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A Study to Determine the Attitudes of a Coast Guard Unit Towards Gender-Integrated Training in the United State Coast Guard

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**A STUDY TO DETERMINE THE ATTITUDES OF
A COAST GUARD UNIT TOWARDS GENDER-INTEGRATED TRAINING
IN THE UNITED STATES COAST GUARD**

A Research Paper

Presented to the Graduate Faculty
of the College of Education
at Old Dominion University

In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree

by

Elaine Anne Hughes

July, 1998

APPROVAL PAGE

This research paper was prepared by Elaine Anne Hughes under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

APPROVAL BY:



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Date

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CHAPTER I

INTRODUCTION

In wake of sex scandal, caution rules at Aberdeen

(Washington Post, 1997)

The scandal behind this headline, regarding the sexual abuse of women Army recruits at Aberdeen Proving in Maryland, sparked a huge debate within the armed services regarding gender-integrated training.

Every branch of the U.S. military is taking a long, hard look at all levels of their current training program. They are trying to determine if their program is effective and if it needs to be changed with respect to gender-integration. The policies that emerge from their studies will determine how the U.S. military of the 21st century is trained.

This study attempts to analyze the effectiveness of gender-integrated training in the United States Coast Guard, based upon feedback from members of a local Coast Guard unit.

Statement of the Problem

The problem of this study was to analyze attitudes of the members of Coast Guard Marine Safety Office Hampton Roads towards gender-integrated training in the Coast Guard.

Research Goals

The objectives of this study were to explore the following questions:

- 1) How was gender-integrated basic and advanced training perceived by officers and enlisted members of the unit?
- 2) Was gender-integrated basic and advanced training perceived differently by male and female members of the unit?
- 3) What percentage of the unit favored a change to how gender-integrated basic training is structured?

Background and Significance

This study was conducted to determine if there is a need to change the Coast Guard policy towards gender-integration in basic and advanced training. Following

Following the Aberdeen scandal that broke in November of 1996, the Secretary of Defense, William Cohen, appointed a committee of civilians, chaired by former U.S. Senator, Nancy Kassebaum Baker, to investigate gender-integrated training in the services. The committee investigated all aspects of recruit life in four of the five branches of the Armed Services. They released their final report on December 16, 1997; the largest change the report called for was separating men and women recruits in basic training and in all barracks. (Kassebaum-Baker.1997)

The military has conducted its own research on this topic. The Navy completed a study in 1992. (Business Week. 1997) They found that overall teamwork improved for both men and women in gender-integrated units.

The Army did an extensive study in the years from 1993 to 1996. (Army Research Institute [ARI], 1995) The Army study found that training in a gender-integrated unit improved women's physical fitness scores in three areas and the men's performance increased in two areas.

The Defense Advisory Committee on Women in the Services (DACOWITS) conducted a more recent study, released in January of 1998. They came to the conclusion that, "gender segregation during basic training and in

barracks impedes professional development and work readiness.”

Secretary Cohen has given the Army, Navy, Air Force, and Marines ninety days to respond to the Kassebaum Baker Report. The Coast Guard, however, falling under the Department of Transportation, was not studied in the report and is therefore not subject to this deadline. Nevertheless, they are also reviewing the report's recommendations.

Thus, the Coast Guard will benefit from this study in setting their policy on gender-integrated training as there is very little Coast Guard related research for them to consider.

Limitations

This study was limited to Active Duty Coast Guard personnel stationed at Marine Safety Office Hampton Roads in Norfolk, Virginia, where access to their opinions was readily available. There are no very junior enlisted personnel (E-1, E-2) stationed at the unit. Therefore, all those surveyed have completed basic training anywhere from three to twenty-three years ago. A few members of the unit also completed basic training before it was gender-integrated. Members of the unit frequently attend

various levels of advanced gender-integrated training so their experiences here are much more recent. A final limitation to consider is that MSO Hampton Roads is a shore unit and the opinions of its members may vary greatly when compared to a shipboard unit.

Assumptions

It is assumed that all enlisted members of the Coast Guard completed basic training at Cape May, New Jersey. All officers completed basic training either at the Officer Candidate School (OCS) at CG Reserve Training Center, Yorktown, Virginia or at the Coast Guard Academy in New London, Connecticut.

Procedures

Surveys were administered to all members of MSO Hampton Roads. They were collected and the data was analyzed. The results of surveys were compared between officers vs. enlisted and male vs. female. Recommendations were made as to how the Coast Guard should formulate their future policies towards gender-integrated training in the Coast Guard.

Definition of Terms

The following terms were used throughout this study:

1. USCG Marine Safety Office Hampton Roads- A Coast Guard shore unit located in Norfolk, Virginia that is responsible for various aspects of marine safety in the port of Hampton Roads. This includes: oil spill response, commercial vessel inspections, foreign vessel inspections, and investigations of marine incidents.
2. Officers- CG personnel with a rank of Ensign (O-1) to Admiral (O-9). Also, Chief Warrant Officers with the rank of W-2 to W-4.
3. Enlisted Personnel- CG personnel with a rank of E-1 to E-9.
4. CG Basic Training- Initial entry training for the Coast Guard that all members attend in one of three places; Cape May, New Jersey, Yorktown, Virginia, and New London, Connecticut.
5. CG Advanced Training- Higher levels of training CG personnel receive in various places and times throughout their career, as they specialize in certain fields.

Overview of Chapters

This chapter has provided a brief description of the purpose and need for conducting this research, the manner in which it was conducted, and the various terms that were used throughout. Chapter II will provide information on previous, related studies and experts' opinions on this topic. Chapter III will consist of a detailed

description of the process and procedure used to reach conclusions. Chapter IV will present all of the relevant data that was collected and analyzed. Finally, Chapter V will summarize the study and make recommendations for further research.

CHAPTER II

REVIEW OF LITERATURE

This chapter will review the literature that is available regarding gender-integrated training in the U.S. Armed Forces. Women have been fully integrated into the U.S. Armed Forces since 1976. However, the amount of data that exists from 1976 on is somewhat limited. The reasons for this were pointed out in a 1996 study on gender-integrated basic training that was conducted by the Government Accounting Office (GAO). The study reported, "Data ... was limited due to curriculum changes, a limited history of integration, and few records documenting trainees' performance." (p. 4)

From 1976 on, each branch of the service has handled gender-integration in basic training somewhat differently. It has also varied within each service as to the level of integration for enlisted personnel and officers.

Gender-Integrated Training and Enlisted Personnel

The services have different approaches to gender-integrated training. The Marine Corps is the one service that trains the men and women separately. In the Coast Guard, Army, Navy, and Air Force, men and women follow

the same basic program and the only standards that are different are the physical fitness and medical examinations. According to the GAO study of 1996, the Army and Navy basic training is basically the same; they mix the men and women together at the most basic level. However, they are berthed in separate locations. The only area where they were not mixed was in combat arms training divisions in the Army. The Navy attempts to keep the ratio of men to women equal in the gender-integrated groups, so one group does not feel "isolated or intimidated"; this does result in some units being all male because there simply are not as many women at this point in time. (p. 3) The Air Force has the men and women split at the most basic level; they have a single gender "flight". Then each of the flights is paired up with a brother or sister flight. The flights attend parts of the training together but they are only mixed in the physical fitness training. The Coast Guard, which was not included in the GAO study, has both men and women together at the most basic operating level. Unlike the Navy, they try to put women in all of the training groups so in many cases there may only be a few women in each group. They also house them in gender-integrated

barracks, which reflects the barracks arrangement throughout the rest of the Coast Guard.

The above study by the GAO compared how gender-integrated training has been conducted among the services and it also evaluated the cost of gender-integrated training. As far as actually conducting a study of the enlisted personnel's perceptions of gender-integrated training, the only studies that could be found on this were done by the Army Research Institute in 1993, 1994, and 1995. The 1993 study was the first phase of the study. They used two training battalions of ten companies to form the sample. The companies in each battalion were made up as follows, one all male, one all female, two 75 percent male and 25 percent female, and one 50 percent male and 50 percent female. In the 1994 study (Phase 2) they used one battalion of four companies for the sample. All four companies were 75 percent male and 25 percent female. In both phases the soldiers were given pre-training and post-training questionnaires and the results were compared. The findings of the studies specifically relating to male and female soldiers were:

- In Phase I, soldier attitudes toward basic training were most positive for males in single-gender companies and least positive for females in single-gender companies.

- Soldier attitudes toward basic training were more positive for Phase II gender-integrated males than Phase I gender-integrated males.
- Females in gender-integrated companies in both phases were more positive about basic training than females trained in a single-gender company. Gender-integrated females were challenged more and pushed themselves harder than females in single-gender companies.
- Overall, more males than females felt that male and female soldiers were treated differently during training.
- Males were less positive than females towards women in basic training and in the Army. Males became more negative towards females in the Army from the pre- to post- survey reports. (ARI Newsletter, 1995)

Gender-Integrated Training and Officers

For the officer training programs throughout the services, the ones that had been evaluated in regards to gender-integrated training were the U.S. Air Force Academy, the U.S. Naval Academy, and the U.S. Military Academy. Each of the three academies was studied separately following a Congressional hearing in June of 1992. The GAO did the studies and specifically looked at three areas: 1) differences in performance indicators between men and women and whites and minorities, 2) student perceptions of fairness and treatment of women and minorities, and 3) Academy actions to address disparities and improve assimilation of women and

minorities. (p. 1) The studies were published at different times. The results of the Naval Academy study were released first in April 1993, then the Air Force Academy in September of 1993, and finally the Military Academy in March of 1994.

The three studies all sought the same answers and they were reported using the same format. The results were very similar. In evaluating the performance indicators, it showed that women have not fared as well in regards to class standings; academic, physical education, and military grades; outcomes of the conduct and honor systems; and attrition rates. In regards to the perceptions of males and females, the studies found that basically men and women perceived that they were treated equally. However, a higher percentage of men than women perceived that women were treated better and a higher percentage of women than men perceived that men were treated better. (This finding was consistent; the only thing that varied between studies was the percentages)

Changes Suggested by Kassebaum-Baker Report

The Kassebaum-Baker Report was published on December 16, 1997. The results followed a six-month study by the

committee of civilians that were appointed by Secretary of Defense, William Cohen. The committee's focus was gender-integration in training. However, by the time they had completed the study, their recommendations stemmed to other issues besides gender-integration in training. The committee felt that their recommendations should be, "viewed as a complete package, since training is a building block process beginning with the quality of recruit". (KB.5) The committee made thirty recommendations but only a few of them pertain to the research goals of this study; these are the ones that will be discussed.

One area they evaluated was "Basic Training Organization" and the first change they called for was separate barracks for male and female recruits. In addition to separate barracks, they also asked for same-gender platoons, divisions, and flights at gender-integrated training installations. Above the basic levels, they did call for continuing gender-integrated training.

A second area that they evaluated was "Basic Training Requirements" and their recommendations were to toughen basic training requirements and enforce consistent standards for male and female recruits. In

addition, they called for tougher physical fitness requirements and expanded instruction on nutrition and wellness.

The Kassebaum-Baker report was given to each of the services in the Department of Defense and they were given time to decide what they would do with the recommendations. In that same time, the DACOWITZ conclusions were released.

Changes Suggested by the DACOWITZ Report

Shortly after Secretary Cohen handed the Kassebaum-Baker report to the services, the Defense Advisory Committee on Women in the Services (DACOWITZ) published another report with different conclusions. The DACOWITZ report had twenty-one total recommendations; their recommendations did not cover as broad a spectrum as the Kassebaum-Baker report. Overall, the recommendations of the DACOWITZ report were different than the Kassebaum-Baker report. In the two areas related to the research goals of this study, the first recommendation is opposite of the Kassebaum-Baker report and the second recommendation is in agreement.

The first DACOWITZ recommendation, in regards to organization, was that most service members from all services believed that more gender-integration of

training was needed. (Rather than separate barracks) The second recommendation dealt with standards for physical fitness. The DACOWITZ report recommended that the standards for both men and women's physical fitness scores be raised. They also called for more emphasis on strength training and development at the basic training level.

Changes Suggested by Coast Guard Report

The Coast Guard, only falling under the umbrella of the Department of Defense during wartime, was not ordered to evaluate the Kassebaum-Baker report by Defense Secretary Cohen. However, the Coast Guard Director of Reserve and Training called for a Gender-Integrated Training Review Team (GIT) to be formed. The GIT Team met for one week in February of 1998. Their charter was to review the recommendations of the Kassebaum-Baker Report and the DACOWITZ Report and assess their relevance in meeting the needs of the Coast Guard. (GIT.1)

The GIT team looked at all of the different areas that were mentioned in the two reports. They attempted to define the current state of the Coast Guard in each of those areas. Once they had defined the current state, they evaluated the recommendations from each report. They then stated which recommendations they would adopt.

They made over thirty recommendations and once again only those relevant to this study are discussed.

The GIT Team decided not to adopt the Kassebaum-Baker recommendation of separate barracks for male and female students in all levels of training. Their reasoning was as follows:

All training should emulate the CG workforce environment. Separate barracks for men and women could negatively impact team building. There is no supporting documentation to support that gender integrated barracks cause more discipline problems.
(GIT.13)

In regards to toughening basic training requirements, the GIT agreed with both the Kassebaum-Baker and DACOWITZ recommendations. Their specific recommendations included:

- 1) Requiring haircuts for both men and women at basic training. This would provide consistent standards for both sexes helping to eliminate perceptions that women have easier training standards and further team building efforts.
- 2) Adopt new physical fitness standards for basic training (Cooper Institute). New standards would ensure that fitness level of all trainees is raised despite entry-level condition.
- 3) Incorporate generic job-specific standards in basic training.
- 4) Provide healthy food choices in the galley to support the Wellness Program. (GIT.9)

The senior leadership of the Coast Guard is currently evaluating the GIT's report. They are

determining which recommendations they will take action on and how soon they will implement the chosen recommendations. When this study is complete it will be interesting to see how it aligns with the recommendations of the GIT.

Summary

The issue of gender-integrated training in the military has been hotly debated both before and after the initial integration of women in 1976. Existing studies from the services have different results and recommendations. Therefore, there are varying levels of gender-integrated training within each branch of the military. In this chapter, studies from the different service academies were examined along with reports from the Kassebaum-Baker Commission, the Defense Advisory Committee on Women in the Services, and the Coast Guard Gender Integrated Review Team. The following chapter, Chapter III, will discuss the methods and procedures used in conducting the study and the methods of data analysis will be provided and explained.

CHAPTER III

METHODS AND PROCEDURES

INTRODUCTION

The problem of this study was to analyze attitudes of active duty members of a Coast Guard unit towards gender-integrated training within the Coast Guard. To research this problem, a population was selected, an instrument was designed, data collected, and statistical analyses were performed. This chapter will discuss each of these areas, in addition to the research method used in this study.

POPULATION

The population in this study was the active duty personnel assigned to Coast Guard Marine Safety Office Hampton Roads in the spring of 1998. The population is representative of a typical Coast Guard shore unit.

This unit is led by a Commanding Officer, whose rank is Captain or O-6. In his staff he has an Executive Officer who is a Commander or O-5. There are four departments: Inspections, Investigations, Port Operations, and Administration. Each department is led by a department head which is an officer, varying in rank from Commander to Chief Warrant Officer. (O-5, O-4, O-3,

O-2, O-1 and CWO) The remainder of the unit members are assigned to the various departments from assistant branch chiefs down to duty petty officers. These ranks vary from Lieutenant Commander (O-4) to Third Class Petty Officer (E-3). There are no enlisted personnel assigned that are Seamen or Seamen Apprentices (E-2 or E-1), because the unit is one that needs personnel with a specialty before they are assigned. There are sixty-one people assigned to the unit.

INSTRUMENT DESIGN

The survey that was distributed to all members of the population was designed around the research goals of the study. It consisted of eight questions; four of which were open-ended. The rest of the survey contained simply yes or no responses.

The survey attempted to determine respondents' attitudes and experiences related to gender-integrated training. A copy of the survey is found in Appendix A.

DATA COLLECTION

In order to collect the data needed, permission to distribute the study was obtained verbally from the Commanding Officer of the unit. Following an "All Hands"

meeting, the surveys were distributed to all personnel at the unit. A number was assigned to each person and it was also written on the cover letter of the survey. (See Appendix B) The number was used to track which personnel had returned the survey while keeping their answers to the questions confidential. After all surveys were returned, the numbers were discarded and the data was compiled and counted in preparation for analysis.

STATISTICAL ANALYSIS

Once the data collection and compilation were completed, statistical analyses were performed. Based upon the frequency of response to each question in the survey, the mean and standard deviation were used to determine the overall attitude of the population towards each issue.

SUMMARY

This chapter has discussed the methods and procedures which were followed in order to accomplish the stated research goals. A population was defined and data collection, compilation, and analysis were explained. The findings from this research will be presented and discussed in Chapter IV.

CHAPTER IV

FINDINGS

This study was conducted to analyze attitudes of active duty members of a Coast Guard unit towards gender-integrated training. This chapter presents the findings of the research conducted.

PRESENTATION OF DATA

There were sixty-one unit members who completed the questionnaires. This represented 100 percent of the population. The results of the questionnaires were tallied by each question and later divided into four groups based on the respondents' answers to questions 1 and 2. (These established the gender and rank of the respondent.) The four groups were Male Officers, Female Officers, Male Enlisted, and Female Enlisted.

Respondents answered the initial question as if they were the Commandant of the Coast Guard. The question was,

"Do you feel that there is a need to change the Coast Guard's program of gender-integrated training that currently exists at basic and advanced training sites in the Coast Guard?"

Respondents circled yes or no and had the opportunity to expand on their answer. The responses to the initial question were as follows:

	YES	NO	N/A
Male Officers	3	25	3
Female Officers	0	6	0
Male Enlisted	4	14	0
Female Enlisted	1	4	1

The first two numbered questions determined the survey populations' demographics. In the first question, respondents stated whether they were officers or enlisted members of the Coast Guard. Of the sixty-one total respondents, thirty-seven were officers and twenty-four were enlisted.

The second question asked if the respondent was male or female. Forty-nine males and twelve females answered the survey.

Question three asked,

"When you went through basic training was it gender-integrated?"

The answers to question three were as follows:

	YES	NO	N/A
Male Officers	18	13	0
Female Officers	6	0	0
Male Enlisted	16	2	0
Female Enlisted	5	1	0

Question four asked,

"When you went through basic training did you feel that men and women were treated equally?"

The responses to question four were as follows:

	YES	NO	N/A
Male Officers	11	5	15
Female Officers	5	0	1
Male Enlisted	6	10	2
Female Enlisted	5	1	0

All the respondents who answered no to question three skipped question four. Question four also had a follow-up question that said,

"If you answered no, in what areas did you perceive the treatment to be unequal?"

Written responses to this question included:

Male Officers

-*"appointment to training, standards of conduct, 'special opportunities' all favor women"*

-*"barracks accommodations"*

-*"reduced physical requirements" (x2)*

-“male drill instructors more sympathetic to women”

-“everywhere”

Female Officers

-“it depends on the trainer”

Male Enlisted

-“physical” (x7) Two said that they understand why the physical requirements are different and they feel they shouldn’t be equal

-“14 females did the same work on the barracks that 30+ males did on one site”

-“EMI [Extra Military Instruction] was easier for females”

-“corporal punishment, women weren’t ‘cranked’ as often or as severely”

-“swimming requirements were not enforced equally”

Female Enlisted

-“company did not have a female drill instructor so the females in the company were focused on less than the larger group of males (this is not a complaint, the females were treated less harshly)”

Question five focused on gender-integrated advanced training. It asked,

“Have you attended advanced training in the Coast Guard that was gender-integrated”

The answers to this question were as follows:

	YES	NO	N/A
Male Officers	27	3	1
Female Officers	6	0	0
Male Enlisted	15	3	0
Female Enlisted	3	3	0

Question six asked,

“When you went through advanced training did you feel that men and women were treated equally?”

The answers were as follows:

	YES	NO	N/A
Male Officers	26	1	4
Female Officers	6	0	0
Male Enlisted	15	1	2
Female Enlisted	4	0	2

Those who responded no to question six also had the opportunity to comment on where they perceived the training to be unequal. Their comments were as follows:

Male Officers

-“During courses I have had sometimes the women have a different standard than the men.”

Male Enlisted

-“Females that had a problem with course material or their personal lives would go into a closed-door session with an instructor. This courtesy was not extended to all males.”

Female Enlisted

-“Only in regards to accommodations, barracks rooms were smaller and head facilities were limited for women.”

The final question of the study, question seven, asked the respondents;

“In your experience have new members of the Coast Guard (that have just completed basic training) been able to deal effectively with members of the opposite sex in the workplace?”

The answers to this question were:

	YES	NO	N/A
Male Officers	28	1	2
Female Officers	6	0	0
Male Enlisted	16	2	0
Female Enlisted	5	1	0

The survey also allowed the respondents to expand on their answer if they felt strongly about the question.

Their comments were as follows:

Male Officers

-“Due to the numbers in the CG, women are placed into integrated units and the perception is that they are given special consideration in regards to berthing and washroom facilities. They also are featured in news stories in foreign ports because it is unique to have women on ships in some countries. At boot camp we need to educate people that this isn’t special treatment but a fact of life.”

-“There have always been “rough spots” and probably always will be when the sexes mix, but no different than in any other organization, civilian or military.”

-“Even at smaller units I have been impressed with the teamwork that was displayed.”

-“Having new members of the CG start in a gender-integrated environment has been beneficial to the new members and the CG.”

-“It is the old cronies that have the problems!”

Female Officers

-“If new members are non-productive, supervisors are afraid to confront them because they are afraid to be accused of prejudice or picking on a certain sex.”

Male Enlisted

-“Cape May needs to clean house and start over. I’ve seen too many inappropriate relationships with new members of the Coast Guard immediately after boot camp.”

-“Men and women that have problems dealing with each other bring those problems into the CG from the civilian world.”

-“Males are afraid to look at any females due to fear of what might happen.”

-“Everyone is paranoid of saying the wrong thing.”

-“The workplace will always have a problem with gender issues; we can only increase awareness.”

Female Enlisted

-“Too many individuals have a problem with inappropriate personal relationships. I don’t know how seriously this is discussed at basic training but it needs to be emphasized.”

COMPARISION OF GROUPS

To gain insight into these findings, it may be helpful to portray the above results in a slightly different format. Table 7 compares officer and enlisted responses to questions three through six. Due to the large difference in total numbers of officers (31) and enlisted (18), percentages are used.

Once again, question three asked the respondent if their basic training was gender-integrated, question four asked if it men and women were treated equally in basic training. Questions five and six were the same questions but related to advanced gender-integrated training.

Table 7

	Officers			Enlisted		
	Yes	No	N/A	Yes	No	N/A
Question 3	65%	35%	0%	88%	12%	0%
Question 4	44%	15%	41%	46%	46%	8%
Question 5	89%	8%	3%	75%	25%	0%
Question 6	86%	3%	11%	80%	4%	16%

Table 8 breaks down the responses to the same questions by gender. Again, due to the large difference in total number of males (49) and females (12) assigned to the unit, percentages are used.

Questions three and four asked the respondent if they went through gender-integrated basic training and if they felt that the treatment of men and women was equal.

Question five asked the respondent if they went through gender-integrated advanced training and question six asked if the respondent thought the treatment of men and women was equal throughout advanced training.

Table 8

	Males			Females		
	Yes	No	N/A	Yes	No	N/A
Question 3	69%	31%	0%	92%	8%	0%
Question 4	35%	30%	35%	84%	8%	8%
Question 5	86%	12%	2%	75%	25%	0%
Question 6	84%	4%	12%	84%	0%	16%

Figure 1 represents responses to the question in the survey that asked if the respondents favored a change to how gender-integrated basic and advanced training is currently structured. Respondents could answer yes or no and thirteen percent thought change was needed, eighty percent felt that no changes were necessary, and seven percent did not answer the question.

FIGURE 1

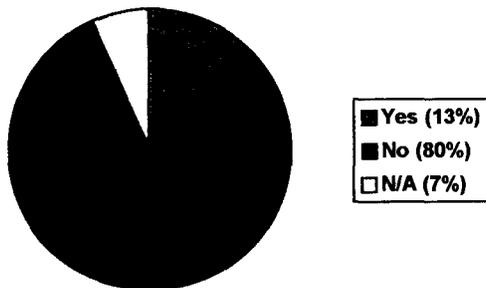
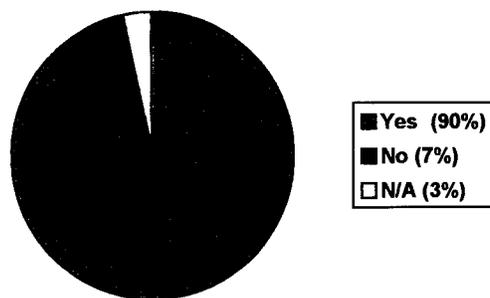


Figure 2 shows the units' answers to question seven, regarding new members of the Coast Guard and their ability to deal effectively with members of the opposite sex in the workplace. Ninety percent of the unit felt that new members of the Coast Guard are able to deal effectively with members of the opposite sex in the workplace. Seven percent answered that new members were not able to deal effectively with members of the opposite sex in the workplace. Three percent of the population did not answer the question.

FIGURE 2



Summary

This chapter has reported the results of the survey regarding gender-integrated training that was given to members of an active duty Coast Guard unit. Chapter V will analyze these findings and provide conclusions and recommendations.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize previous chapters, draw conclusions based on the data presented, make recommendations, and suggest ideas for further study.

SUMMARY

This research was conducted in response to the questions that were raised in the media and throughout the United States Armed Forces following the recent scandal at Aberdeen Proving Ground in Maryland. Aberdeen is a gender-integrated basic training site for the U.S. Army. There were allegations of sexual abuse toward female recruits that made headlines in 1997. A review of literature showed little research on gender-integration since 1976 when women were integrated into the Armed Forces. However, some current documents did provide various recommendations for changing gender integration within the various services. These reports included the Kassebaum-Baker Report, the Defense Advisory Committee on Women in the Services (DACOWITZ) report, and the Coast Guard Gender Integration Review Team. (GIT).

The purpose of this study was to analyze attitudes of the members of Coast Guard Marine Safety Office Hampton Roads towards gender-integrated training in the Coast Guard, and explore several questions.

The population of this study was limited to the active duty personnel assigned to Coast Guard Marine Safety Office Hampton Roads in the Spring of 1998.

This research was conducted by distributing a survey to members of the unit. When the surveys were collected, the results were tallied and each of the research goals was examined.

CONCLUSIONS

The first research goal was to answer the question: How was gender-integrated basic and advanced training perceived by officers and enlisted members of the unit? This question was addressed by questions 3-6 of the survey. When responses to the question, "Were men and women treated equally at basic training?" were compared, officers responded more positively than the enlisted members that the treatment was equal. (This was even after the large number of officers that went through basic training prior to gender integration was separated from the responses.) Officers and enlisted members of

the Coast Guard do not conduct basic training at the same sites; this seems to indicate that there may be different types of treatment at the training sites.

The second research goal of the study was to determine: Was gender-integrated basic and advanced training perceived differently by male and female members of the unit?

This question about male and female perceptions was addressed by questions 3-6 of the survey. When male responses were compared to female responses from the same question, the males responded that there was more unequal treatment at basic training than the females did. This is in line with earlier studies mentioned in the review of literature that stated men felt that women had it "easier" throughout basic training. Many unit members responded as to what areas they felt were unequal, and the most common response was that the physical standards were different for males and females. This mirrors other studies that have been conducted on this topic that were discussed in the review of literature.

The question regarding equal treatment during advanced training was answered very positively by all of the different groups: officers, enlisted, males, and females. This leads to the conclusion that both genders

are generally treated equally during advanced training, which is more centered on the intellectual rather than physical training.

The third research goal was of the study was to answer this question: What percentage of the unit favored a change to how gender-integrated basic and advanced training is structured?

The initial question in the survey was designed to answer this. The answer of yes indicated that there was a need for change. The answer of no indicated that there was no need for change, and if the question was skipped it went into the N/A category. Overall, the unit did not feel that there was a need to change how gender-integrated training was conducted. The response to the initial question on the survey was that eighty percent felt there was no need for change, thirteen percent called for change, and seven percent did not answer the question. Several surveys indicated that training should be kept the same because the Coast Guard is gender-integrated following basic and advanced training, so all training should reflect the actual state of the Coast Guard.

The fourth and final research goal to answer the question: Do members of the unit feel that new graduates

of basic training have been able to work effectively with members of the opposite sex? The data to answer this question comes from question #7 in the survey. Once again, the unit members were very positive in their response. Ninety percent agreed that new members worked effectively with other genders. Only seven percent disagreed and three percent did not answer the question. A few members indicated that they did not feel qualified to answer the question because they had not worked with any new members of the Coast Guard.

RECOMMENDATIONS

Based on the results and conclusions of this study, the following recommendations were made:

1) This study should be repeated at another Coast Guard unit, preferably an underway unit that has more junior enlisted members.

2) The Coast Guard should consistently reevaluate their training program at designated intervals to ensure that no problems exist with gender-integrated training.

3) Further study on this topic should include interviews with trainers at CG Basic Training in Cape May, New Jersey, and at advanced training sites throughout the country. This would be beneficial because the population of this study was limited to individuals who are not involved with training on a daily basis.

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APPENDIX A

Survey

QUESTIONNAIRE ON GENDER-INTEGRATED TRAINING
IN THE U.S. COAST GUARD

Many of the services are reviewing proposals to change how they conduct gender-integrated training at basic and advanced training sites. This is a direct result of a scandal that occurred at Aberdeen Proving Ground, an Army training site in Maryland.

Please answer the following question as if YOU were Commandant of the Coast Guard!

Do you feel that there is a need to change the Coast Guard's program of gender-integrated training that currently exists at basic and advanced training sites in the CG?

Yes No (circle one)

Why/ Why not?

What areas would you change or leave the same?

Now FORGET about being Commandant and please answer the following questions based on your own experiences in the CG.

1) Are you an officer or are you an enlisted member? Officer Enlisted (circle one)

2) What is your gender? Male Female (circle one)

3) When you went through basic training was it gender-integrated? Yes No
(Please consider the term "basic training" to refer to the initial training you received when you first entered the Coast Guard, regardless of the way you came in. Ex: Enlisted Boot Camp, OCS, DCO, Academy)

If you answered no to question 3, skip to question 5.

4) When you went through basic training did you feel that men and women were treated equally? Yes No

If you answered No, in what areas did you perceive the treatment to be unequal?

5) Have you attended advanced training in the Coast Guard that was gender-integrated?
(Please consider the term "advanced training" to refer to any training conducted away from your current or previous units. Ex: RTC Yorktown, RTC Petaluma, CPO Academy, etc.)

Yes No

If you answered no to question 5, skip to question 7.

6) When you went through advanced training did you feel that men and women were treated equally? Yes No

If you answered No, in what areas did you perceive the treatment to be unequal?

7) In your experience, have new members of the Coast Guard (that have just completed basic training) been able to deal effectively with members of the opposite sex in the workplace? Yes No

Please expand on your answer if you feel strongly about this question.

That's all the questions, thanks again for your time!!

APPENDIX B

Cover Letter

18 May, 1998

104 Powhatan Parkway
Hampton, Virginia 23661

Dear Fellow Members of MSO Hampton Roads:

Gender-integrated training is an important issue within the services. Currently, I am a graduate student in the College of Education at Old Dominion University and I am conducting a study of gender-integrated training in the United States Coast Guard, as part of my course requirements.

I am asking you to help me complete this study by providing answers to the questions on the attached survey. Your thoughts and opinions on the topic are very important to me, because I know that you have all been through various levels of gender-integrated training throughout your time in the Coast Guard. Your responses will be kept confidential; I have written a number on this cover sheet, so that I can keep track of who has responded and follow-up on those that have not. However, once I have received all of the completed surveys, I will discard them and only work with the data provided. You can return the survey to me right away or through the guard mail.

I appreciate your cooperation and support. Without your cooperation, I will not be able to complete this research. I will make a copy of my final report available for anyone that may be interested in my findings.

If you have any further questions, please feel free to call me at (757) 494-4673 (w) or (757) 728-0810(h).

Sincerely,

Elaine A. Hughes, LTJG
Elaine A. Hughes, LTJG

John M. Ritz
Dr. John Ritz, Advisor

Enclosure: Survey