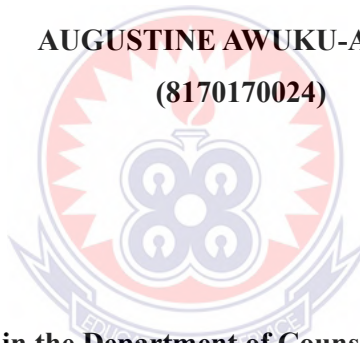**UNIVERSITY OF EDUCATION, WINNEBA**

THE RELATIONSHIP AMONG FACTORS IN MOTIVATION FOR JOINING THE MILITARY, MATCHED EXPECTATIONS TO REALITY, AND RETENTION

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**A thesis in the Department of Counselling Psychology,
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submitted to the School of Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy (Guidance and Counselling)
in the University of Education, Winneba**

OCTOBER 2022

DECLARATION

STUDENT'S DECLARATION

I, AUGUSTINE AWUKU-ANNIE, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.
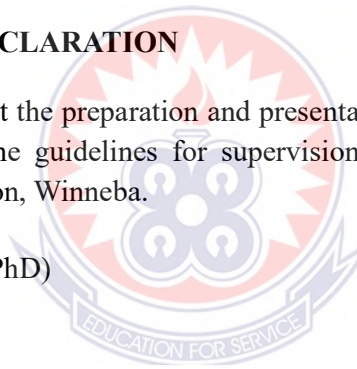
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SUPERVISORS' DECLARATION

We hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Hannah E. Acquaye (PhD)   (Principal Supervisor)

Signature:…………………………………………………

Date:.………………………………………………………

Dr. (Mrs.) Patricia M. Amos   (Co-Supervisor)

Signature:…………………………………………………

Date:.………………………………………………………

DEDICATION

This thesis is dedicated to three beautiful women who have been part of this long

journey. Coincidentally, all three are alumni of the best girls' school in Ghana -

Wesley Girls' High School.

My dear wife, Mrs. Ama Awuku-Annie and

my supervisors, Dr. (Mrs) Patricia M. Amos and Dr. Hannah E. Acquaye.

Eternally grateful to you, ladies!

ACKNOWLEDGEMENT

I acknowledge the Lord God Almighty for the breadth of life. His sufficient grace, mercy and providence pulled together wonderful individuals who in diverse ways assisted towards the completion of this thesis. I am indebted to Dr. (Mrs) Patricia Amos for recognising my peculiar situation and recommending the assistance of Dr. Hannah E. Acquaye. To Dr Acquaye, I say you are the best of the best.

I want to also acknowledge the immense assistance given by Colonel Awaribey and Lieutenant Colonel Asumang of the Ghana Armed Forces, General Headquarters Departments of Personnel Administration and the Department of Defence Intelligence respectively. I am also indebted to the officers and soldiers of the Ghana Armed Forces who took time to complete the questionnaire. May God bless you all.
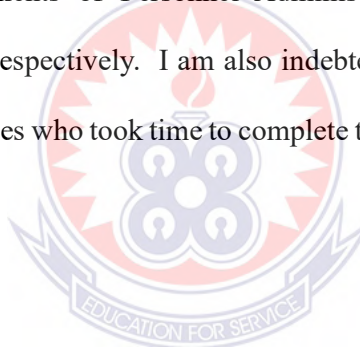
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GLOSSARY

Acronym / Term		Meaning
AFCAS	-	Armed Forces Continuous Attitude Survey
AVF	-	All Volunteer Force
CAF	-	Canadian Armed Forces
DACOWITS	-	Defence Advisory Committee on Women in the Services
DCAF	-	Democratic Control of the Armed Forces
EEZ	-	Exclusive Economic Zone
ERG	-	Existence, Relatedness and Growth
GAF	-	Ghana Armed Forces
GAO	-	Government Accountability Office
GHQ	-	General Headquarters
IDF	-	Israeli Defence Forces
MOD	-	Ministry of Defence
NAF	-	Norwegian Armed Forces
NCO	-	Non-Commissioned Officer
PCA	-	Principal Components Analysis
RAND	-	Research and Development
SAF	-	Swedish Armed Forces
SNCO	-	Senior Non-Commissioned Officer
USAREC	-	United States Army Recruiting Command
WFC	-	Work Family Conflict
YO	-	Young Officer

Abstract

The military is an integral part of any nation's peace and security, as well as international development. To ensure that military personnel are adequately equipped, nations invest multiple resources into the training and retention of military personnel. Situating this study on Herzberg's Two Factor theory, the study set out to examine if motivation to join the military matched expectations to reality, which in turn was associated with the decision to stay in the military or to leave after training. A quantitative approach and descriptive correlational design used. Sampling was purposive and convenient, involving 400 military personnel. Principal Components Analysis was used to extract factors for motivation, matched expectation, and retention. The instrument assessing motivation loaded on six factors; that of matched expectation to reality loaded on five factors, and that of retention loaded on two factors. A correlational analysis to determine the association among the factors demonstrated strong positive correlation. The results indicated that what motivated participants to enter the military varied including financial, family, desire to protect the country, and attraction for the uniform. Specifically, when participants discovered that their expectations, for example, about financial security, matched reality, they had the tendency to stay; they left if the expectations were not met. It was recommended that counselling for the military take a multi-faceted approach to include providing as much of in-service training concerning the reality of military life. Another recommendation consisted of guiding personnel on career paths while in service and options after retirement.
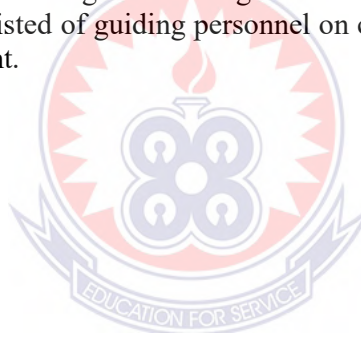
CHAPTER ONE

INTRODUCTION

1.0   Overview

This introductory chapter provides a bird's-eye view of the entire study. It discusses the background on which the study was premised and the problems it sought to examine. The chapter further outlines the purpose, objectives, and research questions of the study. The significance of the study, particularly to the Ghana Armed Forces (GAF) as an institution and indeed to academia is also discussed. This chapter also addresses the delimitations of the study and operational definitions of the terms used in this study.

1.1   Background to the Study

Territorial integrity is the principle under international law that gives the right to sovereign states to defend their borders and all territories in them against another state (Olivier, 2011). Typically, the territories of a state include the physical landmass, the portion of the ocean demarcated for the state commonly referred to as the Exclusive Economic Zone (EEZ), and the airspace over that landmass including a portion of the EEZ (Stilz, 2011). According to the Geneva Centre for Security Sector Governance, the state institution responsible for executing the task of protecting its territorial integrity is the military or the armed forces (Democratic Control of the Armed Forces [DCAF], 2015). The military usually comprises the army, the navy, and the air force. Each of these arms of the military has a respective component of the territory that it protects. Whereas the army is responsible for the land mass; the navy is responsible for the sea; and the air force- responsible for the air space.

For centuries (1600 - 1980), most states populated their militaries through a mandatory enlistment process popularly referred to as 'conscription' or 'the draft'. Conscripts were used to launch attacks on other states. The aim of these attacks was to either extend state territories or capture more territories. Conversely, the conscripts were also used to defend the state against an onslaught of an attack by other states. During the conscription era, it was compulsory for all nationals, especially men at the age of 18, to serve in the military for a fixed term. The first universal draft, or mass conscription of young men, took place in France in 1793 when European powers invaded the country. The French required a bigger army in its defence during this invasion. The government, therefore, decreed levée *en masse*, which conscripted into the military service all unmarried, able-bodied men between the ages of 18 and 25.

In the United States, conscription was introduced in 1863 with the enactment of the Civil War Military Draft Act by the Congress to enable the country to gather more manpower for the Union Army. Britain's recourse to conscription took place in 1939 when the peacetime Military Training Act was applied. The Act required males aged between 20 and 22, to receive 6 months continuous military training, before posting to the Army Reserve (Littlewood, 2020). Before the arrival of the colonial masters, conscription was integral to the state system in Africa. Boys were ushered into adulthood (warrior class) during rites of passage and were expected to defend the community against any external aggression (Ezenweke, 2016). Following the arrival and control of colonial masters and emergence of the first world war, Africans were conscripted to fight for the colonial masters during the war (Koller, 2017).

In the era of conscription, personal preferences, personal goals, aspirations, capabilities and interests that may influence an individual to join the military are not considered. Conscripts therefore join the military in fulfilment of the laws of the land

rather than by their own volition. The remuneration received by conscripts including pay, allowances, accommodation, medical care, and other fringe benefits are not meant to influence the desire to continue serving in the military. Rather, they are solely meant for their upkeep. Retention or attrition are therefore not a concern since men and women are by law compelled to serve in the military or pay a penalty for failure to do so. Currently, except for a few countries, conscription has been widely aborted in the world (Poutvaara & Wagener, 2011).

Several factors motivated individuals to join the military following the abolition of conscription and the introduction of the All Volunteer Force (AVF). Some of these factors include opportunity for further studies, work with likeminded people, and access to healthcare. Under this arrangement, individuals join the military on their own volition based on certain personal goals, aspirations, capabilities, and interests. Expectations are often high under the circumstances since the individuals are hopeful that their goals, aspirations, capabilities, and interests for joining the military shall be met. The military itself heightens the expectations through how advertisements for recruitment or enlistment are communicated. A lot are promised individuals who choose to serve in the military. Some of the promises include a lifestyle of adventure, living your dreams, seeing the world, opportunities for self-development, decent accommodation, free healthcare for self and family and free education. These expectations are often met but sometimes unmet (*US Army: Reality Vs Expectations*, 2018). The reality most frequently is incongruent with the expectations. Whereas met expectations lead to job satisfaction, unmet expectations cause job dissatisfaction. According to Marble and fellow researchers (2020), met expectations leading to job satisfaction is the basis of retention in the military whilst

unmet expectations that cause job-dissatisfaction leads to attrition (Marble et al., 2020).

The military is a principal actor in the national and international peace and security architecture. Officers and soldiers conduct internal and external peace operations to protect lives and property (The Constitution of Ghana, 1992, Article 210). Globally, instances where the military has intervened in this regard are numerous. For instance, the US military deployed in Afghanistan to combat the threat of terrorism waged by Al Qaeda and other terrorist groups (Congressional Research Report, 2021). Under the ambit of the United Nations, officers and soldiers from several countries have been deployed in Lebanon, Syria, the Democratic Republic of Congo, Sudan, South Sudan, and Mali on operations aimed at ensuring world peace (United Nations, n.d.). Thus, it is expedient to understand what motivates people to join the military, and to ensure that as much as possible, resources are provided to make sure to reduce if not eliminate attrition.

1.2   Statement of the Problem

The military is a national and international development partner (Shaw, 2012). Innovations engineered within the military through research and development have been extended to the civilian domain to meet the needs of society (Green & Russell, 2013). During disasters, the military has been the first point of call to undertake search and rescue missions as well as provision of relief items. The military invests a lot of resources in officers and soldiers to enable them to perform the peace, security, and developmental roles. Commitment towards this endeavour starts right from advertisement for enlistment or recruitment, as the case may be (Beynon, 2022). A lot of cost is incurred in first turning an officer cadet or a recruit into an officer or a soldier. Thereafter, further cost is incurred in giving the officers and soldiers the

requisite on the job training to make them proficient in their respective specialties. Having incurred such colossal cost in training and development of its personnel, the military would like to accrue maximum benefit by retaining the officers and soldiers for the long haul. However, according to Grigorov (2020) and Wheeler et al. (2018), the armed forces all over the world are confronted by the challenge of recruiting and retaining skilled or high-quality personnel. This practical knowledge gap (Miles, 2017) necessitates research to perceive what makes individuals join the military; what makes them decide to resign before time; and what can be done to retain them.

Elsewhere outside Africa, several studies have been conducted in the area of perceived motivation for joining the military, job satisfaction and retention in the military. Österberg and co-authors (2020) conducted a comparative study on motivation to serve in the military among Swedish and Norwegian soldiers using a qualitative approach. Even though this study explored what motivated individuals to join the military, the participants were those between 21-24 years who had served a maximum of 9 years. This study therefore lacked the input from personnel of the whole gamut of ranks in the military with varied years of experiences but rather concentrated soldiers who had served a few years (e.g., 9 years) instead of those who had served a long number of years (e.g., 20 years). Grigorov (2020) also conducted a study that focused on motivation for choosing and practising the military profession. The respondents (n = 63) were military personnel from the Armed Forces of the Republic of Bulgaria and the United States Armed Forces participating in Operation Resolute Support in the Islamic Republic of Afghanistan between the period 2018-2019. Similar to the Österberg study, participants in this study were also limited in the number of years served in the military and the categories of ranks covered. To fill this population gap (Miles, 2017), it is necessary to conduct a study where the majority of

the range of ranks are assessed as well as those who have served a few years as well as those who have served for a long period of time.

In Africa, literature on motivation for joining the military, job satisfaction within the military, and retention in the military are scanty. Arguably, only two prominent studies in this area have been investigated in recent times. The first was Bolliger's (2018) research on Namibia. The second was Howard's (2022) study on Zimbabwe. Whereas Bolliger examines the complex motivations why black Namibians joined apartheid South Africa's security forces during Namibia's liberation struggle at the moment of independence, Howard's sought to justify why at the moment of independence, the Zimbabwean government opted to retain black troops from the old Rhodesian Army. These two studies are premised on peculiar situations that existed in the two South African States during the struggle for freedom and independence. The findings therefore may even not be relevant today within the two countries which have gone past independence and more so other countries. The lack of adequate studies and literature on motivation for joining, job satisfaction and retention in the armed forces on the African continent creates a vacuum and may have resulted in paucity of requisite skill sets in both the higher and lower echelons of many armies, navies and air force in Africa (Feldman, 2012). It is important to fill this empirical gap (Miles, 2017) to provide the necessary data to understand the motivation for joining the military.

The situation is more dire in Ghana where, to the best of the researcher's knowledge, no studies have so far been conducted in the area of motivation for joining, job satisfaction and retention in the Ghana Armed Forces. This situation may have generated a strong job dissatisfaction and consequent attrition that hit the Ghana Armed Forces in recent times as a chunk of its officers retired voluntarily because

they found GAF unattractive (Nunoo-Mensah, 2010). Indeed, a report by Ghana's Ministry of Defence on policy outcome indicators revealed that in the year 2015, GAF rate of recruitment was 12.65%, yet attrition was 8.8% (Ministry of Defence, 2017). Thus, if the military loses more than half of those they recruit, it will leave quite a gap in operations, which invariably will affect the security of the nation. It is therefore necessary to examine the factors that lead to motivation, whether there is a match between expectation and reality, as well as factors that lead to retention or attrition.

The armed forces all over the world are responsible for safeguarding territorial integrity of states and ensuring national as well as international peace and security. Operations aimed at safeguarding territorial integrity and promoting peace and security are hampered when officers and soldiers are unavailable due to attrition. In my role as a military officer, I am with a firm conviction based on experiences in Liberia, Sierra Leone, Ivory Coast, Israel and Ukraine, that insecurity precludes national and global development. My passion for global peace, security and development influenced the conduct of this research. The ultimate intention is to provide evidence based on means of retaining officers and soldiers in the military.

1.3 Theoretical Framework

This study is grounded on Hertzberg's *Two-Factor Theory of Motivation*. The theory was influenced by Maslow's Hierarchy of Needs. However, Herzberg, Mausner, and Snyderman offered a different paradigm to the factors that contribute to optimum work performance (Jones, 2011). The proponents underpinned this theory on two key tenets – motivation factors and hygiene factors. Motivation factors are intrinsic to the job and lead to positive attitudes towards the job as they satisfy the need for self-actualization. Hygiene factors, on the other hand, relate to the conditions

that surround the actual performance of the job and include factors like salary, organisational policies, and conditions.
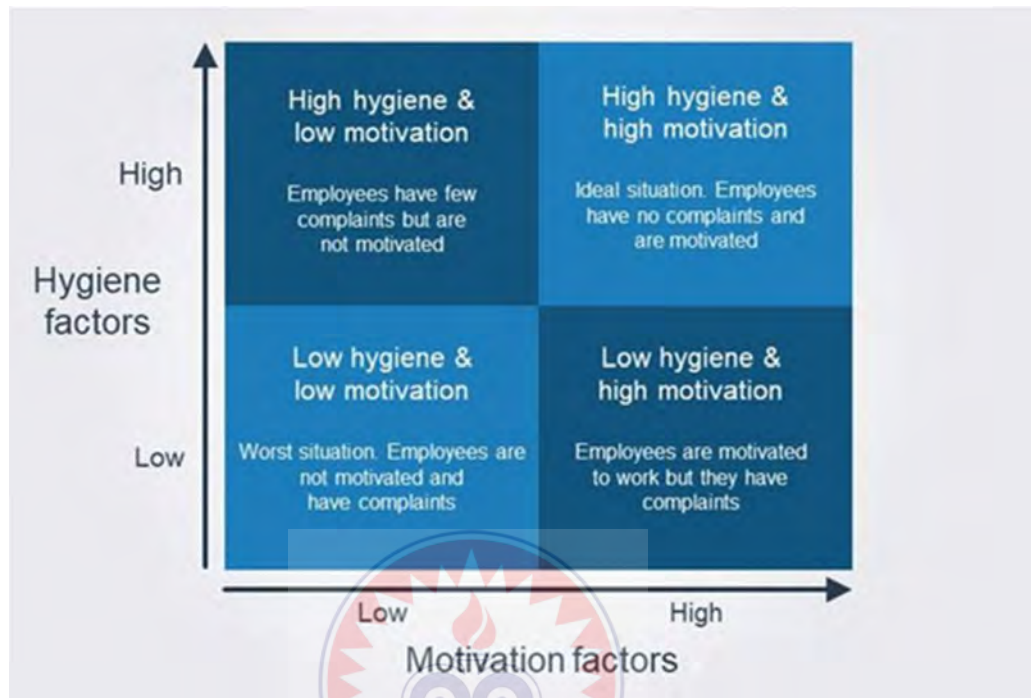
Figure 1:   Illustration of the Two-Factor Theory in practice (Zeeman, 2017)

 Thus, for this study, when men and women in the military have high motivation and high hygiene factors, they will have no complaints and will want to stay in the military. On the other hand, when they experience low motivation vis-à-vis low hygiene (poor working conditions), they will have multiple complaints and want to leave the military.

1.4   Conceptual Framework

There are multiple paradigms for conceptual frameworks (Ali & Anwar, 2021; Cristobal & Cristobal, 2017; Sekhar, Patwardhan, & Singh, 2013). Some focus on isolating major variables that cause the problem under investigation – the *Input Process Output Model* (Cristobal & Cristobal, 2017). Others are used in experiment-based studies and are called the *Independent Variable / Dependent Variable Model*.

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This study uses the P*redictor-Criterion Model*. This model is used when relating and assessing the influence between two or more variables. This model is specifically suited for studies that focus on relationships, associations, and differences between and among variables.
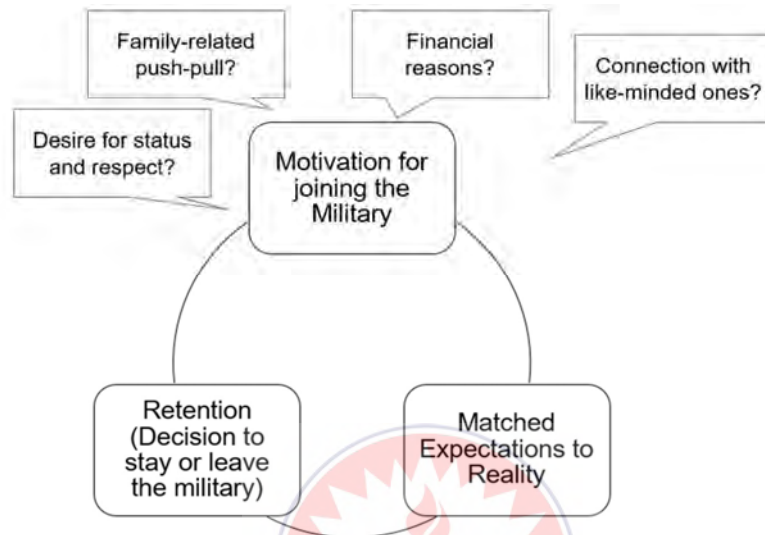
Figure 2:   **Conceptual Framework of Variables Under Study**

This study postulates that financial reasons, desire for status, and family-related matters will motivate a person to join the military (Motivation Factors according to Herzberg's Two Factor Theory). Once they join, if their expectations match the reality of what pertains in the military, they will stay (retention; Hygiene factors according to Herzberg's Two Factor Theory). However, if their expectations are not met in the military, they will leave to look for other opportunities that better match their expectations.

1.5   Purpose of the Study

The purpose of the study is to examine what motivates individuals to join the military, whether the expectations match the reality and if these relate to retention in the military.

1.6   Objectives of the Study

The following were the objectives of the Study:

1. To examine gender differences in motivation to join the military.

2. To assess gender differences in matched expectation to reality in the military.

3. To examine gender differences in retention.

4. To assess rank differences in matched expectation to reality in the military.

5. To assess rank differences in retention in the military

1.7   Research Questions

1. What gender differences exist in motivation to join the military?

2. What gender differences are found in matched expectations to reality in the military?

3. How different is retention based on gender?

4. What rank differences exist in matched expectations to reality in the military?

5. What rank differences exist in retention in the military?

1.8   Research Hypotheses

1. Principal components will be significant in instruments assessing motivation for joining the military, matched expectation to reality, and retention.

2. Motivation will be related with matched expectation to reality, and both will be related to retention in the military.

1.9   Significance of the Study

The results of the study could be used to improve the image of the military profession and retain qualified personnel (Grigorov, 2020). Experts interested in recruitment and retention of military personnel could find the findings informative. Particularly, if they know what attracts and retains people, they could take the

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necessary steps to retain skilled workers. Moreover, the study may inform the GAF to develop and tailor welfare policies that will ensure the retention of officers and soldiers who have been charged with the responsibility of defending the territorial integrity of Ghana. The result of the study will also be of interest to potential officers as well as young recruits and their families who wish to better understand the military life and profession (Helmus, et al., 2018). It is hoped that this study's portrayal of the military will serve as an educational tool for a variety of important audiences, such as Army senior leadership, junior officers, and prospective new recruits.

1.10   Delimitation of the Study

The respondents were sampled from among army officers and soldiers stationed in Accra alone. The officers and soldiers in the other garrisons outside Accra were not sampled. The reason for this choice was that all levels of ranks can be found in Accra, but not in other garrisons. Also, all the divisions and/or departments and specializations can be found in Accra but not in other garrisons. For example, combat, combat support and combat support services units are mainly based in Accra.

The study was also delimited to officers and soldiers of the rank of Army Colonel and below. The ranks within the Ghana Army range from Private through Colonel to Lieutenant General. Very few officers rise beyond the rank of Colonel to become Generals. The bulk of military personnel fall within the ranks of Colonel and below; hence the decision to restrict participants to Colonel and below.

1.11   Organisation of the Study

The study is organised into five chapters. Chapter 1 presents the introduction, statement of the problem, research questions, significance of the study, definition of terms, and limitations of the study. Chapter 2 contains a review of related literature and research on career matching and retention in the military. The methodology and

procedures used to gather data for the study are presented in Chapter 3. The results of analyses and findings that emerged from the study are contained in Chapter 4. Chapter 5 presents a summary of the findings, conclusions, discussions, and recommendations for further study.

1.12   Operational Definition of Terms

Term	Definition
Air Force	A branch of the armed forces concerned with fighting or defence of the air space.
All-Volunteer Force	Military force composed solely of volunteers, without resorting to a military draft/conscripts.
Armed Forces	A composite force comprising the army, naval, and air forces of a nation.
Army	An organised military force equipped for fighting on land.
Attrition	A reduction in the size of a military force as officers and soldiers deliberately resign especially before the end of the obligated contract term
Commander-in-Chief	The supreme commander of the armed forces of a nation, usually, the President.
Commissioned Officer or Officer	An officer of a country's armed forces who has graduated from the military academy and confirmed by a government document (parchment).
Conscription	Compulsory enrollment of persons especially for military service
Conscripts	A person who has been enrolled for compulsory service in the armed forces
Deployment	The temporary transfer of a service member of the armed forces to another location in support of combat or some other military operation
Posting	The assignment of a member of an armed force to a particular post, command, or particular l where they are sent to live and work for a period.

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Term	Definition
Draft	Military draft is the enforcement by the government of its constitutional right to require all citizens of sufficient age and capacity to enter the military service of the country. It is the procedure by which individuals are chosen for conscription.
Enlisted (American Context)	An individual has successfully gone through the process of becoming a service member and has taken an oath of U.S. military service.
Enlisted (Ghanaian context)	An individual who has successfully gone through the process of going to the military academy to become a commissioned officer.
Enlistment	The process of being enlisted into the military.
Expectations	Remunerations, benefits and work conditions that officers and soldiers who join the armed forces look forward to or hope to receive whilst in the service.
Field Grade	Category of commissioned officers in the American Armed Forces of rank between major and colonel or equivalents.
General officer	Category of commissioned officers in the American Armed Forces of rank above army colonel or equivalents.
Hygiene Factors	Hygiene Factors as pertains to Herzberg's two factor theory are factors such as salary and working conditions that are not enough in themselves to make employees satisfied with their work, but can cause dissatisfaction if they are not good enough
Navy	The part of a country's armed forces that is trained to operate at sea.
Non-Commissioned Officer	The term includes all soldiers especially those below the rank of a sergeant.
Officer Cadet	The rank held by military cadets during their training to become commissioned officers

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Term	Definition
Promotion	Advancement in the military from a lower to the next higher rank
Recruit	A person undergoing military training at the training centre.
Retention	Refers to the rate at which military personnel voluntarily choose to stay in the military after the obligated term of service has ended as determined by the enlistment/recruitment contract.
Senior Officer	A commissioned officer of the armed forces of rank above captain but below a Brigadier
Servicemen	Officers and soldiers in the military.
Soldiers	Personnel in the armed forces who were trained at the training centre and have not gone through the military academy and received presidential commission.
Very Senior Officer	A commissioned officer of the armed forces of rank above Colonel.
Young Officer	A commissioned military officer of rank below a Major.
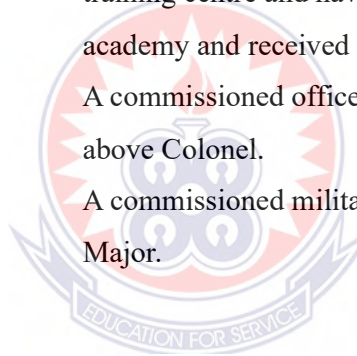
CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction to the Chapter

Chapter two provides a review of relevant literature on career choice and retention in the military. As a prelude, the chapter chronologically outlines the emergence of the military as an institution primarily responsible for the security of the nation-state. The chapter also addressed pertinent career-related theories that ground the work. Finally, the literature explores studies in career expectations, motivation to commission, retention in the military, and attrition of officers.

2.1   An Overview of the Military

The *military,* also known as the armed *forces*, according to the Geneva Centre for the Democratic Control of the Armed Forces (DCAF), are state institutions established by law to protect the territorial integrity of nations against internal and external aggression (DCAF, 2015). The military may consist of one or more branches including army, navy, air force, space force, marines, and/or coast guard. Though rare, some countries may refer to paramilitary institutions such as the police as part of the armed forces. Most militaries operate as a distinct social subculture within a country with peculiar modes of communication including language and ways of conducting business (Goodwill, 2022). This culture is ingrained in personnel from the onset of training throughout one's career. Generally, the military has their own dedicated infrastructure such as military housing, schools, utilities, logistics, hospitals, legal services, food production, finance, and banking services (Fernández-Montesinos, 2014). These facilities, financed through defence budget, are often located within the military barracks dotted across the state (Ministry of Defence, Ghana, 2021).

The fundamental role of the military is the defence of the state against internal and external threats. However, beyond warfare, the military may be employed in other activities aimed at promoting national development. Some additional functions of the military when not at war are protecting corporate economic interests, construction of national infrastructure, interventions during national disasters, conduct of research and development (DCAF, 2015).

The military is civilian controlled, and the ultimate authority is vested in the President of the State who is also designated as the Commander-in-Chief of the armed forces (Constitution of Ghana, 1992). The military structure at the strategic, operational and tactical levels thrives on a well-established chain of command based strictly on ranks. Rank connotes leadership and responsibility. Personnel, especially officers, assume aggravated responsibility for more personnel, equipment, and resources as they rise through the ranks.

Established values such as honour and integrity underpin the conduct of officers and soldiers (Army Values, 2022). Other ethos common in the military include loyalty, duty, respect, selfless service, personal courage, and commitment (Army Leadership-Character, 2022). These values are shared by personnel who have been either enlisted or recruited from diverse demographic, geographical, as well as ethnic backgrounds and put together to form the military. Strong emphasis is placed on military and civilian education. Officers and soldiers therefore continue to receive training and education from within the armed forces and other civil institutions. Military personnel are often under constant physical strain that is exacerbated by frequent deployment to unfamiliar locations sometimes characterised by extreme weather conditions (Ashworth et al., 2020). The frequent deployment usually has a big toll on military families (Sheppard et al., 2010).

2.1.1 Background to the Ghana Armed Forces

The Ghana Armed Forces (GAF) was established in 1957 following the independence of the country and departure of the British colonial masters (GAF., 2022). It is a volunteer force that consists of the army, navy, and air force. The Ghana Armed Forces has an estimated total strength of about 22,000 (Deputy Director [Admin] & Deputy Army Secretary, 2022). Women constitute approximately 9% and all the units and branches in the armed forces are open to women.

Employment in the Ghana Armed Forces is most sought after in a country of high unemployment rate where it is believed that the military provides a stable form of employment (Ministry of Employment and Labour Relations, 2019). It is prestigious therefore to be commissioned or enlisted into the Ghana Armed Forces. Consequently, recruitment is highly competitive (Joy News, 2021). Requirements for joining the armed forces include having the requisite educational qualification, be between 18 and 26 years of age, not married and medically fit by Ghana Armed Forces standards. Promotion within the armed forces is based on time served, completion of the requisite courses and exams, recommendation by immediate superiors, passing a medical fitness test, and availability of vacancies.

There is full access to military healthcare for serving personnel, spouses, and families; service housing; and a survivor's pension (Amorim & Pierce, 2020). The Armed Forces of Ghana also has a range of unofficial arrangements to support families (DCAF, 2016). These include the provision of schools that accommodate military families from kindergarten through senior high school at a lower fee rate. Superior officers allow service personnel time away from work to deal with occasional family problems such as health, schooling, or childcare issues.

There is very little movement of military families from one base to the other. As such, beside unaccompanied operational deployments, service individuals are permanently based, providing a relatively stable family environment (Amorim & Pierce, 2020). For a long time, Ghana has not engaged in full scale war. However, the armed forces commit troops for international peacekeeping operations under the ambit of the United Nations (Peacekeeping News, 2019).

2.2 Enlistment and Recruitment into the Military

Enlistment or recruitment into the military is a continuum of a laborious process that starts with advertisement and ends when the potential officer cadet or recruit reports for initial training. An excellent advertisement is a prerequisite in attracting the best human resources from the competitive job market into the military (Brook, 2017; Grigorov, 2021). Consequently, military enlistment/recruitment advertisement has witnessed numerous changes with an ever-increasing expenditure since countries adopted the *All-Volunteer Force* method of enlisting/recruiting personnel (Milzarski, 2018; Smith, 2021).

Scholars have attributed the frequent changes and the high advertisement expenditure to the armed forces' consistent inability to meet recruitment targets especially in countries where there are favourable alternatives (Makin-Isherwood, 2018; Martinez, 2022; Kaufman, 2022; Spanjaart, 2022). Meanwhile, in the opinion of McCullough III (2016), the key for successful recruiting strategies lies in aligning wants and needs of prospective servicemen by motivating officers and soldiers who are already in the army to demonstrate a good quality of life whilst fulfilling the ideals of patriotism.

Within the continuum of the enlistment/recruitment process are a series of tests and investigations to confirm the eligibility of potential cadets or recruits. Prominent

among these investigations and tests include verifying non-existence of prior criminal records, determination of nationality, aptitude, and comprehensive medical tests (Careers in the Military, 2022). The army is a unique institution of high standards that places substantial physical, psychological, and emotional demands on servicemen. Thus, the justification for the comprehensive selection process. Loss of interest due to the lack of relevant and accurate prior information about the army has been identified to be a demotivating factor that eventually leads to early exit from the army during initial training.

The army is a closed institution that is highly protective of its internal affairs. Occurrences within the army hardly filter into the public domain (Redmond et al., 2014). Hence, potential cadets and recruits join the army based on the embellished information provided by the army during advertisement. A section of cadets and recruits therefore exit the army early during training on discovering the actual situation.

Early attrition is expensive to the army given that a lot of funds go into recruitment and basic military training. Obviously, the obligation to avert early attrition is essential. Premised on Malone and Carey's (2011) conclusion that attrition in the army is strongly correlated with several characteristics of recruits that can be noticed during recruitment; Marrone (2020) conducted a cross-service comparison in the US Army, Air Force, Marine Corps, and the Navy between 2002 and 2013 fiscal years to determine whether attritors can actually be distinguished from non-attritors at the time of recruitment. Six distinct groups of pointers were utilised in the study. These include *Geographic location and unemployment rate*; *institutional goals, such as recruitment quotas and geopolitical climate (proxied by the year of enlistment)*; *demographic characteristics*; t*est scores and background check results*; *medical*

screening results; and *characteristics of the contract that are somewhat at the discretion of the recruiter*. The study concluded that characteristics of individuals at the time of recruitment can reliably predict up to 60% of those who will and will not attrite at each point. It also showed that the relationship between particular characteristics varies over time but that those relationships are often similar across services. Ultimately, recruiters could further interrogate Marrone's study and apply the findings during recruitment in order to reduce the rate of attrition from the military and improve retention.

2.3   Ranks and Roles in the Army

Hierarchy is a universal phenomenon in all organisations (Anderson & Brion, 2014). The military is a hierarchical institution grounded in ranks with accompanying roles. Rank is the spine of the military structure. Army ranks are grouped into two tiers based on officer and soldier categories. There are separate classes of ranks for the *officers* and that of *soldiers*. In the British Army and other commonwealth armies such as the Ghana Army, the officers are 'enlisted' into the army whilst the soldiers are 'recruited'. However, the US army refers to officers as *officers* and the soldiers as *the enlisted*.   Generally, officers hold presidential commissions conferred on them exclusively by the president of the state at a commissioning parade.

Ranks in the army are designated by a title and a set of insignia worn on the uniform. *Officers* in the British and other commonwealth armies usually wear the insignia on the shoulders or chest whilst *the soldiers* wear theirs either on the sleeve or the wrist (The National Army Museum, 2022). In the US army, both *Officers* and *the soldiers* usually wear the ranks at the collar of the regular uniforms.

The officer and soldier ranks are further divided into subcategories. In the US army for instance, the officer ranks are further divided into three - the Company

Grade, Field Grade, and General Officers (Bajza, 2022). The company grade starts from Second Lieutenant to Captain whilst the field grade starts from Major to Colonel. The ranks above colonel are classified as general officers. With respect to the enlisted, the ranks are categorised into Enlisted ranks, Non-Commissioned Officer ranks, and Army Warrant Officers Ranks.

Within her majesty's Army in Britain, the ranks of officers are categorised into Young Officers, Senior Officers, and Very Senior Officers (Army Museum, UK, 2022). The Young Officer ranks start from second Lieutenant to Captain whilst Senior officer ranks start from Major to Colonel. The ranks above Colonel are referred to as very Senior Officers. Ranks for soldiers in the British and other commonwealth armies are sub-categorized into Non-Commissioned Officers, Senior Non-Commissioned Officers, and Warrant Officer ranks.

Army ranks are tied not just to roles but pay grade as well. As an *officer* and *a soldier* ascend through the ranks, there is a gradual increase in the level of responsibilities, gravity of roles, and pay grade. Thus, a rank determines an *officer* or *soldiers'* role and level of responsibility in the army (UK Army, 2022). Right from the military academy, *officers* are trained and equipped to lead the *soldiers*. The commissioned officers rise to the highest ranks in the army and take the strategic decisions. They become the managers of the army and assume higher responsibilities than *soldiers*. Mission planning, issuing of orders and assignment of various tasks are the responsibilities of the *officers*. Consequently, relative to the *soldiers, officers* usually receive higher pay, enjoy more socio-economic benefits and have extensive continuation training (Military One Source, 2021). The *soldiers* are mandated to receive and respond to commands from the *officers*. The roles of the soldiers are

usually hands-on and include guarding, monitoring, operating, servicing and repairing military equipment (Unionlearn, 2020).

The traditional differences in ranks between officers and soldiers with its attendant clearly delineated roles have been in existence since the foremost establishment of the army (UK Army, 2022). This tradition has guaranteed good order and discipline in the armed forces over the years (Moore, 2017). In most militaries, opportunities exist for soldiers having the requisite qualification to apply and get commissioned into the *officer corps* (UK Army, 2021). This opportunity is regarded as an incentive and a motivation to remain in the armed forces. The lack of opportunity or denial to get commissioned into the officer corps could therefore serve as a disincentive and compel soldiers to retire earlier than scheduled.   Another factor of motivation for both officers and soldiers are promotion to the next higher rank as this comes with increased responsibilities, roles, pay increment and other incentives (UK Army, 2021). The existence or lack of opportunities for promotion and increased roles can therefore lead to retention or attrition in the army.

2.4   Motivation to Commission or Enlist into the Military

Studies have shown that of the 191 countries recognized by the United Nations, just about 60 countries continue to draft conscripts into the military (Desilver, 2019). Largely, joining the military has been voluntary in most cases. However, a pertinent issue most researchers have sought to seek answers to is the reason why individuals volunteer to join the military (Beaver, Barnes, Schwartz, & Boutwell, 2015). Previous studies across several countries have provided many reasons why the officers and soldiers choose to join the military (Alvarez, 2020; Beaver, Barnes, Schwartz, & Boutwell, 2015; Grigorov, 2020; Helmus, et al., 2018; Osterberg, Nilsson, & Hellum, 2020). The subsequent sections will use research in four countries

to describe documented motivation for joining the military. The countries are the United States, Bulgaria, Norway, Sweden, and Israel.

In 2018, a Research and Development (RAND) think-tank based in the United States of America conducted a study to aid the U.S Army Recruiting Command (USAREC) better understand Soldiers' motivation for joining the Army (Helmus et al., 2018). The study focused on five main themes for joining the army: *working in the army; life inside the unit; finance, health, and social well-being of Soldiers; and satisfaction with the army experience*. Results of the study indicated that the influence of family, institutional and occupational values, a call to serve, perceptions of honour, desire for new adventure, benefits and constant pay cheque are factors that influence soldiers' decision to join the army. Having joined the army, many of the respondents in the combat support units such as mechanics, nurses and logisticians acknowledged that the army gave them opportunities to become army professionals and to acquire skills that can be used should they decide to retire. Others in the combat units such as the infantry, claimed exposure to interesting adventure and excitement. This latter result was exclusive to the Army. In general, the soldiers regarded relationships with other soldiers and the camaraderie with comrades in arms as the bedrock of life inside the unit. The financial, health and social well-being offered by the army were rated as good. Consequently, the respondents rated the army experience as good although the service placed heavy demands on their lives. A few complained about not being able to perform the jobs they were trained in whilst others expressed frustrations with boredom and the lack of more deployment opportunities.

In pursuit of identifying main motives for choosing and practising the military profession, Grigorov (2020), conducted a cross-national study of military personnel from the Republic of Bulgaria and the U.S Armed Forces participating in an

international mission in the Islamic Republic of Afghanistan from 2018 to 2019. Over 50% of the respondents indicated that the choice to join the military was not influenced by friends and family. Again, over 50% of the respondents in descending order of choice, selected opportunity to participate in mission and operations abroad; opportunities to work with weapons and military equipment; free education; teamwork in an international environment; remuneration; security; predictability in the workplace; and early retirement as the factors that influenced the choice to practise the military profession. Others include salary and benefits; desire to serve the country; free education; health care; family benefits; participation in operations; early retirement; job security; better conditions when leaving the armed forces; and career development. In conclusion, about 63% of the respondents believed that their expectations of choosing the military profession have been met to a high degree. The findings of the study by RAND and Grigorov consolidated the desire to serve the country and financial benefits as the main factors that influence choice of career in the army. Participants in both studies were also satisfied with the military and indicated met expectations. There was, however, divergence on the influence of family as a factor in choosing the military profession. Other factors also influence career choice into the military.

According to Warner (2012), there is a correlation between countries' economies and recruitment into the army. In a booming economy with an abundance of alternative employment opportunities, individuals tend not to join the military. Conversely, in challenging economies where alternative opportunities are either few or scarce, commissioning or enlistment into the army increases. It is against this backdrop that Osterberg, Nilsson and Hellum (2020) conducted a comparative

analysis of soldiers' motivation to serve in the Norwegian Armed Forces (NAF) and the Swedish Armed Forces (SAF).

The research grouped motivation for joining the military under three main themes: *the military as a fan or steppingstone; international mission; and geographical location and benefits*. For 'military as a steppingstone', the study found that the decision by the majority of the Swedish soldiers to be part of the initial training was founded on the desire to try out something new, develop themselves as individuals and to be part of a community. However, after training, the decision to remain in the army and become professional soldiers was to obtain new professional skills. Although a section of the Norwegian soldiers subscribed to the reasons put forth by the Swedish soldiers, the majority saw the army as a steppingstone and regarded it as one of many opportunities.

Swedish soldiers referred to opportunities for 'international mission', as the only reason for remaining in the army. The desire to embark on such missions is not to earn extra income but to fulfil the obligation as a soldier and garner overseas combat experience. The third theme, 'geographic location' was critical in the decision to join the army in both countries. This stems from the remote locations of the army units in both Sweden and Norway with fewer means of transportation, harsh weather, and limited job opportunities for nonmilitary family members. The situation makes it extremely difficult to either visit or be visited by family or friends. The difficult geographical terrain is therefore presumed to be a demotivating factor that could inform the decision to leave the Army.

In the Israeli context, Gal (2016) outlined four motivations for enlisting in the Israeli Defence Forces (IDF). These include survival, ideological, normative, and personal motives. Survival motivation, according to Gal, occurs when the integrity

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of the state is threatened and there is no option than to enlist in the Army to defend the integrity of the state. The study based ideological motivation on the desire to identify with the nation and to align oneself with the values of the state. The normative motivation is demonstrated when an individual enlists as a means of doing what is regarded as acceptable, customary, and legitimate as perceived by the state. Finally, the study hinges the individualistic motivation on Maslow's theory of *Hierarchy of Needs* which stems from the individual's need for self-actualisation or self-fulfilment. In this regard, the individual uses the military as a means of fulfilling personal needs. The results of Gal's study differed significantly from the studies discussed earlier. Less emphasis was placed on the individual and the inherent motive for joining the military.

2.5   The Military and Gender

Gender refers to interchangeable roles and responsibilities of men and women within a society that are learned through the process of socialisation or acculturation (Kvarving & Grimes, 2016). The Military, since its formation, has been regarded as a gender-based institution (Carreiras, 2021). This assertion is evident in gender stereotyping, design of uniforms, construction of ablution and other facilities in the military (Fly, 2017). Although women are not precluded by law from serving in the military, the representation and roles of females remain insignificant compared with the male counterparts (Burrelli, 2013). Halvorson (2010) attributed this situation to the constant strain that military personnel go through. Globally, the percentage of women is below 15% of the entire strength in most militaries (Naik, 2021; Harding, 2021). Although considerable progress has been made on addressing gender discrimination in the military, the situation continues to persist (Reis & Menezes, 2019; Hanes, Reynolds, Kuroda, & Hernandez, 2022). Studies have however shown

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that the stark differences in strength between male and female cannot be solely attributed to the fact that women do not like to join the military.

According to Mankowski, Mattocks and Tower (2015), gender as a construct is insignificant in individuals' motivation for joining the military. In a study on why women join the military and whether their expectations are met, the researchers found two main themes that motivate women to join the military: *Opportunity and Calling*. The third theme, Outcomes represents the met or unmet expectations (Table 1).

Table 1. **Thematic Analysis of the Mankowski and Colleagues' (2015) Study**

Theme	Key Issues	Summary
Opportunity	Education/Training	▪ Not ready for college ▪ Not sure what to do in future ▪ No employment opportunities ▪ Unable to afford education ▪ Means to another end
	Alternative Experience	▪ Get away from environment (either local or family) ▪ Travel ▪ Go against the grain (family expectation)
	Patriotism	▪ Serve my country ▪ Sense of duty
Calling	Meaningful vocation	▪ Something bigger than myself
	Family	▪ Mother, father, sibling in the military
	Employment	▪ Career
Outcome	Unemployment / Underemployment	▪ Non-transferable skills ▪ Employer reticence
	Physical and mental health interference	▪ Injuries/disability ▪ Posttraumatic stress disorders, anxiety, depression ▪ Life goal change

In discussing the themes further, Mankowski et al. (2015) opine additional strands that emerged. For instance, strands such as skill development, free accommodation, free clothes, free meals, free education and good pay emerged under the theme opportunity. Other strands that emerged under this theme were travel and experiencing new adventure, going to new places, meeting new people and financial security. The main additional strand that emerged under the theme *calling* is self-sacrifice. Regarding the outcomes, the expectations of many of the respondents were met. The military offered financial stability, training and leadership development. The result made them want to make a career out of the military as opposed to serving for a period. However, there are others whose expectations were not met and this often leads to attrition.

Regarding attrition and gender, studies have shown that the rate of attrition for females is higher compared to that of male counterparts. According to a report by the Defence Advisory Committee on Women in the Services (DACOWITS), more female service members leave the military at various career points than their male counterparts (DACOWITS, 2017). The Government Accountability Office (GAO) of the Department of Defence of the United States of America supports this assertion in a similar report. According to GAO, female service members attrite at a higher rate and are more likely to separate due to various factors linked to roles of women in the wider society (GAO, 2020). Prominent among these factors include *Employment and Integration, well-being and treatment, Parental Leave Policies, Family Care Plans, Childcare Resources, Physiological Gender Differences, Job Opportunities and Assignments to Facilitate Promotion*. The lack of and/ or mismanagement of any of the aforementioned factors may lead to female attrition from the military. These are

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in addition to general factors that may cause male counterparts to leave the armed forces.

2.6   The Role of the Family in Retention or Attrition of Officers and Soldiers

The rudiments of officers and soldiers of the armed forces have rippling effects on the family. Beside the risk of injury or death of an officer or a soldier which is inherent in the military profession, several other events in the lives of service personnel affect the family (Geise, 2018; Laplante & Goldenberg, 2018; Sudom, 2012). Some of these events include regular separation from the family due to postings, deployment or training, spousal unemployment, and underemployment as well as long and unpredictable duty hours. (Sudom, 2012). Research shows that the outcome of these events can significantly influence retention or attrition from the military (Laplante & Goldenberg, 2018). According to Dee Geise, the chief of the Army's Soldier and Family Readiness Division of the US Military, 90% of married service members stay on active duty when their spouse favours it (Geise, 2018).

In a retention survey conducted among 2,105 officers and soldiers of the Canadian Armed Forces (CAF), 20% of the respondents attributed the intention to leave the military to frequent postings and geographic instability which has negative effects on children's education and support for family. Some respondents (14.7 %) indicated that their families have expressed the wish for them to leave the military due to family related issues. Similarly, in an exit survey administered to personnel who were voluntarily released from CAF, a total of 1,112 respondents rated the family as *very influential* or *extremely influential* in their decision to leave the armed forces.

The findings of these surveys support earlier findings regarding attrition and retention in the military. The impact of officers and soldiers' routines on family is critical in decisions to remain or leave the military. Obviously, the results of these

surveys cogently attest to the assertion that the effect of military regimen on families is one of the main issues in the retention and attrition of officers and soldiers in the military.

2.7 Motivation in the military

The term motivation is a derivative from the Latin word *movere*, which means *to move* and connotes an array of other meanings such as *desires, wants, wishes, aim, goals, needs, drives, motives* and *incentives* (Choudhary, 2016). Experts in various fields have defined motivation in numerous ways (Armstrong & Taylor, 2014; Smykowski, 2022; Vinoy & Kumar, 2019). In the military, Smykowski (2022), defines motivation as a physiological response and a feeling of willingness – a willingness to do one of the most difficult jobs possible which is to protect your country.

Several motivational theories have been propounded by distinguished Scientists, psychologists, and philosophers. These experts categorised the theories under broad headings of instrumentality theories: Reinforcements theories; Needs (content) theories; Process/cognitive theories; the two-factor model; and Theory X and Y (Armstrong & Taylor, 2014). These theories have been the foundation for motivation in various fields of human endeavour, the military inclusive.

Tillard and Giscoppa (2013) assert two sources of motivation- *intrinsic* and *extrinsic*. Intrinsic motivation is based on internal factors—self-determination, challenge, and curiosity. Extrinsic motivation, on the other hand, relies on external incentives to motivate, such as reward and punishment. Consequently, the environment and the organisational context are significant actors in extrinsic motivation (Souders, 2019). Although intrinsic and extrinsic motivation are necessary for the success and development of the armed forces, extrinsic motivation, particularly

the role of the military as an organisation and how it motivates soldiers, is the focus in this section.

Right from the onset, advertisement to join the military proposes a profitable employment venture that offers international travels, free accommodation, health care, education, good remuneration and fringe bonuses (Jester, 2021). Additionally, boldly printed or announced in the advertisements are catchy slogans such as *be the best that you want to be*; *call to duty; experience the adventure;* among others. In a bid to authenticate these proclamations, researchers have carried out studies to ascertain congruence between these lucrative job propositions and what pertains in the military. These studies also aim at identifying factors that typically motivate officers and soldiers and promote retention.

One of such studies is the annual United Kingdom Armed Forces Continuous Attitude Survey (AFCAS) based on thematic areas that cover the fundamentals of motivations in the military. The thematic areas are Morale, Commitment and Engagement; Work and Line Management; Leadership and Managing Change; Allowances, Pay and Pension; Deployment; Training, Development and Career; Future Plans; Work/Life Balance; Fairness at Work; Health, Fitness and Welfare; Accommodation and Catering; Family Life and Being Part of Society; and Taking Action. Using these thematic areas, the findings of AFCAS (2022) and an earlier study on models and approaches for motivation in the British Armed Forces by Grogorov (2020) are discussed in the ensuing paragraphs. To offer a broader perspective, the discussion will also include findings from a similar study in the United States Navy by Snodgrass and Kohlmann (2014) and the Indian Military by Jaiswal, Dash, Sharma, and Kar (2015).

2.7.1   Morale, Commitment and Engagement

Morale is that conditioned quality, in the individual soldier and in the unit of command, which holds the soldier and the unit to the performance of duty despite every opposing force or influence (Sweeney, 2011). The findings of the AFCAS study revealed that 56% of the respondents had job satisfaction whilst generally, 45% were satisfied with the service life. An average of 37% of the servicemen indicated a high morale in themselves, the unit, and the service. This finding corroborated the results of the study in the United States where less than half of the servicemen (42%) indicated a low morale. Regarding commitment and engagement, 64% of the respondents in the AFCAS study indicated a high level of commitment and engagement in the service.

Jaiswal and colleagues (2014) opine that job satisfaction has a positive impact on commitment and so once a soldier is satisfied with the job, commitment and retention will automatically follow. Conversely, where job satisfaction is lacking, commitment will be low, and attrition is likely to be on the ascendency. In a study conducted in the Royal Air Force concerning attrition, Grigorov (2020) indicated that low job satisfaction is one of the reasons for attrition in the armed forces. Consequently, the armed forces must improve job satisfaction in order to improve morale, commitment, engagement and eventually retention.

2.7.2   Work and Line Management

Work line management refers to the work-relationship among servicemen and their immediate superiors. It is the specific support offered among colleagues and support received by subordinates from immediate supervisors. Work-line management is also the ability of colleagues and superiors to work with servicemen from different backgrounds. The finding of the AFCAS study was high on work and

line management. Eighty-two percent of the respondents believed in the team support and expressed positive work relationships with peers and immediate supervisors. This finding was higher than that of the study in the United States where servicemen rated the quality of their co-workers very high (60.6%) but rated immediate superiors lower (45.8%).

2.7.3   Leadership and Managing Change

The Army Doctrine Publication (2012) defines leadership as the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organisation (Army Doctrine Publication, 2012). Consequently, the crux of motivation in the military is leadership. In the AFCAS study, 1 in 3 of the service members had negative perceptions about their senior leaders. In the United States, servicemen indicated a strong distrust of the leadership. The quality of leadership was also rated very low by both officers and the enlisted.

2.7.4   Allowances, Pay, and Pension

Less than half of the respondents in the AFCAS study were satisfied with their pay and indicated that pay and benefits received were fair for the work they do. Forty - three were satisfied with pension benefits. Largely, pay has been linked to motivation and retention in the military (Asch, 2020). Officers and soldiers just like employees of any other institution undertake comparison of work benefits. Significantly lower pay and allowances in the military relative to alternative civilian opportunities lead to attrition. Pay satisfaction is a function of what is paid relative to what one thinks should be paid (Vermandere, 2013). According to Jaiswal (2014), there is a correlation between pay level; pay satisfaction; motivation; and retention. The researchers concluded that higher pay leads to increased job satisfaction, motivation and retention.

2.7.5   Deployment

Frequent internal and external deployments are characteristic in the lives of officers and soldiers. Servicemen are well aware of this milieu prior to joining the service. Notwithstanding, deployment stress can be heightened depending on how deployments are managed in the service. Three-quarters (75%) of respondents in the AFCAS study reported that their length of deployment is about right. Fifty-eight percent were satisfied with the deployment notice. In the US context, the servicemen were more concerned about the duration of deployment with about 68% reported having served in the current deployment from between one and three years.

2.7.6   Training, Development, and Career

Continuous training and career development is integral to organisational success and progress. A career in the military requires sustained training and development in order to be abreast of current trends and be ever prepared to defend the state when required. The proportion of respondents in the AFCAS study who expressed satisfaction with their career management was 41%.   In terms of professional and personal development, 58% and 56% respectively expressed their satisfaction.

2.7.7   Job Satisfaction and Future Plans

The majority (61%) of the respondents in the AFCAS study appeared satisfied with the job and indicated their intentions to continue serving in the military. A few who were not satisfied with the job had gone further to actively search for jobs outside the military.

2.7.8   Family and Work-Life Balance

Less than half of the respondents (45%) are able to maintain a balance between their work and personal life. A little below half of the respondents were satisfied with

the opportunity to work flexibly with officers being considerably satisfied compared to *Soldiers*. Less than a half-expressed satisfaction with the ability to plan their own life. Officers and Soldiers indicated inability to utilise their entire leave within a particular leave period as a result of high workload.

Majority reported that work life balance is not ideal in the service and this results in Work–Family Conflict (WFC); a form of inter-role conflict in which pressures from the work and family domains were mutually incompatible in several respects (Jaiswal, Dash, Sharma, & Kar, 2015). In the military, the debate on work–home conflicts are non-negotiable (DeSimone, 2018). It is always the military first. However, soldiers who are dissatisfied with their life and military roles are unlikely to perform well and may lead to demotivation and attrition. On the other side, increased work-family balance may lead to increased job satisfaction, motivation and retention.

2.7.9   Fairness at Work

Whereas more than seven in ten (71%) of respondents agreed that they are treated fairly at work, over one in ten (12%) of respondents reported that they have been subjected to bullying, discrimination, or harassment within the previous year. However, about 93% of those subjected to bullying did not make complaints. Reasons for not reporting could be attributed to probable reprisals by the perpetrators who obviously were seniors and had a lot of influence in the career development of the victims.

2.7.10   Health, Fitness and Welfare

Respondents in the AFCAS study indicated relatively higher satisfaction with medical and dental care received. More than half of the respondents (73%) were satisfied with access to medical care when needed. However, the majority of *officers*

expressed satisfaction (80%) than the *soldiers* (70%). In the US, the majority (71%) of personnel indicated the importance of medical care in the welfare package available to servicemen.

2.8   Retention in the Military

Retention in the military refers to the rate at which military personnel voluntarily choose to stay in the military after the obligated term of service has ended as determined by the enlistment contract (Kapp, 2021). Conversely, attrition refers to a reduction in the size of a military force as officers and soldiers deliberately resign especially before the end of the obligated contract term (James, 2022). Human resource challenges ensue whenever the rate of attrition exceeds the rate of retention. There is loss of valuable skills, experiences, and quality of service members (Freaker, 2018). In addition, leadership, command and control, as well as institutional developments are affected (Jaiswal, Dash, Sharma, & Kar, 2015). In an attempt to forestall the high rate of attrition in the military and its implication on national and international security, governments have sought the services of consultants to develop modules that could improve retention in the army. Researchers have also conducted studies to understand the factors of retention and attrition.

In a study on retention in the Canadian Armed Forces, Popov (2011) grouped factors that cause attrition or retention under three themes, *Institutional honesty, quality of employment* and *institutional connection*. *Institutional honesty* according to Popov refers to 'theory versus practice' or the disparities between employment policies and their implementation. *Quality of employment* on the other hand refers to satisfaction, pride, and perception of the worth that personnel feel about their work. *Institutional connection* regards the linkage among the various departments of the army and the support offered to each other, particularly the personnel. The study

concluded that officers and soldiers attrite from the service when there is discrepancy in the implementation of policies such as performance and evaluation as well as honours and recognition. The study asserts that an outstanding quality of employment can retain officers and soldiers despite the existence of favourable opportunities outside the army.

As alluded to earlier, leadership is critical in the retention or attrition of officers and soldiers. Abysmal quality of employment engineered by poor leadership and supervision lead to attrition. This could be evident in the absence of opportunities to practise what one has been trained for. Again, the lack of authority and responsibility at lower levels manifested in distrust of subordinates to efficiently perform their jobs and make decisions lead to attrition. The opposite of these negative tendencies promote retention. Within the spectrum of *institutional connection*, the causes of attrition according to the study include strict adherence to bureaucratic set-ups, turf-wars, and disconnectedness among the departments. All these impede provision of needed support to servicemen. On the contrary, conducive working conditions rife with mutual support and networking facilitate quality of service and by extension lead to retention.

Snodgrass and Kohlmann (2014) allude that quality of service in the military generates retention of servicemen. In their study, the researchers further subdivided the quality of service into *quality of work, quality of life* and *quality of leadership* and provided definitions. They defined quality *of work* as a reflection of life in the military and includes job satisfaction, work enjoyment and a sense of pride in one's accomplishments. *Quality of life* encompasses pay, leave, education opportunities, time at home, access to quality health care and a sense of financial security. Lastly, *quality of leadership* refers to the perception of officers and soldiers regarding

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leadership both at the senior level and in the immediate chain of command. The study concluded that poor work-life balance leads to attrition and that rank pay and compensation are the two most important reasons to remain in the military. Poor leadership and leaders who fail to show concern for their subordinates also lead to attrition. In a related study in Romania, Vasile (2016) opines that two major causes of attrition from the army include: the attractiveness of alternatives outside the army and the dissatisfaction about circumstances inside the military. This assertion corroborates findings of an earlier study by Popov (2011) that quality of employment increases retention. However, unlike Popov's study, Vasile's study enumerates factors that could lead to either attrition or retention based on the army's methods of managing them. The factors include *financial; social and psychological*; and *military*. The following are the respective sub-strands under these factors:

- financial factors

    o pay and benefits;

    o relatively higher private sector wages;

- social & psychological factors:

    o mismatch between individual interests and job assignments;

    o mismatch between social values and the military organisational culture;

    o low unemployment rates in the economy;

    o misinformation during recruitment and selection;

    o individual differences and turnover

    o quality of life;

    o gender and minority issues;

- military factors

    o military operational and personnel tempo;

o   geographical location of military jobs;

o   promotions systems based on seniority.

The table below displays factors affecting retention in the US Navy according to a

2014 Survey Report by Snodgrass and Kohlmann (2014).

Table 2.   Factors Affecting Retention in the US Navy

Factor	All	Enlisted	Officer
Current Retirement Benefits	80.4%	81.7%	79.4%
Quality of Leadership	80.1%	78.1%	81.7%
Quality of People I Work With	78.2%	75.9%	79.8%
Pay and Compensation	73.9%	81.9%	64.6%
Leadership Opportunity	70.0%	70.1%	69.9%

The clustered bar graph below shows factors influencing intentions to either stay or

leave the armed forces in the UK according to the Armed Forces Continuous Annual

Survey (AFCAS) Report (AFCAS, 2022).
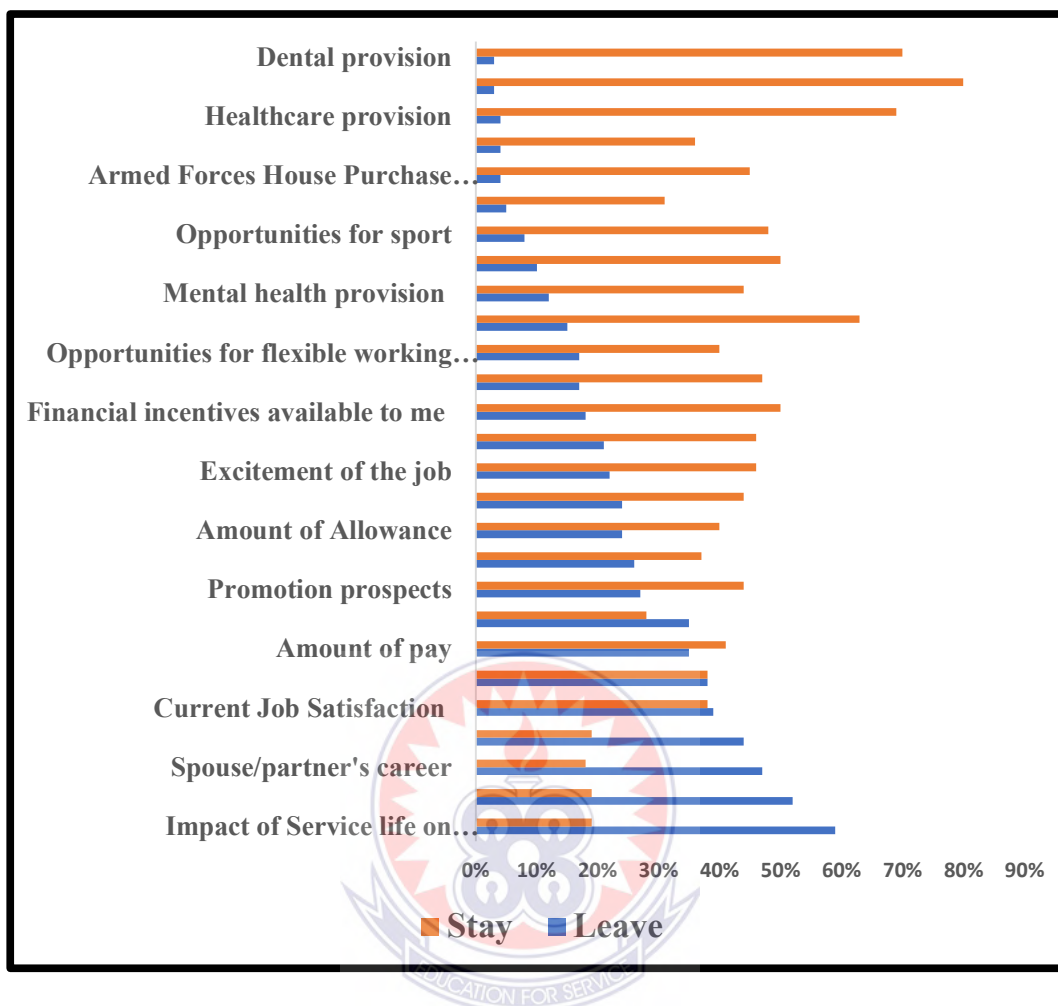
Figure 3: Factors Influencing Attrition and Retention in the UK Armed Forces

2.9   Theories of Motivation

Theories of motivation provide explanations of human behaviour emanating from personal needs, goals, and aspirations (Badubi, 2017). Literature on industrial psychology and corporate management is replete with several theories of motivation, yet no single theory has been universally accepted to cogently explain the phenomenon of motivation (Papi, 2018). According to Sands (2021), it is difficult to pin-point a particular theory as being sacrosanct because most people are motivated by a combination of factors. In addition, theorists investigate the phenomenon from

varied perspectives of human nature; thus, lacking holistic conclusions (Sounders, 2019).

There are diverse methods of categorising theories of motivation (Irojiogu & Welewa, 2019). However, no matter the method used, theories of motivation converge on two main categories: *Content* and *Process Theories* (Rhee, 2019). Content theories of motivation are founded on internal capacities, needs and requirements of the individuals which generate and direct a certain behaviour (Hartzell, 2021). According to content theorists, behaviour is a product of internal drivers of the individual (Cherry, 2022). Some prominent content-based theories of motivation include: Maslow's *Need Hierarchy,* Alderfer's *ERG Theory,* McClelland's *Needs Theory* and Herzberg's *Motivation-Hygiene Theory*. Process theories explain the thought and behavioural processes that motivate individuals (Brent, 2018). Examples of process theories of motivation are *Equity Theory, Expectancy Theory, Goal-setting Theory* and *Reinforcement Theory*.

The focus of this study is on internal needs, desires and aspirations that draw individuals to join the military and whether these needs are met based on prevailing circumstances in the military. Drawing from Hartzell's (2021) explanation, vis-à-vis the focus of this study, a content theory of motivation may best explain the phenomenon of motivation within this context. It is expedient therefore to interrogate the prominent content-based theories with a view to arriving at the best theoretical foundation for this study.

American Psychologist Abraham Maslow theorised that human decision-making is undergirded by a hierarchy of needs (Master Class, 2021). The five hierarchy of needs, according to him, are *Physiological, Safety, Social, Esteem and Self-Actualization* (Alabay, 2020). Three obvious tenets of Maslow's Theory are: the

penchant to seek and satisfy needs is perpetual in man; satisfied needs no longer become a motivation; new needs emerge only after the satisfaction of a need at the lower level. Maslow's theory of needs may not be appropriate for this study as it fails to recognize the role of external factors including the working environment in motivation. Secondly, individuals join the military with preset needs that are expected to be satisfied throughout the duration of employment. For instance, a Private or Lieutenant may be motivated by an initial salary, *singles quarter accommodation*, and a level of responsibility. However, the Lieutenant may not be motivated by the same salary scale ten years in the military. The Lieutenant would expect an increased level of responsibility and control.

Alderfer's ERG Theory is founded on Maslow's hierarchy of needs (Bansal, Verma, Saihjpal, & Mehta, 2021). He revised Maslow's theory by condensing the five needs into three which he named Existence, Relatedness and Growth (ERG).
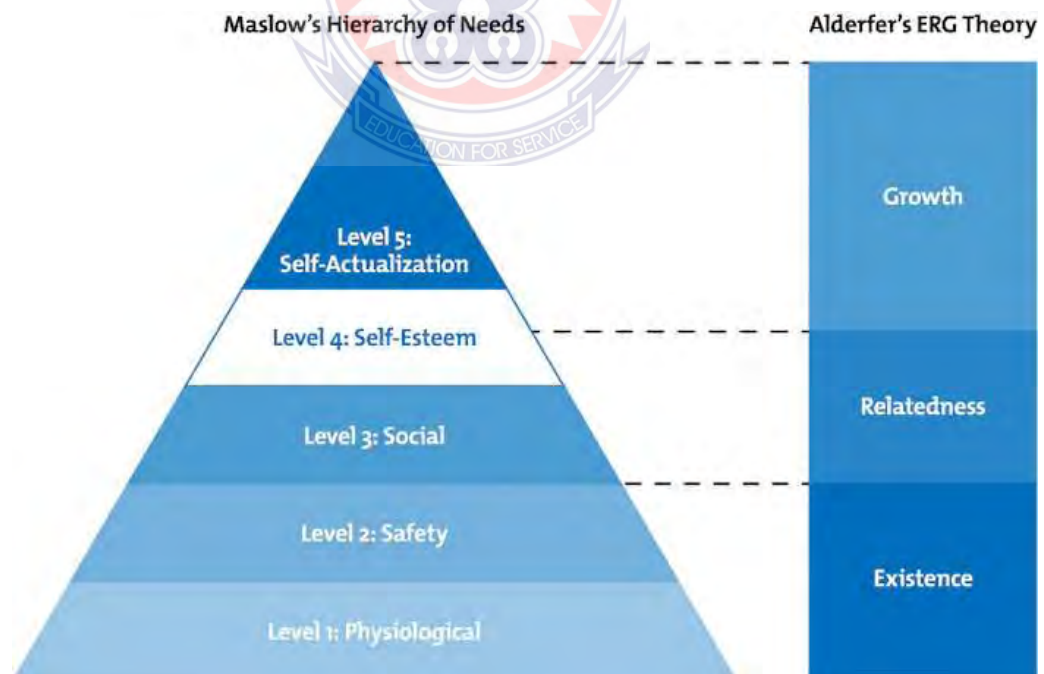
Figure 4:   **Comparing Maslow and Alderfer's Theories**

(Source: Alderfer, 1969)

The Existence needs corresponded to Maslow's physiological and social needs while the Relatedness correlated with the social and self-esteem needs. Finally, the Growth need of Alderfer corresponded to Maslow's need for self-actualization. Maslow advocated a rigid progression in fulfilment of needs from the lower to the higher levels. Alderfer, however, assumed that more than one need may be pursued or satisfied at a time. Another dissimilarity between the two theories is that, whereas Maslow opines that an individual will move to the next level of needs only when the previous needs are fully satisfied, Alderfer counters that when a higher-level need is frustrated, an individual's desire to increase lower-level need takes place. In spite of these differences and seemingly positive improvement of Maslow's theory of needs, Alderfer's theory may not underpin this study as it failed to recognize the external factors which also influence motivation.

Another prominent content-based theory of motivation is David McClelland's *theory of needs* (Boyatzis, 2016). The theory postulates that human beings have core emotional needs that are hierarchical. It is concerned with individual needs and lived-environment, which combine to form the three core human motives including: need for achievement; need for power; and need for affiliation (Sahito & Vaisanen, 2017). The three core needs are probable motives for joining the military. However, McClelland's theory did not take cognizance of the role of the institutional setting in motivation. Again, unlike Maslow's theory, the scope of needs covered by McClelland's theory is limited and fails to cover physiological and safety needs which are necessary before higher order needs such as *achievement*, *power* and *affiliation* could become motivation. Given that his study focuses on the individual as well as

the conditions in the institutional settings, McClelland's theory may therefore not aptly underpin this study.

In the late 1950s and early 1960s, Fredrick Herzberg propounded the *motivation-hygiene* popularly referred to as *the two-factor theory of motivation* (Bansal, Verma, Saihjpal, & Mehta, 2021). The theory argues that there are separate sets of mutually exclusive factors in the workplace that either cause job satisfaction or dissatisfaction (Nickerson, 2021). These exclusive factors were categorised as motivators or satisfiers and dissatisfiers (hygiene factors). Motivators, which are internal to the individual include the following: Performance and achievement; recognition; job status; responsibility; opportunities for advancement; personal growth; and the work itself. The dissatisfiers which are external to the individual include: salary; working condition; the physical workspace; relationship with colleagues; relationship with supervisor; quality of supervisor; policies; and rules. Herzberg's two-factor theory, according to Nickerson, (2021) postulates a complex interaction between internal and external factors of motivation and explores the circumstances under which people respond to different internal and external stimuli. Given the gamut of internal and external factors of motivation outlined in the theory, as well as the interaction between the two categories, Hertzberg's *Two-Factor Theory of Motivation* is the best-fit. This choice of Herzberg's theory is accentuated by its connection to job-satisfaction and retention or dissatisfaction with retirement.

2.10   Herzberg's Two-Factor Theory

Herzberg Two-Factor Theory of motivation underpins this study. The theory was propounded in the late 1950s by Frederick Irving Hertzberg and two collaborators; Bernard Mausner, Barbara Bloch Snyderman in their book Motivation to work. The theory which was influenced by Maslow's hierarchy of needs offered a

different paradigm to factors that contribute towards optimum operating capacity at work, people's attitudes towards work based on existing conditions at the job environment and finally job satisfaction or dissatisfaction (Jones, 2011). The theory is founded on two key tenets – Motivational factors and Hygiene factors in the work environment. Hertzberg's two factor motivation theory has been the theoretical basis for many studies and a bedrock approach to motivation in several institutions (Naeem & Malik, 2013). In spite of the wide usage in diverse fields, the study has also come under several criticisms (Tan, 2013). Job satisfaction is extensively reported as providing enormous influence on performance, and retention, and instrumental in developing and sustaining turnover rates of the employees (Naeem & Malik, 2013).

2.10.1 Background to the Two-Factor Theory

Herzberg's Two Factor theory stemmed from two hypotheses that the researchers sought to test. The main hypothesis was that certain factors lead to positive attitudes towards work whilst others lead to negative attitudes. The other hypotheses stated that satisfaction and dissatisfaction could not be reliably measured on the same continuum. Two separate pilot studies were initially conducted to determine factors that caused satisfaction or dissatisfaction. The first involved 13 participants including labourers, clerical workers, foremen, plant engineers and accountants. The second pilot study had 39 middle-managers as respondents. Subsequently, Hertzberg and his colleagues studied more than 203 accountants and engineers in the main study to determine factors in the work environment that cause satisfaction or dissatisfaction.

2.10.2   Assumptions

Factors that were observed to influence job satisfaction were categorised into two- motivating factors and hygiene factors. Thus, at the heart of the two-factor theory is the difference between motivation and hygiene factors, or intrinsic and

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extrinsic factors. Motivating factors were associated with 'the need for growth or self-actualisation' whereas hygiene factors were associated with the need 'the need to avoid unpleasantness'. The theory assumes that Presence of Extrinsic Factors will only eliminate employees' work dissatisfaction; however, it will not provide job satisfaction. On the other hand, sufficient supply in Intrinsic Factor will cultivate employees' inner growth and development that will lead to a higher productivity and performance; however, absence of this factor will only neutralise their feeling of neither satisfied nor dissatisfied with their jobs. Extrinsic Factors only permit employees willingness to work while Intrinsic Factors will decide their quality of work. These two groups of Extrinsic and Intrinsic Factors are not necessarily opposite with each other, as opposite of satisfaction are not dissatisfaction, but rather no satisfaction. Similarly, the opposite of dissatisfaction is not satisfaction, but no dissatisfaction.

2.10.3 Motivating Factors

In the two-factor theory, motivation is the variable most strongly correlated with job satisfaction and Herzberg and his colleagues argued that to increase employees' job satisfaction the motivation factors must be improved (see Table 2). According to Herzberg's theory, motivation factors, or motivators, are intrinsic to the job and lead to positive attitudes towards the job because they satisfy the 'need for growth or self-actualisation'. Motivating factors include *Advancement, Work-itself, possibility for growth, responsibility, recognition,* and *achievement*. Alshmemri, Shahwan-Akl and Maude (2017) gave the following interpretations to the factors:

(a) *Advancement*: Herzberg defined advancement as the upward and positive status or position of someone in a workplace. Meanwhile, a negative or neutral status at work represents negative advancement.

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(b) *The work itself*: The content of job tasks in itself can have positive or negative effects on employees. The job's difficulty and level of engagement can dramatically impact satisfaction or dissatisfaction in the workplace.

(c) *Possibility for growth:* Personal growth can result in professional growth, increased opportunities to develop new skills and techniques, and gaining professional knowledge.

(d) *Responsibility:* Responsibility encompasses both the responsibilities held by the individual and the authority granted to the individual in their role. People gain satisfaction from being given the responsibility and authority to make decisions. Conversely, a mismatch between responsibility and level of authority negatively affects job satisfaction.

(e) *Recognition*: When employees receive praise or rewards for reaching goals at their job or for producing high-quality work, they receive recognition. Negative recognition involves criticisms or blame for a poorly done job.

(f) *Achievement***:** Positive achievement can involve, for example, completing a difficult task on time, solving a job-related problem, or seeing positive results from one's work. Negative achievement includes failure to make progress at work or poor job-related decision making.

2.10.4 Hygiene Factors

Hygiene factors are the variables correlated with reducing the level of job dissatisfaction, as opposed to motivation factors, which directly influence an employee's motivation and satisfaction. Hygiene factors are related to the conditions that surround the 'doing' of the job or the workplace. The factors include *Interpersonal relationship, salary, company policies and administration, supervision* and *working conditions.*

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(a) *Interpersonal relations:* Interpersonal relationships involve the personal and working relationships between an employee and his supervisors, subordinates, and peers. This can manifest in, for example, job-related interactions as well as social discussions in both the work environment and during informal break times.

(b) *Salary:* Salary includes wage or salary increases, and negatively, unfulfilled expectations of wage or salary increases.

(c) *Company policies and administration*: Company policies and administration includes factors such as the extent to which company organisation and management policies and guidelines are clear or unclear. For example, a lack of delegation of authority, vague policies and procedures and communication may lead to job dissatisfaction.

(d) *Supervision:* Supervision involves an employee's judgements of the competence or incompetence and fairness or unfairness of the supervisor or supervisions. For example, this could include a supervisor's willingness to delegate responsibility or to teach, as well as their knowledge of the job at hand. Poor leadership and management can decrease job dissatisfaction.

(e) *Working conditions:* Finally, working conditions involve the physical surroundings of the job and whether or not they are good or poor. Factors leading to a good or poor workspace could involve the amount of work, space, ventilation, tools, temperature, and safety.

2.10.5 Criticism

Criticisms of the theory focus on Herzberg's methodology and assumptions. Critics have noted that if hygiene and motivational factors are equally important to a person, then both should be capable of motivating employees (Judge & Robbins,

2013). There exist some factors that cannot clearly be classified into hygiene factors or motivational factors (Benegal, 2013). Individual differences like age, sex, social status, education or occupational levels also influence to what extent these factors have an impact. These individual differences are not considered in the theory. (Benegal, 2013). The model appears to reduce the motivational importance of pay, status and relations with others, since these are maintenance factors. No attempt was made to measure the relationship between satisfaction and performance. Critics of Herzberg's theory argue that the two-factor result is observed because it is natural for people to take credit for satisfaction and to blame dissatisfaction.

2.11   Summary of the Chapter

This chapter explored the literature concerning the military. Insight was provided into the roles the military plays in national security and national development. Thereafter, some empirical and conceptual information were provided concerning the military globally, regionally, and in Ghana. Finally, some career theories that were relevant to this work were explored to help ground the problem under study, specifically what motivates a person to join the military, how they perceive their expectations to match the reality, and whether these relate with personnel's decision to stay or leave (i.e., retention in the military). The next chapter addresses the methodology used in gathering the data necessary to answer the research questions and test the hypotheses.

CHAPTER THREE

METHODOLOGY

3.0   Overview

This chapter addresses the methodology of the study. It discusses the research philosophy, research paradigm, research approach and research design. Furthermore, it addresses ethical considerations including steps that were taken in sampling and data analytic procedures.

3.1   Research Paradigm and Philosophy

Research paradigm is a philosophical framework that the research is founded on (Bryman, 2015; Patten & Newhart, 2018). The philosophy of any research drives the methodology used. The quality of any research is improved when philosophical underpinnings ground the work.   Multiple approaches exist in educational research concerning the nature of knowledge (ontology) and how we go about acquiring this knowledge (Epistemology; Gall, Gall, & Borg, 2007). Research paradigm is made up of the research philosophy and the research methodology. The philosophy includes ontology and epistemology. Ontological beliefs dictate epistemological beliefs – what I believe about the nature of reality will dictate the kind of relationship I have with what is being studied.

3.1.1   Ontological Stance

There appears to be two types of ontology that seem to be opposites – realism and relativism (Bryman, 2008; Gall et al., 2007). In realism, people believe in the concept of "one truth" and the fact that truth does not change. Furthermore, realists believe that truth can be obtained using objective measurements, leading to generalisation. On the other hand, relativism posits that multiple truths exist. According to relativists, truth is shaped by context and does not exist without

meaning; it evolves, and changes based on experiences. This means that generalizability is not possible, but transferability to other contexts could occur.

I subscribe to the realism ontological stance. I believe there is one truth out there. I believe that objective measures can be used to discover that truth. I believe that because of these objective measurements, discovering the truth in one area is generalizable to other areas.

3.1.2 Epistemological Perspective

Epistemology concerns how I explain how I know what I know; how do I get knowledge? Epistemology explores the relationship between the researcher with the research – how we need to gather new knowledge. One school of thought subscribes to the objectivist perspective where the researcher does not influence the data being gathered. This approach is also known as the "etic" approach to research (Patten & Newhart, 2018). Contrarily, the "emic" approach is taken by researchers who believe in the subjectivist perspective of obtaining new knowledge (Bryman, 2015). Because of the involvement of the researcher in the research, bias is expected and acknowledged. These philosophers believe the interaction with participants are necessary to discover meanings of phenomena. Researchers who take the subjective stance, however, believe that social reality cannot be objectively acquired because humans construct reality as they experience it (Gall et al., 2007).

I subscribe to the etic or objectivist epistemological perspective (Beals, Kidman, & Funaki, 2020; Rosa & Orey, 2022). I believe that I need to avoid bias in exploring matching and motivation in the military. I believe that through objective measures, I can understand this phenomenon and possibly generalise the findings of the study to other military populations.

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3.2 Research Approach

This work uses the quantitative approach (Creswell & Poth, 2018; Patten & Newhart, 2018). To compare and contrast the approach for this current study to other approaches, I will provide a short explanation of the others. Researchers generally talk about three approaches to research – qualitative, quantitative, and mixed-methods (Creswell & Poth, 2018). Qualitative approaches examine phenomena in their natural setting and with subjective approaches. Quantitative approaches are used to study phenomena using objective measures to achieve generalisation. Finally, Mixed methods combines both quantitative and qualitative either equally or in some form of ratio to allow research questions to be answered in a way that is consistent with the ontological and epistemological perspective of the researcher (Creswell & Poth, 2018; Patten & Newhart, 2018).

My research approach is quantitative. The quantitative approach entails collecting numerical data and trying to establish a relationship between theory and research (Bryman, 2015). The quantitative approach to research pays attention to objective ways of measuring variables, as well as using numbers to answer research questions. The focus of quantitative approach to research is on numeric data collection and analysis (Balkin & Kleist, 2017; Patten & Newhart, 2018). A researcher's ontological stance drives the epistemology, which in turn moves the research approach. Thus, the researcher's assumption that there is reality out there that can be discovered objectively using objective measures that limit bias drives the use of the quantitative approach. This approach allows the use of objective measures to collect and analyze a lot of numerical data. This kind of numerical data is generally used to find patterns, make predictions, sometimes test causal relationships and even make generalizations to the wider population.

3.3   Research Design

The research design I used was the descriptive correlational design (Field, 2020; Hahs-Vaughn & Lomax, 2020; Patten & Newhart, 2018). The descriptive correlational research design was judged appropriate because the purpose of the study was to examine if motivation to join the military relates with matched expectation to what actually pertains on the ground, and motivation and matched expectation correlate with decision to stay in the military or to leave the force; to understand gender differences in motivation to join the military and matched reality to expectation; and to assess rank differences in retention in the military.

3.4   Study Setting

The Ghana Armed Forces in Accra was the setting for the study. The Army is the senior service among the three services of the Ghana Armed Forces. The other services are the Navy and the Air Force. The Headquarters of the Army is located at Burma Camp in Accra and has four sub-commands namely the southern, central, northern, and training commands. The headquarters of these commands are located at Teshie in Accra; Kumasi in the Ashanti Region; and Tamale in the Northern Region. Within these commands are various sub-units spread across Ghana. In total, there are six infantry battalions, two mechanised battalions, three combat support units, three armoured regiments and six training schools deployed in Accra, Takoradi, Ho, Sunyani, Kumasi, Tamale, Bolga and Wa. This study was conducted with personnel in Accra only.

3.5   Population and Access

The accessible population is the 14,263 all ranks of the Ghana Army. This comprises 1,639 commissioned officers and 12,624 soldiers. Most of the officers and soldiers are deployed in Accra, the remainder are posted to the various units spread

across Ghana (Deputy Director [Admin] & Deputy Army Secretary, 2022). Personnel in Accra were the accessible population; therefore, only personnel who work in Accra were sampled. The target population was 14, 263.

3.6 Sampling Procedure

The sampling techniques for this study were purposive and convenience sampling (Patten & Newhart, 2018; Gall et al., 2007). Purposive sampling was used because participants were "information-rich" concerning the phenomenon under study. Thus, all within the ranks from Private to Colonel and available were invited to take part in the study. Convenience sampling occurred when females were encouraged to complete the survey. Multiple reminders were given to them, especially because their numbers are low, and their knowledge was needed to provide as much balance as possible.

Experts recommend the use of probability sampling (e.g., simple random; systematic; stratified; cluster) for quantitative studies to enhance the ability to generalise the findings to the population. However, because of the unique nature of this study - not everyone in the population is a military person, therefore, a non-scientific (non-probability, e.g., Convenience; Consecutive; Judgmental/purposive; Quota; Snowball) approach to sampling had to be used (Gall et al., 2007). In judgmental or purposive sampling, researchers choose samples based solely on researcher's knowledge and credibility. According to Patten and Newhart, "when researchers use this method, they use their knowledge of the population to select individuals they believe will be good sources of information" (2018, p. 100). Judgmental sampling is also referred to as purposive sampling.

For this study, the maximum variation purposive sampling method was used (Patten & Newhart, 2018). Maximum variation sampling "involves selecting a sample

in which the widest range of variances on the dimensions of interest is represented" (Patten & Newhart, 2018, p. 100). Because the number of females in the military are extremely small compared to males, the researcher was intentional about seeking out females to complete the survey to allow their own voices to be heard. In this case, I chose participants that had the characteristics and traits that fit the inclusion criteria for the research study.

The disadvantage to this judgmental type of sampling is that researcher preconceived notions could influence the results. Despite this limitation, there are multiple strengths in this sampling method. One advantage is that members of the sample possess appropriate knowledge and understanding of the subject. A second advantage is that the researcher could communicate directly with participants because he is a member of that group. Finally, because of the researcher's connection with the group, data collection was done in a shorter period of time (Fleetwood, 2022).

3.7   Sample Size

According to Krejcie and Morgan's (1970) table for determining sample size for a finite population, with a population of 10,000, a sample size of 370 will be adequate. However, with a population of 15,000, a sample size of 375 will be adequate. Experts (Cohen, 2016; Kang, 2021; Malone, Nicholl, & Coyne, 2016) recommend an a priori power analysis to determine adequate effect size. Therefore, the G*Power calculator (Faul, Erdfelder, Lang, & Buchner, 2007) was used to assess if the required sample size would be different from the one on the Krejcie and Morgan sample size table. With input parameters set at a two-tailed test (α err prob = .05; power = .95, and correlation ρH1) at 0.2), total sample size was determined at 319 participants. The Krejcie and Morgan sample size of 370 was chosen because of the large sample size assumption that underpins the performance of a Principal

Component Analysis test (i.e., 5 to 10 cases per variable). Figure 4 shows the G*Power protocol of power analysis.
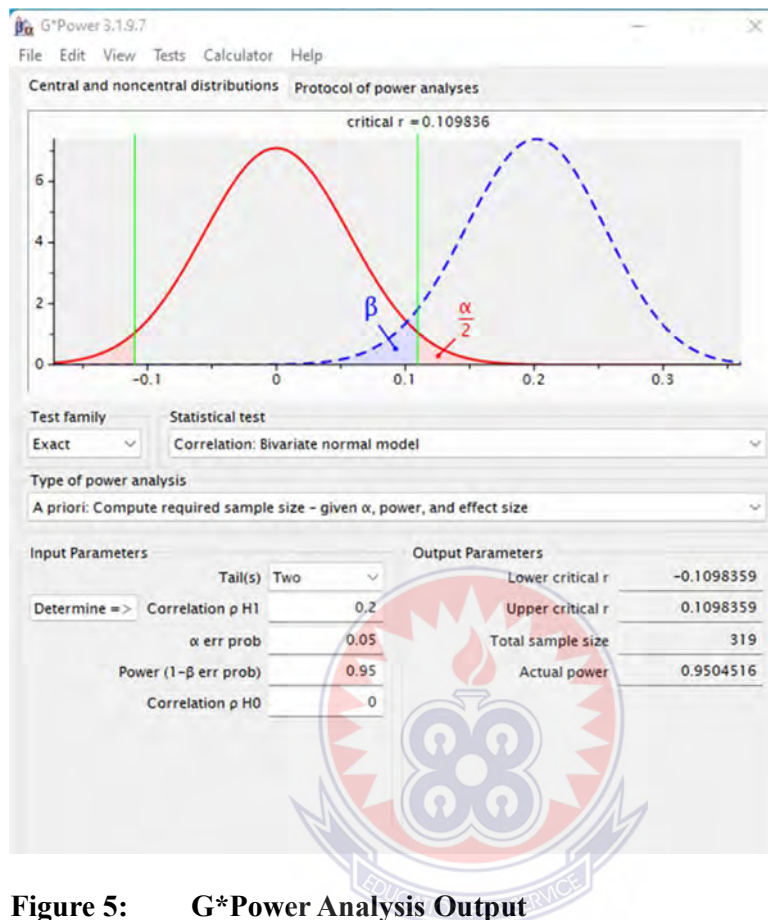
Figure 5: **G*Power Analysis Output**

3.8   Instrumentation

To effectively assess the variables for the study, two instruments were created and piloted on participants in the air force and navy. The instruments were the Career Matching Scale created to test the reasons people chose to enter the military. The second was the Motivation Scale which was created to assess the reasons people choose to either stay in the military or to leave the military.

3.8.1   Matched Expectation to Reality Scale

There are various reasons people choose to join the military. Based on literature and anecdotal reports, a 25-item instrument was developed to assess

participants' perceptions about joining the military. Using Dillman, Smyth, and Christian's (2014) recommendations for instrument development and surveys, these perceptions were assessed. Sample items on these reasons included "I get to travel on international peacekeeping missions", "I get to use a gun and have people respect me", and "people of the opposite sex are attracted to the uniform." This 25-item instrument was ranked on a 4-point Likert-type response ranging from Strongly Disagree (1) to Strongly Agree (4). A respondent could get a score as low as 30 and as high as 120. Cronbach's alpha of the responses   was good ($\alpha = .87$; $M = 67.52$; $sd = 8.62$; Cohen, 1990; Nunnally, 1978). None of the items needed to be deleted to increase the Cronbach's alpha so all 25 items were retained in the scale.

3.8.2   Military Motivation Scale

Based on the literature on motivation and grounded on item development principles (Dillman et al., 2014), a 30-item Likert-type instrument was developed to test motivation in the military.   Responses ranged from Strongly Disagree (1) to Strongly Agree (4). A respondent could get a score as low as 30 and as high as 120. Sample items included "I was told military financial benefits were good", and "I joined the military because a family member is in the military." Internal consistency of the responses indicated a very high Cronbach's alpha ($\alpha = .95$; $M = 66.10$; $sd = 17.59$; Cohen, 1990; Nunnally, 1978). None of the items needed to be deleted to increase Cronbach's alpha so all 30 items were retained in the scale.

3.8.3   Demographic Data

A demographic questionnaire was developed to assess basic biographical variables of participants. The data assessed included gender, age, educational level, arm of service, and rank in the service of participants. Finally, participants were asked if they were currently serving in the military, or they had left for other opportunities.

3.9   Pilot Study

A pilot study was conducted with participants in the Air Force ($n = 14$) and Navy ($n = 7$) because the target population was participants in the Army. Majority of the participants were male (71.4%). Educational qualifications ranged from high school ($n = 5$) to master's degree ($n = 9$). The age of participants ranged from 28 years to 49 years, with 42 years as the median age ($M = 40.43$; $sd = 5.39$). Of the participants involved in the pilot study, almost 10% were no longer serving in the military.

There was a statistically significant direct positively strong relationship between matching and motivation ($r = .61$; $p = .002$). A simple linear regression analysis was also conducted to determine if motivation to enter the military could be predicted from matched expectation to reality (Field, 2013). The null hypothesis tested was that the regression coefficient was equal to zero. The data were screened for missingness and violation of assumptions prior to analysis (Hahs-Vaughn & Lomax, 2020; Osborne, 2013). There was no missing data. The results of the simple linear regression suggested that a significant proportion of the total variation in motivation was predicted by career matching. In other words, a person's matched expectation to reality was a good predictor of their motivation into the military F(1, 19) = 11.29, $p = .003$.

Table 3. Model Summary of Regression Analysis

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.610[a]	.373	.340	14.296	.373	11.287	1	19	.003	.904

a. Predictors: (Constant), AllMatching
b. Dependent Variable: AllMotivation

Additionally, the unstandardized slope (1.25) and standardised slope (.61) were statistically significantly different from zero ($t = 3.36$; $df = 19$; $p = .003$). With every

one-point increase in career matching, motivation will increase by approximately 1.25 times (See Table 4).

Table 4. Coefficients of Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	-18.055	25.241		-.715	.483	-70.886	34.776
	AllMatching	1.246	.371	.610	3.360	.003	.470	2.023

a. Dependent Variable: AllMotivation

Moreover, the confidence interval around the unstandardized slope does not include zero (.470, 2.023), further confirming that career matching is a statistically significant predictor of motivation. The R^2 indicates that approximately 37% of the variation in motivation was predicted by career matching. According to Cohen (1988), this is a small effect.

3.10   Data Collection Procedure

The questionnaire was developed using google forms. The link to assess the questionnaire was forwarded to targeted individuals whose assistance was solicited to participate in the research. The link was also forwarded to various Ghana Army Officers and Soldiers WhatsApp platforms. The indulgence of the members on those platforms were solicited to participate in the research.

3.11   Data Analytic Procedure

Data was analyzed for each of the research objectives and the hypotheses.

Table 5. Data Analytic Procedural Table

Research Objectives and Hypotheses	Analytic Test	Reporting Indices
1. Gender differences in motivation	Independent samples t-test	t-statistic, degree of freedom (df); p-value; effect size
2. Gender differences in matching	Independent samples t-test	t-statistic, degree of freedom (df); p-value; effect size
3. Gender differences in retention	Independent samples t-test	t-statistic, degree of freedom (df); p-value; effect size
4. Rank differences in matching	One-way analysis of variance samples t-test	F-statistic, degree of freedom (df); p-value;[poc-hoc tests if there are differences in groups]
5. Rank differences in retention	One-way analysis of variance samples t-test	F-statistic, degree of freedom (df); p-value;[poc-hoc tests if there are differences in groups]
H01: Instrument development for motivation, matching, and retention	Principal components analysis	Extraction and iterations; rotated component matrix

Research Objectives and Hypotheses	Analytic Test	Reporting Indices
H02: Relationship among motivation, matching, and retention.	Pearson's Product Moment Correlation	r-value; p-value

3.12   Ethical Consideration

Ethics in counselling and research require that we recognize the basic rights of humans. It is important that we respect clients and participants' rights to autonomy, while activating our own principles of beneficence and justice (Remley & Herlihy, 2016). I observed the following key ethical protocols:

3.12.1 Informed Consent

I gained approval from the Department of Personnel Administration at the General Headquarters of the Ghana Armed Forces. Thereafter, I informed participants about the research. I ensured informed consent was voluntary and that participants could pull out of the study without victimisation.

3.12.2 Confidentiality and Privacy

I did not ask participants to provide their names nor any identifying information to protect their privacy. Moreover, I kept the data digitally under multiple layers of password protection to ensure confidentiality for participants.

CHAPTER FOUR

LIMITATIONS, RESULTS, FINDINGS AND DICUSSION

4.0   Overview

This chapter explores the limitations that came about due to the study – no research work is without limitations. Thus, to ensure truthfulness in the study, the limitations are explored in order to put replication studies on the right foundation. The chapter also explores the results of the data collected, the findings, and discussions.

4.1   Limitations of the Study

Consistent with all research studies, this study also had several limitations. The instrument used was the self-report type. The researcher therefore had no way of knowing if participants gave accurate information or provided results based on perceived acceptance. Moreover, the participants in the study were of different ranks in the military and overt and covert codes of silence could have occurred. For future studies, an assessment of social desirability (see Crowne & Marlowe, 1960; He et al., 2015; Verardi et al., 2010) could be done to verify the accuracy of information given.

4.2   Results of the Pilot Study

Experts suggest that pilot tests could be undertaken to identify where actual studies could succeed or fail, as well as 'try out' particular research instruments (Brooks, Reed & Savage, 2016; Saldanha et al., 2013; van Teijlingen, 2010). To ensure that this study was worth undertaking, a pilot study was conducted with two other services of the Ghana Armed Forces – Navy and Air Force.

4.2.1 Demographic Information of Pilot Participants

Of the seven participants in the Navy and 14 in the Airforce, 71.4% ($n = 15$) were males and 28.6% ($n = 6$) were females. There were no significant gender differences based on the arm of service, $\chi^2(1) = 1.050$, $p = .306$. The median age of participants was 42 years ($M = 40.43$; $sd = 5.39$). The youngest was 28 years old while the oldest was 49 years old.

Moreover, the majority of participants (42.9%) indicated they had a master's degree, with the least (4.8%) indicating they had a post-graduate certificate or diploma of some sort (see figure 5).
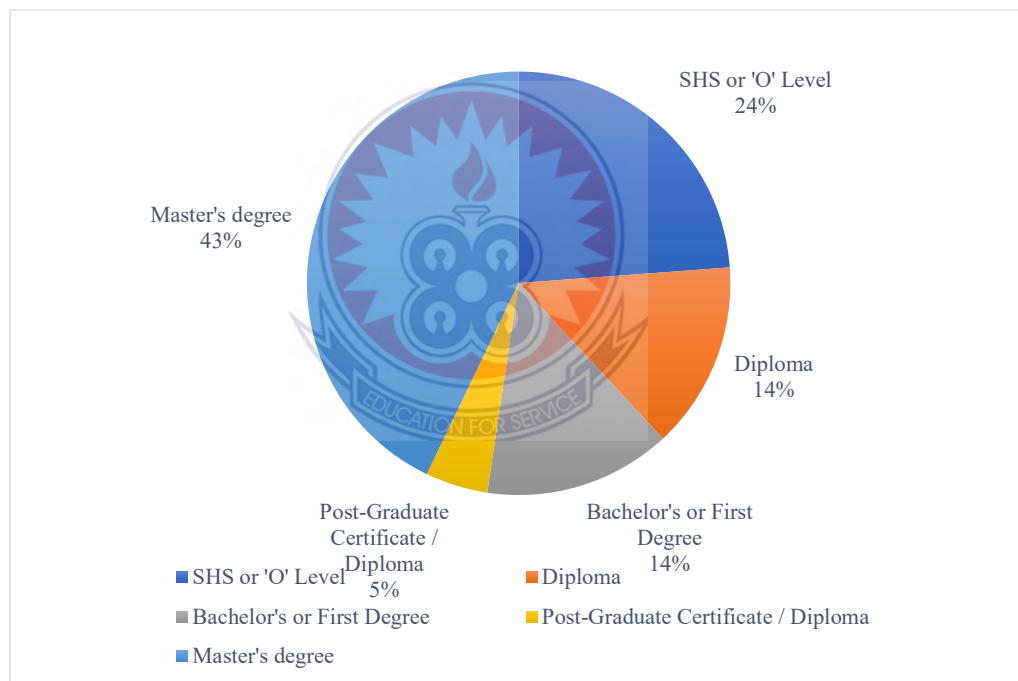
Figure 6: **Pie chart of educational qualification of pilot participants**

It appeared from the responses that participants in the Airforce were spread across rank, while those in the Navy were mostly commissioned officers (Figure 6).
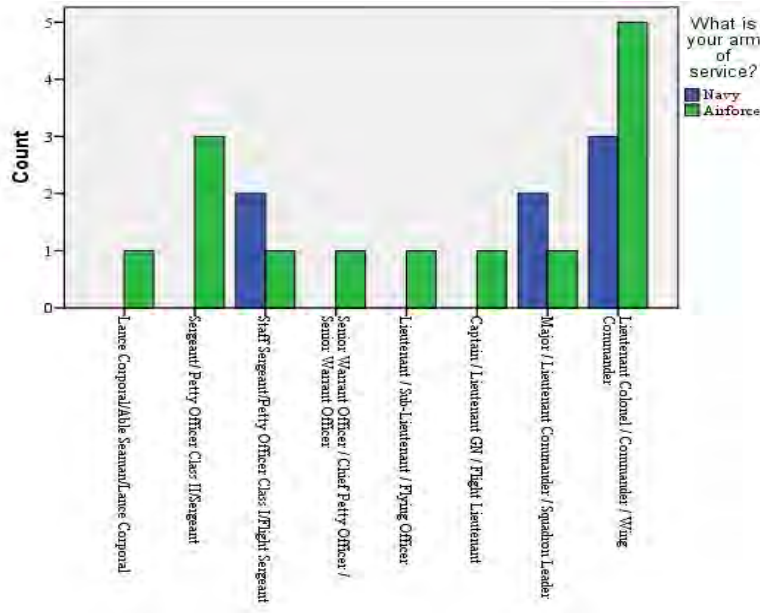
Figure 7: **Clustered Graph of Rank and Arm of Service**

4.2.2 Analysis of Pilot Study

Motivation for Joining the Military. A 30-item instrument was developed to assess participants' motivation for joining the military. The reliability index of the instrument measured by the Cronbach's alpha indicated a very strong reliability (α = .948; Cohen, 1988).

Matched Expectations to Reality. A 25-item instrument was developed to assess perceived and realised matching expectations to reality. Specifically, did participants in the military feel their expectations match their motivation for joining the military? The reliability index of the instrument measured by the Cronbach's alpha indicates a strong reliability (α = .866; Cohen, 1988, 2016).

Relationship between Motivation for Joining the Military and Matched Expectation. A Pearson's Product Moment Correlation was performed to understand the relationship between motivation for joining the military and matched expectations in terms of age, gender, and rank in the military.

Table 6. Matrix for Motivation, Matching, Gender, Age, Rank, and Education

	Age (1)	Gender (2)	Motivation (3)	Matching (4)	Rank (5)	Education (6)
(1)	1	-.031	-.343	-.196	.618**	.498**
(2)		1	.082	.073	-.077	-.172
(3)			1	.610**	-.198	232
(4)				1	-.194	122
(5)					1	.749**
(6)						1

** Correlation is significant at the 0.01 level (2-tailed)
* Correlation is significant at the 0.05 level (2-tailed)

Age had a strong positive relationship with rank ($r = .618$; $p = .003$), and a positive relationship with education ($r = .498$; $p = .002$). Rank had a strong positive relationship with education ($r = .749$; $p \leq .001$). Age, however, did not correlate with gender, motivation, and matching. Motivation for joining the military had a strong positive relationship with matched expectation ($r = .610$; $p = .003$). Thus, a person's motivation was 61% likely to correlate with their matched expectation in the military. However, their age, rank, and education had no relationship with their motivation for joining the military, as well as their matched expectations to reality.

4.3   Analysis of Main Study

The actual study comprised participants from the Ghana Army and did not include any from the other services of the military (i.e., Navy and Air Force). Four hundred participants responded to the online survey via google forms.

4.3.1   Demographic Information of Main Participants

Participants comprised 343 males (85.8%) and 57 females (14.3%). The median age of participants was 37 years (M = 37.60; sd =7.169). The youngest participant was 39 years old while the oldest was 57 years old. Educational level was classified as "pre-graduate", "graduate", and "post-graduate". The group with the highest (38.5%) was the post-graduate, followed by the pre-graduate (32.0.%), then the graduate (29.5%). Figure 7 shows the actual numbers associated with each of the educational groups.
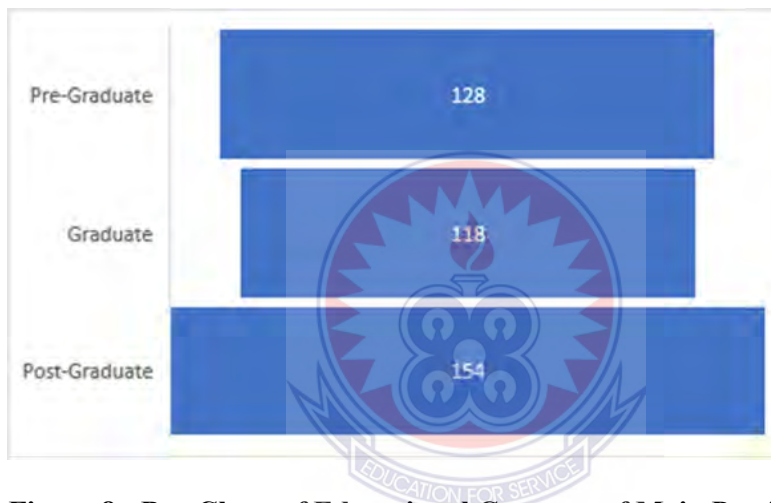
Figure 8: Bar Chart of Educational Category of Main Participants

The rank for participants was grouped as "commissioned officers" and "non-commissioned officers". Personnel were classified as "Non-Commissioned Officers" (NCO) if they were in the following ranks: Private; Lance Corporal; and Corporal. Personnel were classified as "Senior Non-Commissioned Officers" (SNCO) if they were in the following ranks: Sergeant; Staff Sergeant; Warrant Class II; Warrant Class I; Senior Warrant Class II; Senior Warrant Class I; Master Warrant Officer; and Chief Warrant Officer. Personnel were classified as "Young Officers" (YO) if they were in the following ranks: 2nd Lieutenant; Lieutenant; and Captain.   Personnel were

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classified as "Senior Officers" (SO) if they were in the following ranks: Major; Lieutenant Colonel; and Colonel.
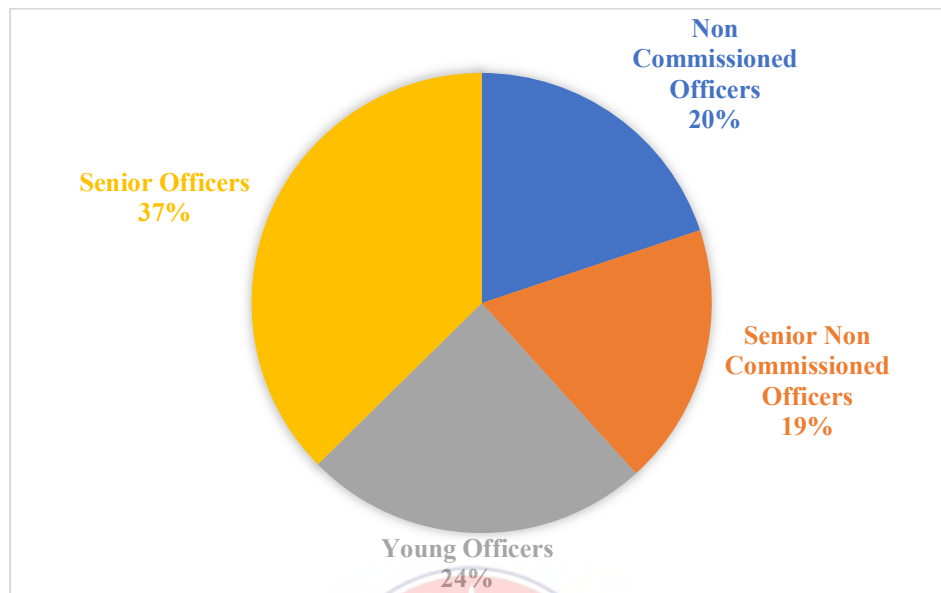
Figure 9: Pie Chart of Military Ranking

4.4 Analysis of Objectives

Five objectives were the foundation for solving the problem under study. Each of them was analyzed statistically using SPSS version 29.0.1.0.

4.4.1 Objective 1: Gender Differences in Motivation

An independent sample t-test was used to answer this question. There was no statistically significant mean difference in motivation to join the military [t (385) = .1.49, p = .069; Cohen's d = .215] based on gender.

Table 7. Results of t-test for gender differences in motivation

	M	*SD*	*t*(385)	*p* [95%CI]
Motivation			1.489	.069
				[-.900-6.586]
Male (*n* = 331)	71.16	12.91		
Female (*n* = 56)	68.32	14.77		

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A standardized effect size attempts to provide a measure of the practical significance of the results. Effect size measured by *Cohen's d* demonstrated a very small effect (Cohen's *d* = .215; Cohen, 1988; 2016).

4.4.2   Objective 2: Gender Differences in Matching

An independent sample t-test was used to answer this question. There was a statistically significant mean difference in matching [*t* (385) = 2.332, *p* = .010; Cohen's *d* = .337] based on gender.

Table 8.   Results of t-test for gender differences in matching

	M	*SD*	*t*(385)	*p* [95%CI]
Matching			2.332	.010
				[.479 - 5.629]
Male (*n* = 331)	67.23	8.83		
Female (*n* = 56)	64.18	10.34		

This means males more than females were more likely to feel that there was a matching between their expectation and reality. There was a minimal effect size (Cohen's *d* = .337; Cohen, 1988; 2016).

4.4.3   Objective 3: Gender Differences in Retention

An independent sample t-test was used to answer this question. There was no statistically significant mean difference in retention [*t* (385) = -.640; *p* = .523; Cohen's *d* = -.092] based on gender.

Table 9.   Results of t-test for gender differences in Retention

	M	*SD*	*t*(385)	*p* [95%CI]
Retention			-.640	.523
				[-3.278-1.668]
Male (*n* = 331)	27.30	8.73		
Female (*n* = 56)	28.11	8.54		

This means that the decision to stay, or leave was not different based on whether a person was male or female. There was a small effect size (Cohen's d = -.092; Cohen, 1988; 2016).

4.4.4 Objective 4: Rank Differences in Matching

A one-way analysis of variance (ANOVA) was conducted to assess these rank differences. There were statistically significant rank differences $F(3, 371) = 5.837$, $p = .001$ in matched expectation to reality. Tables 10 and 11 provide the numbers related to the ANOVA, while figure 5 portrays the mean plot of rank.

Table 10.   Results of One-way ANOVA for matching and rank

	M	SD	F(3, 371)	p	η^2
Corrected Model			5.837[a]	.001	.045[b]
Intercept			17399.006	.000	.979
Rank Classify			5.837	.001	.045
NCO ($n = 73$)	42.041	8.114			
Sen NCO ($n = 68$)	45.867	4.840			
Young Officers ($n = 89$)	44.775	5.807			
Senior Officers ($n = 145$)	45.428	6.042			

[a]   R-squared = .045 (Adjusted R-squared = .037)
[b]   Computed using alpha = .05

The rank that felt that their expectations were most matched to reality were Senior Non-Commissioned Officers ($M = 45.87$; $sd = 4.84$), followed by Senior Officers ($M = 45.43$; $sd = 6.04$). The rank with the lowest perception of matched reality to expectation was those classified as Non Commissioned Officers ($M = 42.04$; $sd = 8.11$), followed by Young Officers ($M = 44.78$; $sd = 5.81$). These rank differences are displayed in the table on Pairwise comparison and confirmed by the Means Plot graph.

Table 11.   **Pairwise Comparison of Rank Differences in Matching**

(I) Rank Classify	(J)Rank Classify	Mean Diff (I-J)	Std. Error	Sig[b]	95% CI	
					LB	UB
NCO	Sen NCO	-3.827*	1.055	.000	-5.901	-1.752
	Young Off	-2.734*	.988	.006	-4.678	-.791
	Sen Off	-3.386*	.898	.000	-5.153	-1.620
Sen NCO	NCO	3.827*	1.055	.000	1.752	5.901
	Young Off	1.092	1.008	.279	-.890	3.075
	Sen Off	.440	.920	.633	-1.369	2.249
Young Off	NCO	2.734*	.988	.006	.791	4.678
	Sen NCo	-1.092	1.008	.279	-3.075	.890
	Senior Off	-.652	.843	.439	-2.310	1.005
Sen Off	NCO	3.386*	.898	.000	1.620	5.153
	Sen NCO	-.440	.920	.633	-2.249	1.369
	Young Off	.652	.843	.439	-1.005	2.310

*. The mean difference is significant at the .05 level

[b] Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).
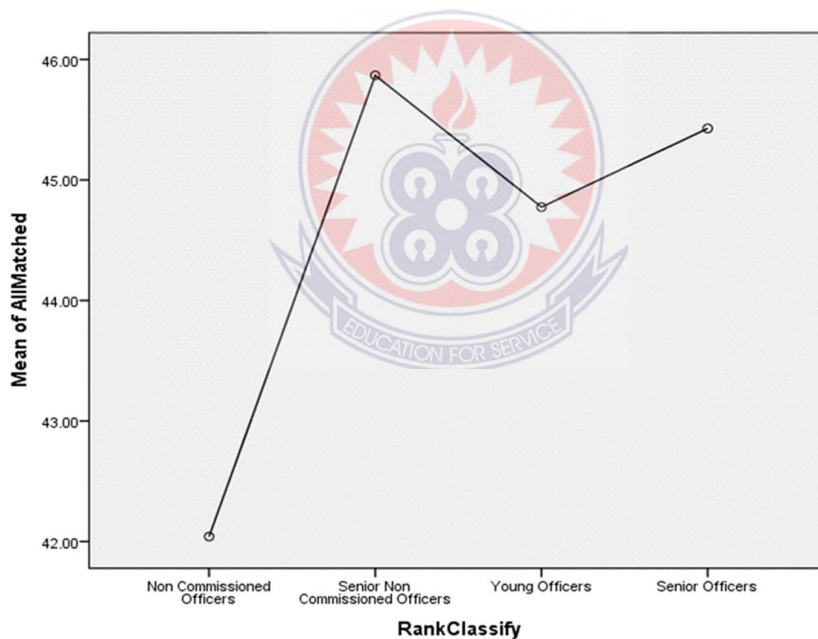
Figure 10:   **Means Plot of Rank and Matching**

4.4.5   Objective 5: Rank Differences in Retention

A one-way ANOVA was performed to understand the difference in retention based on rank. There were no significant differences in retention based on rank $F(3, 333) = 1.025$; $p = .382$.

Table 12.   Results of One-way ANOVA for Retention and rank

Tests of Between-Subjects Effects

Dependent Variable: AllRetention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[b]
Corrected Model	170.733[a]	3	56.911	1.025	.382	.009	3.074	.278
Intercept	119846.539	1	119846.539	2157.718	<.001	.866	2157.718	1.000
RankClassify	170.733	3	56.911	1.025	.382	.009	3.074	.278
Error	18495.879	333	55.543					
Total	145896.000	337						
Corrected Total	18666.611	336						

a. R Squared = .009 (Adjusted R Squared = .000)

b. Computed using alpha = .05

Descriptive Statistics

Dependent Variable: AllRetention

RankClassify	Mean	Std. Deviation	N
Non Commissioned Officers	20.72	7.937	67
Senior Non Commissioned Officers	19.74	8.043	62
Young Officers	18.98	6.504	82
Senior Officers	18.89	7.465	126
Total	19.43	7.454	337

This means that military personnel could leave or stay no matter the rank.

4.5   Analysis of Hypotheses

There were two hypotheses that grounded this work. The first one involved the development of the instruments while the second one involved establishing the relationship among the three main variables (instruments).

4.5.1   Hypothesis 1 - Principal Components Analysis of Items on Motivation, Matching, and Retention

Reliability analyses were performed to establish if the responses of these participants were consistent with those of the pilot study. Based on experts' recommendations, two more items were added to the original 30 items to account for discipline known in military circles. Cohen's (1988) recommendation was used as a standard for understanding internal consistency of items. Cronbach's alpha for the items demonstrating motivation for joining the military was very strong ($\alpha = .918$).

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Cronbach's alpha for items demonstrating a match between expectations and reality was also strong (α = .868). Based on a needs assessment from the military, a third instrument was developed to understand the reasons for people staying or leaving the army. This instrument, named "retention" also demonstrated a strong reliability index (α = .842).

4.5.1.1 Evaluating the 'Motivation' Instrument

Principal Components Analysis (PCA) was performed in SPSS to reduce the items into smaller sets of principal components that "account for most of the variance in the original variables" (Lund Research Limited, 2013; p. 1; Field, 2013). Four assumptions must be met in order to run a PCA:

(a) There is the need for multiple variables that are measured at the continuous level.

   a. All items were measured at the continuous level.

(b) Linear relationship between all variables needs to be established. The linearity assumption can be checked with a scatterplot.

(c) There should be no outliers. Outliers are component scores that are more than 3 standard deviations away from the mean.

(d) The sample size should be large for PCA to produce reliable results. Several rules-of-thumb have been suggested by multiple experts (Burmeister & Aitken, 2012; Green, 1991; Sink & Mvududu, 2010). Some suggest a minimum of 150 cases while others suggest 5 to 10 cases per variable.

   a. Four hundred cases are more than enough to meet the sample size suggestion.

The extraction method used was the principal component analysis, while the rotation method was varimax with Kaiser normalisation. The rotation converged in

seven iterations. Choosing the eigenvalue-one criterion (Kaiser, 1964; 1974), six

factors were retained. The six factors explain 64% of total variance.

Table 13. Rotated Component Matrix of "Motivation" Items

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
Was told I could get some extra money when I went on peacekeeping	.829					
I was told military financial benefits were good	.791					
I was told the military will cover my health cost and that of my family	.790					
I knew I would get free accommodation	.787					
I joined because I knew I would be paid well	.705					
I could travel on international mission	.609					
I could protect the sanctity of my country		.897				
I could defend the territorial integrity of my country		.882				
If enemies attacked my country, I could defend my people		.846				
I would learn about loyalty by working with others		.700				

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Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
I would become a disciplined individual		.691				
I would learn about endurance by working with others		.612				
I could become better cognitively by working with people who are smarter than I am			.880			
I could better myself academically			.858			
I would get the chance for further studies			.817			
I could sharpen my intellect by working with people who are as smart as I am			.618			
I could work with people who are like-minded			.589			
I could get the chance to kill				.755		
I would use a gun and people will fear me				.708		
People of the opposite sex would be attracted to the uniform				.646		
My family required that I join the military					.713	
My friends suggested that I join the military					.680	
I joined the military because a family member is in the military					.664	
I had friends already in the military and I wanted to be with them					.618	

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Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
I wanted to wear the uniform						.771
I joined the Army because of admiration for men and women in army uniforms						.767

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 7 iterations.

The following names were given to the factors:

- Factor 1: **Financial security** loaded strongly on items 5, 6, 7, 8, 9, and 18 (from .609 to .809) (Cronbach's alpha = .892)

- Factor 2: **Protection of country and self-growth** loaded strongly on items 20, 21, 22, 29, 30, and 31 (from .612 to .897) (Cronbach's alpha = .891)

- Factor 3: **Cognitive acuity** loaded strongly on items 23, 24, 26, 27, and 28 (from .589 to .880) (Cronbach's alpha = .887)

- Factor 4: **Attraction for weapons** loaded strongly on items 11, 13, and 17 (from .646 to .755) (Cronbach's alpha = .754)

- Factor 5: **Significant others' influence** loaded strongly on items 1, 2, 3 and 4 (from .618 to .713) (Cronbach's alpha = .723)

- Factor 6: **Attraction for the uniform** loaded strongly on items 12 and 32 (from .767 to .771) (Cronbach's alpha = .650)

4.5.1.2 Evaluating the 'Matching' Instrument

Once again, the eigenvalue-one criterion was chosen. The rotation method chosen for this was the Varimax with Kaiser normalisation. The first statement "I am

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paid well" had a mean of 0.00 and a standard deviation of 0.00. Because of these numbers, the PCA was not running. That item was taken out and the analysis rerun. The rotation converged in eight iterations and five factors successfully were retained.

Table 14. Rotated Component Matrix of "Matching" Items

Rotated Component Matrix[a]

	1	2	3	4	5
			Component		
The society respects me	.788				
I get a chance to kill	.783				
People of the opposite sex are attracted to the uniform	.763				
I get a car to drive	.695				
I get to learn about endurance by working with others		.852			
I get to become better congnitively by working with people who are smarter than I am		.834			
I get to travel abroad		.676			
I get the necessary financial benefits			.854		
There is health coverage for myself and my family			.853		
I earn extra income from peacekeeping			.577	.419	
I have free accommodation				.795	
I have become a disciplined individual		.318		.629	
I get to use a gun and have people respect me					.731
My kids have free (or almost free) education				.419	.695
I get to travel on international peacekeeping mission				-.351	.612

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

The following names were given to the factors:

- Factor 1: **Self Improvement** loaded strongly on items 19, 20, 22, 23, and 25 (from .591 to .758) (Cronbach's alpha = .836)

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- Factor 2: **Societal Respect** loaded strongly on items 8, 9, 10, 12, and 13 (from .533 to .779) (Cronbach's alpha = .786)

- Factor 3: **Placement on a pedestal** loaded strongly on items 7, 11, and 14 (from .596 to .682) (Cronbach's alpha = .545)

- Factor 4: **Civic responsibilities** loaded strongly on items 16, 17, and 18 (from .648 to .774) (Cronbach's alpha = .718)

- Factor 5: **Financial benefits** loaded strongly on items 2, 3 and 4 (from .601 to .842) (Cronbach's alpha = .736)

4.5.1.3 Evaluating the 'Retention' Instrument

Using the same criteria as the first two instruments, the rotation for this instrument converged in three iterations.

Table 15. Rotated Component Matrix of "Retention" Items

Rotated Component Matrix[a]

	Component	
	1	2
Nuclear family influence	.767	
Extended family influence	.798	
Peer influence	.812	
Restrictions and rules	.596	
Money and benefits related issues	.351	.639
Possibility of dying in combat	.617	
Issues with nuclear family responsibilities	.662	.444
Issues with extended family responsibilities	.718	.384
Issues with leadership	.506	
Issues with weapons	.718	
I am staying in the army because I just need an employment		.756

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

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Two components were extracted and retained. They were:

- Factor 1: **Stay or leave on socio-familial reasons** loaded strongly on items 1, 2, 3, 4, 6, 7, 8, 9 and 10 (from .506 to .812) (Cronbach's alpha = .924)

- Factor 2: **Stay or leave on Money matters** loaded strongly on items 5 and 11 (from .639 to .756) (Cronbach's alpha = .257).

4.5.2   Hypothesis 2 – Relationship Among Motivation, Matching, and Retention

To address the second research hypothesis, a Pearson's Product Moment Correlation analysis was performed (Field, 2020; Hahs-Vaughn & Lomax, 2018; Osborne, 2013). Two main assumptions that were tested were (a) variables should be measured on a continuous scale, and (b) each participant should have scores on each of the variables. Since the assumptions were met, the analysis proceeded.

All 13 factors were entered into the correlational model to understand relationships among the variables. The variables were:

1. Stay or leave on Money Matters (Retention Factor 2)

2. Stay or leave on socio-familial reasons (Retention Factor 1)

3. Self-Improvement (Matched Expectation Factor 1)

4. Societal Respect (Matched Expectation Factor 2)

5. Placement on a Pedestal (Matched Expectation Factor 3)

6. Civic Responsibilities (Matched Expectation Factor 4)

7. Financial Benefits (Matched Expectation Factor 5)

8. Financial Security (Motivation Factor 1)

9. Protection of country and self-growth (Motivation Factor 2)

10. Cognitive Acuity (Motivation Factor 3)

11. Attraction for weapons (Motivation Factor 4)

12. Significant others' influence (Motivation Factor 5)

13. Attraction for the uniform (Motivation Factor 6)

Staying or leaving based on financial reasons was positively minimally associated with matched expectation factors of societal respect ($r = .132; p < .05$) and being placed on a pedestal ($r = .145; p < .05$). Staying or leaving based on financial reasons was also positively moderately associated with motivation factors of financial security ($r = .353; p < .001$) and minimally associated with influence from significant others ($r = .165, p < .001$).

Staying or leaving based on socio-familial (domestic) reasons was positively minimally associated with a matched expectation factor of being placed on a pedestal ($r = .160, p < .001$). Staying or leaving based on socio-familial reasons was also positively minimally associated with motivation factors of financial security ($r = .160, p < .001$) and attraction for weapons ($r = .105, p < .05$).

Matched expectation to reality factor of *self-improvement* was positively strongly associated with other matching factors. Specifically, *self-improvement* was positively strongly related with *societal respect* ($r = .506, p < .001$) and *civic responsibilities* ($r = .518, p < .001$). *Self-improvement* was however positively minimally associated with *being placed on a pedestal* ($r = .318, p < .001$) and *financial benefits* ($r = .327, p < .001$). Matched expectation factor of *self-improvement* was equally positively minimally associated with motivation factor of *financial security* ($r = .139, p < .001$) and *attraction for the uniform* ($r = .187, p < .001$). *Self-improvement* was positively moderately associated with *protection of the country and self-growth* ($r = .432, p < .001$) and *cognitive acuity* ($r = .490, p < .001$).

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Table 16:   **Off Diagonal Correlation Matrix of Variables**

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	.318**	.020	.132*	.145*	-.065	-.018	.353**	-.081	.074	.101	.165**	.070
2		1	.059	.046	.160**	.028	-.020	.159**	.094	.048	.105*	.032	.103
3			1	.506**	.318**	.518**	.327**	.139**	.432**	.490**	.101	.070	.187**
4				1	.451**	.302**	.372**	.244**	.216**	.240**	.249**	.172**	.218**
5					1	.146**	.336**	.281**	.084	.221**	.374**	.157**	.154**
6						1	.272**	-.041	.532**	.196**	-.016	-.011	.104
7							1	.069	.186**	.064	.134**	.092	.079
8								1	.174**	.440**	.438**	.427**	.313**
9									1	.412**	.058	.034	.254**
10										1	.212**	.175**	.279**
11											1	.479**	.338**
12												1	.191**
13													1

**.Correlation is significant at the 0.01 level (2-tailed)
*.Correlation is significant at the 0.05 level (2-tailed)

Similarly, factors within the motivation variable were also positively associated with themselves. For example, the motivation factor of *financial security* was positively minimally associated with *cognitive acuity* ($r = .174$; $p < .001$) and *attraction for the uniform* ($r = .313$; $p < .001$). *Financial security* however was positively moderated associated with *attraction for weapons* ($r = .438$; $p < .001$), and *significant others' influences* ($r = .427$; $p < .001$). However, financial security was positively minimally associated with protection of country and self-growth ($r = .174$; $p < .001$)

4.6   Discussion of Results

4.6.1   Discussion of Objectives

Gender differences. Results of both the pilot study and main study indicated a vast majority of people in the armed forces were males. This finding agrees with Carreiras' (2021) assertion that the military since its formation has been regarded as a gender-based institution. It could be because as Halvorson (2010) indicated, military personnel are often under constant physical strain. This constant strain is reported to be exacerbated by frequent deployment to unfamiliar locations sometimes characterised by extreme conditions (Osterberg, Nilsson & Hellum 2020). While Feminists admit that females can do what males can do (Prasad et al., 2020), biologically, it appears men are built a bit more ruggedly than women. Therefore, gender numbers may be consistent with the perception of constant physical strain in the military.

The research objectives explored gender differences in motivation, matching as well as retention. For this study, there were no gender differences in motivation to join the army. This result appears to be consistent with several studies. For example, Mankowski, Mattocks and Tower (2015), indicated that Gender as a construct is

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insignificant in individuals' motivation for joining the military. Several reasons may have contributed to the lack of gender differences in motivation to join the military.

The study sought to ascertain whether gender differences existed in matched expectations to reality. The results indicated that there was statistically significant mean difference in matched expectations to reality based on gender. The findings were consistent with Mankowski et al (2015) assertion that the expectations of many of the female officers and soldiers were met in the military. The conditions of service within the military obviously may have contributed towards this result.

The Ghana armed forces are working assiduously to erode gender biases and stereotyping from the military. Indeed, appointments for Gender advisors have been created at the strategic and operational levels of command in the military. The result probably is an outcome of what GAF wants to see in the armed forces and have been working so hard for. These efforts are in conformity with the global drive aimed at eliminating gender stereotyping from the military (Reis & Menezes, 2019 ; Hanes, Reynolds, Kuroda, & Hernandez, 2022). In the Ghana Armed Forces, roles are assigned based on established regulations and females are given the same deserved opportunities for growth just as the male counterparts. Certainly, it is consistent under these conditions, there would not be significant differences in matched expectations to reality for both males and females.

The findings can also be justified through inference from the result of research objective one which shows that motivation for joining the Ghana Army are identical for both males and females. Granted that both males and females join the military with similar motivation and expectations, it is to be envisaged that the results of matched expectations to reality would also be similar when the conditions of service are the same as pertains in the GAF.

Rank differences.   The military observes a strict rank structure with accompanying roles and responsibilities. These ranks are mainly categorised into young officer and senior officer ranks for the commissioned officers, and non-commissioned officer (NCO) and senior non-commissioned officer (SNCO) ranks for the soldiers. The commissioned officers join the military with expectations that may be quite different from that of soldiers although some commonalities may exist. The differences are due to the different roles and responsibilities performed by each of these categories whilst in service. Commissioned officers are the leaders who take strategic and operational decisions while the soldiers are the subordinates supposed to obey and execute the orders of the officers.

The findings of the study show that there was a statistically significant mean difference in matched expectation to reality based on rank categories. Within the ranks of the soldiers, the NCOs' were the least satisfied in terms of matched expectations to reality. Similarly, relative to the senior officers, the young officers were least satisfied in terms of matched expectations to reality in the commissioned officers' category. Overall, the descending order in which expectations matched reality for all ranks in the Ghana Army include, SNCOs, senior officers, young officers and NCOs. Occupational shock, improvement in the armed forces over the years, acceptance of the status quo, and years in service may provide some plausible explanation to the results.

SNCOs are soldiers who have served in the armed forces for at least 15 years. What pertained in the military those days which may have aided the formation of any prior expectations in GAF has changed over the period. There has been some improvement since the SNCOs were probably recruited. Pay and allowances have been increased, the welfare situation has been made better, officers now listen more

to soldiers and modern equipment has been procured to augment the older ones. These improvements may have accounted for the high rate of matched expectations to reality among the SNCOs. It could also be that the SNCOs have come to terms with the status quo in the military and have readjusted their expectations to conform with conditions in the military.

The Senior Officers just like the SNCOs would have served for a period not less than 15 years. They as well may have seen the transformation that has taken place and have helped fulfil their expectations. In addition, due to the leadership roles and responsibilities, self and career development opportunities for officers which often come with some financial and other benefits are relatively many compared to the SNCOs and NCOs. The senior officers are therefore likely to have their expectations met due to these arrangements in the armed forces. It could also be that they have come to terms with the status quo and accepted the conditions in the service.

The young officers, however, have relatively lesser years of service in GAF and are yet to have opportunities and exposures that may help fulfil their expectations. It could also be that their expectations, which may be arbitrary, would be difficult to fulfil in GAF based on existing conditions. Having served for less than a decade, the young officers may also be grappling with cultural shock in the military and the actual conditions of service in GAF. These factors may have contributed to the differences in matched expectations to reality between young and senior officers.

The NCOs are soldiers who have served for at most 10 years in the military. These are young men and women whose prior expectations are still vibrant yearning for fulfilment. They may still be dealing with the cultural shock in the military and the disparity between how the military is seen from outside and how it feels to be part of

it. The relatively lower percentage of matched expectation to reality among the NCOs may be caused by these factors.

There was no statistically significant mean difference in retention based on rank. According to Popov (2011), attrition results when there is a disparity between employment offers and their implementation. Thus, when expectations garnered through advertisement and other suppositions do not meet reality there would be attrition. On the contrary, retention results when there is congruence between expectations and reality. Results from research questions two and three show that the expectations of both officers and soldiers GAF meet the reality. This explains why there are no rank differences in retention.

Also, Snodgrass and Kohlmann (2014) allude that quality of service in the military including pay, leave, education opportunities, time at home and a sense of financial security generates retention of servicemen. Inferring from research question one, the results show that factors that motivated GAF officers and soldiers to join the military include quality of service factors enumerated by Snodgrass and Kohlmann(2014). Obviously, the fulfilment of these motivational factors in the GAF as indicated by the results of research questions would lead to retention and may have occasioned the findings of this research question.

Finally, Vasile (2016) opines that two major causes of attrition from the army include the attractiveness of alternatives outside the army and the dissatisfaction about circumstances inside the military. Ghana has a very high rate of unemployment and very few alternatives exist that provide the opportunities offered by GAF. Although the NCOs and Young Officers expectations have not been met, in Ghana, opportunities outside the military are either few or non-existent. This may explain why there was a

significant difference in rank in terms of matched expectation to reality but no difference in ranks in terms of retention.

4.6.2 Discussion of Hypotheses

Analysis of the research hypotheses indicated that multiple factors were the motivation for why people joined the military. For this study, these factors included financial security; protection of country and self-growth; cognitive acuity; attraction for weapons; significant others' influence; and attraction for the uniform. While many of these factors were consistent with the Helmus and colleagues' (2018) research, there were other aspects of this study's findings not completely supported by the Helmus study. For example, the thematic focus of the Helmus research indicated that factors that influenced soldiers' decision to join the army included family influence, institutional and occupational values, a call to serve, perceptions of honour, desire for new adventure, and benefits and constant pay cheque.

Benefits and constant pay cheque as core themes were consistent with this study's financial security. Protection of country and self-growth could be connected to institutional and occupational values, call to serve, and perceptions of honour. Cognitive acuity in this current study was not supported by the Helmus study. Family influence as a theme in the Helmus study could be connected to this study's 'significant others' influence', indicating that family held a strong influence on the decision for people to join the military. Attraction for weapons and uniform in this study, while not supported by the Helmus study, was endorsed by Grigorov's (2020) cross-national study involving Bulgaria, the US, and Afghanistan. In this cross-national study, over 50% of the members of the military sampled admitted that they were enthused by the opportunity to participate in missions abroad and to work with weapons and military equipment.

Motivation for joining the Ghana Army according to the findings of this study includes financial security; protection of the country and self-growth; cognitive acuity; attraction for weapons; significant others' influence; and attraction for the uniform. These factors are not peculiar to a particular gender. The desire for self-growth, cognitive acuity and the influence of significant others are universal phenomena. Devoid of gender, all humans would want to achieve and advance in career, socio-economic pedestal, and all other aspects of life. The military offers opportunities for growth in these areas for both males and females. It is therefore consistent with the universal principle of living that both male and females would join the Ghana Army based on these factors.

The wellbeing and existence of humanity depends on peace and security. Without peace, national development would be hampered. It is therefore justified that both male and female would like to join the army to protect the country (Ghana). In terms of attraction for the weapons, one would have thought that males would be the dominant gender to join the army on the basis of this factor, however, the findings show that a sizable percentage of females also joined the military as a result of attraction for weapons. The perception that males are more daring is countered by this finding.

4.7   Summary of the Chapter

This chapter has analyzed the data collected from military personnel in Accra ($n = 400$) to address research objectives as well as research hypotheses. While some of the analyses indicated no gender differences, others established gender and rank differences, as well as multiple relationships between and among the variables. Discussions examined the results of this study, vis-à-vis data reviewed.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND

RECOMMENDATIONS

5.0   Overview

This chapter presents a summary of the findings made in this study and conclusions based on the findings. The chapter also makes some recommendations for future research and ends with an itemised implications for counsellors.

5.1   Summary of Key Findings

This study sought to examine factors that motivate officers and soldiers to get enlisted or recruited into the Ghana Army. The study further examined if expectations matched reality of officers and soldiers. Finally, the study assessed factors that led to retention in the army. To further understand the phenomenon, the research inquired whether there are differences in the motivation to join the army and matched expectations to reality based on gender. Finally, the study sought to understand if there were rank differences based on retention in the military.

A Principal Components Analysis (PCA) was used to extract factors from items that described motivation to join the military. Six factors were retained and these were financial security; protection of country and self-growth; cognitive acuity; attraction for weapons; significant others' influence; and attraction for the uniform. Another PCA was used to understand factors that described whether participants' expectations matched their reality upon entering the military. Five factors were retained. The factors were self-improvement; societal respect; placement on a pedestal; civic responsibilities; and financial benefits. Finally, the decision to stay or

leave the military was also taken through the PCA process. Two factors were retained - socio-familial reasons; and money matters.

To assess the relationships among motivation, matched expectation to reality, and retention, variables were taken through a correlation analysis. While some of the relationships were strong, others were moderate. For example, staying or leaving based on financial reasons was positively minimally associated with societal respect and being placed on a pedestal; staying or leaving based on socio-familial (domestic) reasons was positively minimally associated with being placed on a pedestal, financial security and attraction for weapons. Furthermore, self-improvement was associated with financial security and attraction for the uniform as well as cognitive acuity. Financial security was positively moderately associated with attraction for weapons and significant others' influences, protection for the country and self-growth.

Concerning the differences in motivation and matched expectation to reality, there were no significant differences in motivation based on gender. There were also no significant differences in matched expectation to reality based on gender. There were however rank differences based on matched expectation to reality. It appeared that military personnel who had been in service for a short period of time felt a disconnect between their expectation and reality. Contrarily, those who had been in service for a longer period of time felt their expectations were matched to reality. Interestingly, there were also no rank differences based on retention. Thus, whether a person was an officer or a soldier, it did not make a difference in their decision to stay or leave the army.

5.2 Conclusion

The Ghana army is a key actor in the defence of the territorial integrity of the County. The army requires a workforce of officers and soldiers in adequate numbers

and with requisite expertise to perform the role of defending Ghana. The findings of this study are therefore pertinent as it could inform the army to develop policies on motivation that will ensure retention of officers and soldiers.

It appears from the findings that factors that motivate officers and soldiers to be enlisted or recruited respectively into the army are based on financial benefits, self-improvement and societal appeal including responsibility to the society and country. With the exception of the financial benefits, these factors line up with Herzberg's motivational factors of growth, achievement and self-development.

5.3   Recommendations

Multiple recommendations came out of the results of this study. First, because there were no differences in motivation based on gender, those who work on advertising to recruit civilians to join the military may not need to change their strategy. This is because what they seem to be doing works for both males and females. Second, there were gender differences based on matching. The results indicated that females more than males felt their expectations did not match the reality on the ground. This means there are unique aspects of females' lives in the military that may make them feel disillusioned. Therefore, the Ghana Armed Forces can explore unique areas in the lives of their female personnel that make them feel dissatisfied and provide alternatives and interventions to retain more females in the Service. Third, there were no retention differences based on gender. This means that personnel could stay or leave, and this decision was not dependent on gender.

Fourth, factors that make up motivation for joining the military included financial security, protection of country and self-growth, cognitive acuity, attraction for weapons, significant others' influence, and attraction for the uniform. Recruiters

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could identify which of these factors held strongly for any unique specialization (e.g., nurses, engineers, etc.) and capitalize on that during the recruitment processes.

Similarly, these are the same factors that caused personnel to feel their expectations had matched reality. Therefore, whatever 'hook' recruiters used during advertisement, they should ensure, to the best of their ability, that what they were advertising was in fact true, to eradicate the feelings of disillusionment. The two big factors that made a military personnel leave or stay were social-family as well as financial. The military could do well to either meet these needs for their personnel, or to provide the opportunities for them to achieve these needs for themselves in other equally satisfying places.

Finally, the correlational results indicated multiple interrelationships among all these factors of motivation, matching, and retention. This means that what motivated a person to join could be a strong pull if they felt there was a matched expectation to reality, which in turn could make them stay and serve, therefore reducing attrition. If the authorities with the GAF realize the connection among all these variables, they could become intentional in providing the resources to let their personnel feel satisfied, thereby reducing attribution and eventually eliminating it.

5.4   Counselling Implications

The following are the implications for counselling officers and soldiers regarding motivation, matched expectation, and retention in the army:

5.4.1 Multifaceted Approach

Counselling officers and soldiers require a multifaceted approach and should be pursued as though the service personnel are developing more than one career path. Justification for this approach include relatively frequent assignment or duty station changes; retirement options available as early as 12 years of service making it possible

for officers and soldier to retire early and pursue other careers; probable early release on disciplinary or relative grounds; and incessant paucity of vacancies at the higher echelons for promotions which may warrant early exit.

5.4.2 Knowledge-Based

Military career counsellors must have the requisite knowledge and be abreast with the opportunities available for client's self-development whilst in the service and on retirement. Counsellors should know the existing career progression paths; education and training slots including civil qualifications; military occupational specialties and their requirements; as well as promotion opportunities and their requirements.

5.4.3 Advocacy-Based

The military has a lot of resources for development and self-growth. However, it is a closed institution where bureaucracy is pervasive. Consequently, counsellors adept at assisting officers and soldiers identify, access and exploit resources within the military become invaluable to their clientele. This is against the background that resource awareness, access and proper exploitation are necessary for the success of any counselling endeavour and career growth. In this regard, counsellors' ability to assist clients develop acceptable strategies to sidestep the bureaucracy in pursuit of entitlements and self-growth are important.

5.4.4 Positive Psychological Approaches to Therapy

It is tough to be an officer or a soldier because the demands of the military profession saps a lot of energy from personnel. Service personnel who may require the services of the counsellor may appear frustrated, exhausted, downhearted, or depressed. The counsellor in these circumstances would be required to provide inspiration and emotional support to the client. Positive psychological approaches

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like Strengths-based theory (Jones-Smith, 2016) could be used as a theoretical framework to provide the psychological support these military men and women need.

5.4.5 Post-Military Service Opportunities and Transitions

Officers and soldiers will eventually retire from the military. However, life in the military and that in a civilian capacity are two separate dimensions that obviously require a change of attitude and behaviour. Counsellors must therefore provide clients with tools that will enable officers and soldiers to transition smoothly into civilian life with less hassle and fuss. The economic demand to continue working on retirement requires counsellors to assist clients see the connections between military and civilian sector skills, knowledge, experience, opportunities, and overall lifestyle, as well as advance preparations and planning for post military career development and career paths.

5.5   Suggestions for Future Research

Based on the limitations of the study, vis-à-vis comments that were passed during the data collection process, the following suggestions are proffered for future researchers:

1. This study focused on officers and soldiers who are based in Accra. Future studies could be extended to officers based in other garrisons outside Accra.

2. This study focused on the army alone, future studies could be extended to the navy and the air force.

3. This study used the quantitative approach, future studies could employ the qualitative approach in order to garner further themes that could not be covered in the quantitative approach. For example, this study just exposed that there were gender differences in matching. Qualitative methodologies can expose the unique aspects of the matching that make the females feel differently than

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the males. Again, what are the unique aspects of factors that account for the rank differences in matching can be explored qualitatively in ways that the quantitative numbers are not completely adequate to expose.

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APPENDICES

Appendix	Description
A	Introductory Letter from Department
B	Approval Letter from the Ghana Armed Forces
C	Instrument Package for Data Collection

Appendix A

Introductory Letter from Department of Counselling Psychology

UNIVERSITY OF EDUCATION, WINNEBA
FACULTY OF EDUCATIONAL STUDIES
DEPARTMENT OF COUNSELLING PSYCHOLOGY
✉ P. O. Box 25, Winneba, Ghana   ✈ psychology@uew.edu.gh
☎ 030 298 0904

2nd February, 2022

The Director General
Department of Training
General Headquarters
Ghana Armed Forces
Burma Camp
Accra

Dear Sir,

LETTER OF INTRODUCTION: LT. COL. A. AWUKU-ANNIE

I write to introduce to you the above named person who is a student in the Department of Counselling Psychology of the University of Education, Winneba.

He is pursuing a Master of Philosophy degree programme in Counselling Psychology. As part of the programme, he is conducting a research titled: **CAREER MATCHING AND RETENTION IN THE MILITARY.**

He needs to administer questionnaire for his data collection and analysis and he has chosen to do so in your outfit.

I would be grateful if he is given the needed assistance to enable him carry out this exercise successfully. Thank you.

Yours faithfully,

DR. MRS PATRICIA M. AMOS
HEAD OF DEPARTMENT

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Appendix B

Approval Letter from the Ghana Armed Forces

General Headquarters
Personnel Administration
Ghana Armed Forces
BURMA CAMP

Accra 776474

GHQ/6363/PS1

18 March 2022

Lieutenant Colonel Augustine Awuku-Annie
Department of Counselling Psychology
University of Education
Winneba

REQUEST TO CONDUCT ACADEMIC RESEARCH
LIEUTENANT COLONEL AUGUSTINE AWUKU-ANNIE (GH/3168)

I am to convey the approval of your request to conduct a research on the thesis entitled: *"Career Matching and Retention in the Military"*. You are to contact the relevant units for your required information.

Additionally, you should be guided by military regulations which spell out information or materials whose unauthorized disclosure could be detrimental to the interest of the nation. Furthermore, I am to request that a copy of your completed research work should be forwarded to **this Department and GHQ (DI)** for retention.

Respectfully submitted, please.

E AWARIBEY
Colonel
for Director General

Appendix C

Instrument Package for Data Collection

Informed Consent

University of Education, Winneba

Faculty of Educational Studies
Department of Counselling Psychology

Principal Investigator: Augustine Awuku-Annie
Faculty Supervisor: Hannah E. Acquaye, PhD

You are being invited to participate in a research study. The study is *voluntary* so you can choose to take part or not.

Purpose of the study: The purpose of this study is to assess how motivation to join the military is related to matched expectation to reality as well as factors that lead to retention or otherwise in the military.

What you will be asked to do in the study: When you take part in this study, you will be asked to complete 4 sets of questionnaires. Please note that the information obtained in this research may be used in future research. You will be asked to complete a set of demographic questions, and three sets of questionnaires about your perceptions concerning life in the military. There should be no discomforts with any of these questions.

You will not be given any incentive in taking part of this study.

Time required: We expect that you will do the questionnaire in no more than 30 minutes

Age requirement: You must be recruited or enlisted in the military.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has impacted you negatively in any way, talk to Lt. Col Augustine Awuku-Annie or his supervisor, Dr. Acquaye at heacquaye@uew.edu.gh.

Demographic Information

1. Gender
   a. Male
   b. Female
2. Age _____
3. What is the highest level of education you have?
   a. Pre-SHS
   b. SHS or O'level
   c. Diploma or Associate Degree
   d. Bachelor's Degree
   e. Post-Graduate Certificate
   f. Master's Degree
   g. Doctoral Degree
4. What is your arm of Service
   a. Army
   b. Navy
   c. Airforce
5. What is your rank in your service?
   a. Colonel / Captain GN / Group Captain
   b. Lieutenant Colonel / Commander / Wing Commander
   c. Major / Lieutenant Commander / Squadron Leader
   d. Captain / Lieutenant GN/ Flight Lieutenant
   e. Lieutenant / Sub-Lieutenant/ Flying Officer
   f. 2nd Lieutenant / Acting Sub-Lieutenant/ Pilot Officer
   g. Senior Warrant Officer/Chief Petty Officer/Senior Warrant Officer
   h. Warrant Officer/Chief Petty Officer Class 2/ Warrant Officer
   i. Staff Sergeant /Petty Officer, 1st Class/Flight Sergeant
   j. Sergeant/Petty Officer,2nd Class/Sergeant
   k. Corporal/Leading Seaman/Corporal
   l. Lance Corporal/Able Seaman/Lance Corporal
   m. Private/Ordinary Seaman/Private

6. Are you still working with the Ghana Armed Forces?
   a. Yes
   b. No
7. If 'yes', how long have you served in the Ghana Armed Forces?
8. If 'no', how long did you serve before leaving?
9. If you have left, what were the reasons that informed your leaving?
   a. Low pay
   b. No time for family
   c. Better opportunities outside the military
   d. No freedom to come and go like I want

Motivation for Joining the Military

Please choose a response that best describes your perception about each of the statements

STATEMENT	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I joined the military because everyone in my family is a military person				
I joined the military because they are particular about obeying orders				
My family required that I join the military				
My friends suggested that I join the military				
I had friends already in the military and I wanted to be with them				
I joined because I knew I would be paid well				
I was told military financial benefits were good				
I was told the military will cover my health cost and that of my family				
I would get some extra money when I went on peacekeeping				
I knew I would get free accommodation				
I was told my kids would get free or almost free education				
I would use a gun and people will fear me				

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STATEMENT	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
The uniform was enough to make people behave well around me				
I wanted to wear the uniform				
People of the opposite sex would be attracted to the uniform				
I could easily get a car to drive				
I would be upheld in my family				
The society will respect me				
I could get the chance to kill				
I could travel on international mission				
I would get a chance to die for my country				
I would be a true patriot by fighting for my country				
I could defend the territorial integrity of my country				
I could protect the sanctity of my country				
If enemies attacked my country, I could defend my people				
I would get the chance for further studies				
I could better myself academically				
I could travel abroad				
I could work with people who are like-minded				

STATEMENT	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I could sharpen my intellect by working with people who are as smart as I am				
I could become better cognitively by working with people who are smarter than I am				
I would learn about endurance by working with others				
I would learn about loyalty by working with others				
Any other reason why you joined...				

Match between expectations and reality

STATEMENT	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I am paid well				
I get the necessary financial benefits				
There is health coverage for myself and my family				
Extra income from peacekeeping				
Free accommodation				
Free education (or almost free) for my kids				
I get to use a gun and have people respect me				
The uniform makes people behave well around me				
People of the opposite sex are attracted to the uniform				
I get a car to drive				
I am upheld in my family				
The society respects me				
I get a chance to kill				
I get to travel on international mission				
I get a chance to die for my country				
I get to defend the territorial integrity of my country				
I get to protect the sanctity of my country				

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STATEMENT	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I get the chance for further studies				
I could better myself academically				
I get to travel abroad				
I get work with people who are like-minded				
I get to sharpen my intellect by working with people who are as smart as I am				
I get to become better cognitively by working with people who are smarter than I am				
I get to learn about endurance by working with others				
I get to learn about loyalty by working with others				
Any other reason...				

Reasons for staying and/ or leaving

STATEMENT	I am staying because of this	I may leave because of this	I have left because of this
Nuclear family influence			
Extended family influence			
Peer influence			
Restriction and rules			
Money and benefits related issues			
Possibility of dying in combat			
Issues with nuclear family responsibilities			
Issues with extended family responsibilities			
Issues with leadership			
Issues with the use of weapons			
Any other issues			