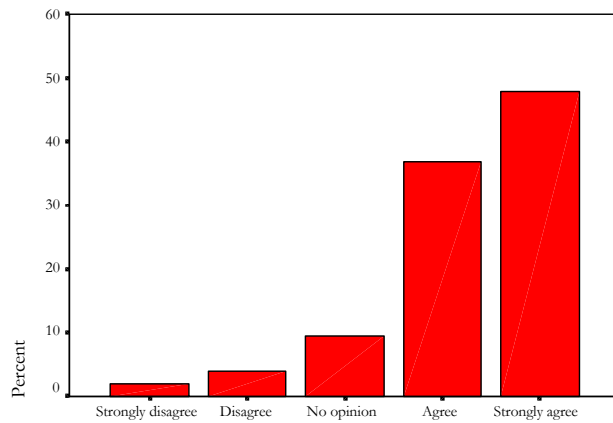
I am glad that I decided to join a Military High School

I am proud to tell others that I attend a Military High



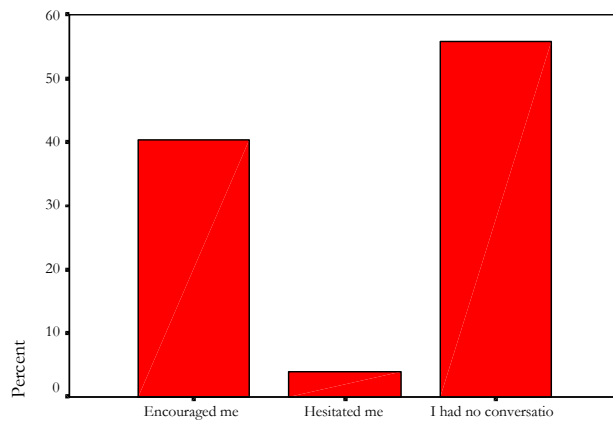
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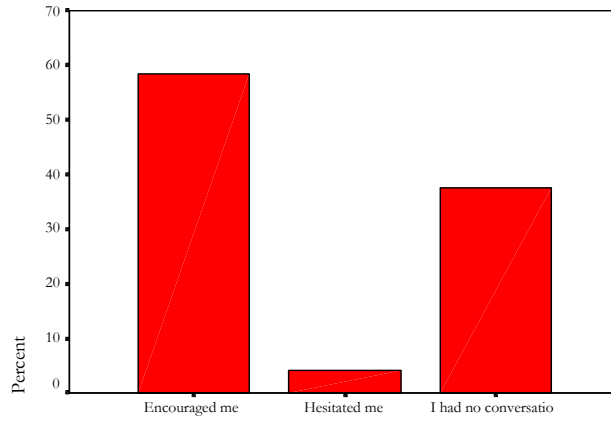
I am satisfied with studying in a Military High School

Conversations with other military high school students



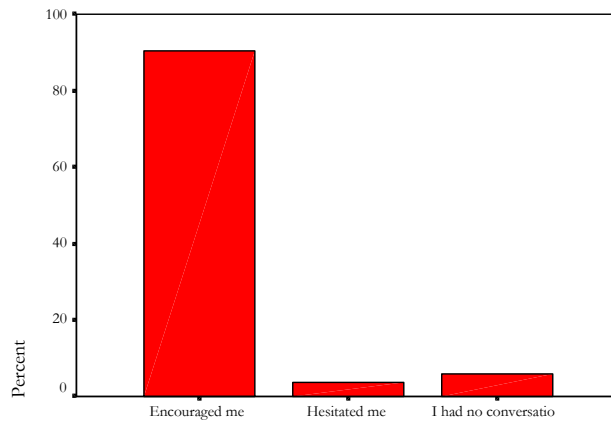
Conversations with other military high school students

Conversations with my teachers / instructors



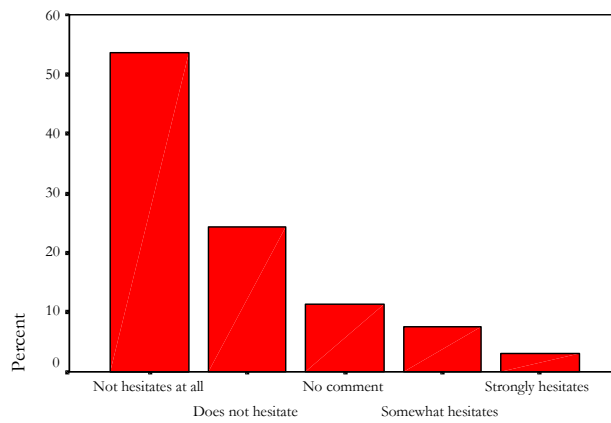
Conversations with my teachers / instructors

Conversations with my parents



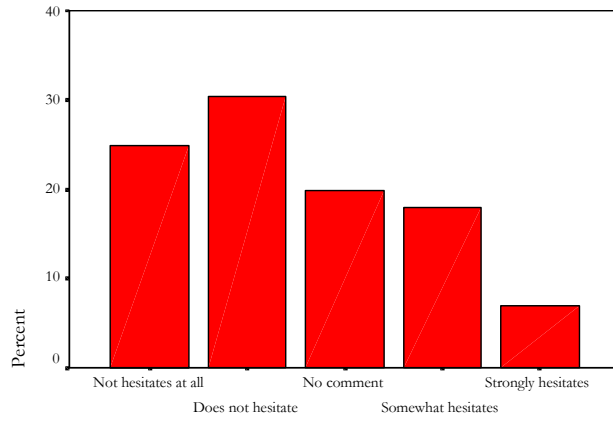
Conversations with my parents

Military discipline that you will be exposed to, during



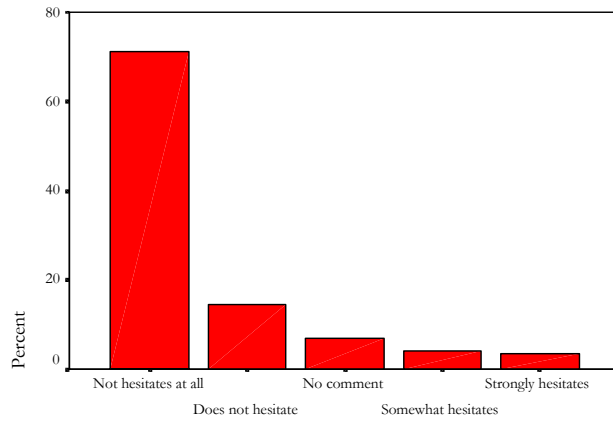
Military discipline that you will be exposed to, during both your milita

Changing duty stations every 2 to 8 years by regulation



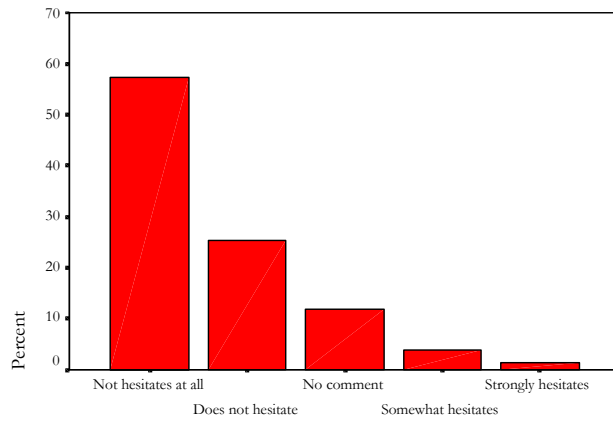
Changing duty stations every 2 to 8 years by regulation (on an average o

Possible enemy threats that soldiers are exposed to, b



Possible enemy threats that soldiers are exposed to, because of the geog

15-year compulsory service after graduation



15-year compulsory service after graduation

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