

MOTIVATION FOR MILITARY SERVICE AS AN IMPORTANT COMPONENT OF HUMAN RESOURCES MANAGEMENT IN THE MINISTRY OF DEFENSE IN THE CZECH REPUBLIC

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Abstract: The paper focuses on the issue of motivation for military service in the Czech Armed Forces. It aims to map the Institutional-Occupational (I-O) motivations of the generation of Czech recruits currently starting their military career. The research sample consisted of 1557 recruits. Institutional preference was confirmed. The influence of gender, age, education, partner life and parenthood on these factors were also analyzed. From an institutional point of view, significant influence of age and education was found. From an occupational point of view, results showed, that again age, education and type of partnership cohabitation have a significant influence.

Keywords: Human Resource Management, Motivation, Recruit, Military Profession, Questionnaire Survey, ANOVA, Ordinal Regression.

1 Introduction

Sociological research represents an integral part of human resource management. Such research yields detailed information about the factors determining relationships between employers and employees. Organizations employing tens of thousands of people can thus obtain feedback from their employees as a tool to examine the impact of their decision-making, their aims and objectives, as well as related effects of a wide range of aspects (Hsu & Leat, 2011; Potocnik et al., 2021). Finally, yet crucially, sociological research allows leaders to receive further input from their employees. Motivation is critical for employees; the term comes from the Latin word *movere*. While “motive” is a reason to do something, motivation expresses the force and direction of behavior and includes factors that influence people to behave in a certain way. The earliest approaches to knowing and understanding motivation stem from Greek philosophers, for whom the pursuit of pleasure was considered the main driving force (Steers et al., 2004).

Gradually, the perception of motivation changed. In the 20th century, content-oriented theories (need theory) began to gain precedence, while in the second half of the century, theories focusing on processes and expectations emerged (Hunter et al., 1990). People are motivated when they expect that a particular action is likely to lead to achieving a goal and acquiring a valuable reward – one that satisfies their needs and fulfills their wants. Highly motivated people exercise voluntary behavior – they endeavor to make a greater effort and do something more. Such people can be motivated by themselves (Armstrong & Taylor, 2014, Bushi, 2021).

Similarly, if the Ministry of Defense of the Czech Republic intends to attract, retain, and develop professional military personnel, it is to follow a similar approach. The specifics of the military profession entail political, economic and security considerations, as well as moral and ethical aspects. This fact adds to the importance, necessity and need for proper evaluation of all these aspects. It is important for the Ministry of Defense to know the motivations for joining the service, perceptions of the military profession, military values, attitudes, opinions, and prestige of the military among the public.

The issue of human resources management in the Ministry of Defense of the Czech Republic is given considerable attention. This area is anchored in the strategic documents of the Ministry of Defense, especially in the White Paper of Defense (2011),

which was approved by the Government Resolution No. 369/18.5.2011, then in the 2030 Long-Term Defense Outlook (2015) and the 2025 Czech Armed Forces Development Concept (2019). Personnel management focuses on the recruitment of military and civilian personnel, their retention in service and employment. The research results in these areas are the basis for the discussion on the focus of the HR policy of the Czech Ministry of Defense. Such research contributes to feedback on strategic documents, priorities, critical tasks, and future changes.

2 The Current State of Motivation for Military Service: International Perspective

Motivations for joining the military have been systematically studied by experts since the 1970s. Researchers interested in studying why individuals engage in military service have often categorized the diverse set of motivators for enlistment via the analytical framework of Moskos' (1977) Institutional-Occupational Army Model (I-O model). Moskos has defined two different concepts of organizing the military – the Institutional and the Occupational military. The institutional military is legitimated in terms of values and norms that create a personal sense of obligation. Its members usually follow a calling, and the purpose of the armed forces transcends individual self-interest. Talking about world militaries, the institutional perspective reflects the intrinsic values, such as duty to country, desire to serve others, loyalty and commitment, discipline, honor, and patriotism (Moskos, 1977; Lawrence & Legree, 1996; Woodruff et al., 2006; Eighmey, 2006; Griffith, 2008).

On the other hand, the Occupational military is legitimated in terms of the labor market. From this perspective, military service is like any other civilian job. Soldiers serve in the military organization because of self-interest and extrinsic incentives such as monetary rewards, salary, benefits, enlistment bonuses, education funding, adventure and travel, job training or the chance of promotion (Moskos, 1977; Moskos, 1982; Woodruff et al., 2006; Griffith, 2008).

During the 1980s, Moskos (1986) argued that an all-volunteer forces would evolve from militaries driven by Institutional values to ones based on self-interested Occupational motivations. Stahl et al. (1980) found that job satisfaction and career orientation in Air Force personnel are positively associated with Institutional motivators and negatively correlated with Occupational motivators. Pliske et al. (1986) suggested that recruits enlist in the US Army for various economic and psychological reasons. Six distinct factors underlie recruits' enlistment motivations – self-improvement, economic advancement, military service, time out, travel, and education money. Similar components were found by Gade & Elig (1986), using data from the US Army's 1983 survey of high school graduates – self-improvement, education, escaping from civilian life and patriotism. Results of another research conducted by the US National Defense Research Institute show that enlistment is negatively related to an individual's academic ability, education finances, and employment opportunities (Antel et al., 1987).

During the 1990s, the most often mentioned reasons for enlisting, according to the Youth Attitude Tracking Study (YATS) from 1991, were job training and obtaining funding for further education. Other reasons frequently cited included duty to country, salary, and the opportunity to travel. Duty and training were more important for men, with women focusing more on educational benefits. High school graduates were most likely to mention educational benefits, while salary was cited more by those not in schools (Lerro et al., 1993). As for income level, although some research has found income entirely insignificant (Perry et al., 1991), other studies found that among young soldiers who enlisted for economic reasons, low income was positively associated with motivation (Lakhani & Fugita, 1993). According to another study, young people join the

military for material reasons but also for value-oriented reasons – duty to country, self-discipline, and leadership skills (Eighmey, 2006). Similarly, other studies found that intrinsic values such as patriotism and desire to serve still play a key role in the decision-making process to join the military (Woodruff et al., 2006; Park & Avery, 2016; Lewis, 2018). Segal & Segal (2004) found additional enlistment factors for the student population. Students with fewer educational prospects after high school have a higher propensity to enlist. Conversely, individuals who performed well during high school education and were children of college-educated parents were less likely to enlist. Finally, according to Gibson et al. (2007), parent attitudes are significantly related to the social pressure to enlist or not to enlist experienced by youth.

Data analysis from interviews with new active-duty recruits by Ginexi et al. (1994) revealed eight frequently mentioned motivations underlying recruit enlistment decisions. These motives were tradition-based interest (expressing a long-term interest in a military career, usually based on family history), self-improvement, job/professional training, money for education, groping, time out, escape, and no other jobs/perspectives.

The decision by an individual to join the military is complex and commonly motivated by several intrinsic and extrinsic factors (Ginexi et al., 1994; Lawrence & Legree, 1996). In an effort to describe and conceptualize what motivates individuals to enlist, military researchers have taken many approaches and often attempted to describe enlistment decision categories.

After 2000, several studies (Griffith, 2008, Griffith, 2011; Kleykamp, 2006) show that individuals are more likely to enlist in the military if they have a family member who did serve, or was currently serving, at the time of their enlistment.

In a separate study, Eighmey (2006) analyzed the service motivations of American youth through a series of surveys. He identifies seven themes related to youth enlistment – benefits, fidelity (desire to serve community and duty to country), dignity (pride in work, working in an environment free of discrimination), risk, family (approval/respect from family and friends), challenge, and adventure. Of those seven, fidelity, risk and family were identified as Institutional motivations. This finding is consistent with the assertion by Moskos (1986) that service members respond to both Institutional and Occupational motivations.

Griffith (2008) noted that institutionally motivated reservists reported greater levels of commitment (in terms of reenlistment intentions and reasons for reporting), acceptance of the demands of military service, and combat readiness. In a separate piece, Griffith (2009) argued that the importance of Institutional motives is particularly evident in an era when the military places more demands on reservists.

While the (I-O) model of militaries has been a useful analytical framework that has been extended to the study of individual-level enlistment and retention decisions, there may be differences in its applicability across the services (Mastroianni, 2006) across job specialties within the same branch of the service (Burland & Lundquist, 2013) and between the sexes (Eighmey, 2006). Mastroianni (2006) noted that, Army officers might have comparatively fewer Occupational motivators compared to Air Force officers. This might occur because Air Force pilots have lucrative opportunities in civil aviation while there is a comparative lack of attractive civilian opportunities for soldiering. Additionally, Stahl et al. (1980) found that Marine officers are less occupationally motivated than their peers in other services are. They attributed this to Marines placing special emphasis on their role as combat soldiers. In addressing intra-service positions, Burland & Lundquist (2013) noted that Occupational motivators were more prevalent in support functions, while Institutional motivators are prevalent in combat positions. They also found that as the length of military service grows, the motivational differences between occupations diminish. Finally, research results by Woodruff et al. (2006)

indicate that the Institutional – Occupational distinction is overly simplistic. Their principal component analysis yields four factors that explain enlistment motivation – Institutional, Occupational, future orientational (career and educational aspirations) and pecuniary (financial concerns).

Nakonečný (2014) argues that the concept of motivation describes the psychological reasons for behavior and its subjective meaning and also explains the observable variability in behavior, which is manifested in why different people are oriented towards different goals. He also supports the classification of recruit motivation as classified by Moskos (1977). Institutional motivation is legitimated in terms of values and norms, i.e., a purpose transcending individual self-interest in favor of a presumed higher good. On the other hand, Occupational motivation implies the priority of self-interest rather than that of the employing organization (Moskos, 1977).

Mankowski et al. (2015) interviewed 18 enlisted female service members and veterans and found that women joined the military for financial stability, job training, education, and employment opportunities. According to Grigorov's (2020) study, based on interviews conducted among 52 US and 11 Bulgarian servicemen, the most important factors for choosing a military career were participation in missions and operations abroad and opportunity to serve their country, which shows the role of patriotic upbringing. Other important reasons highlighted were career opportunities, opportunities to work with weapons and military equipment, free education, teamwork, and work in an international environment.

3 The Current State of Motivation for Military Service: Czech Prospective

The article "Conscripts and the Military Profession in the Czech Republic" examines the attitudes of Czech conscripts towards the military profession (Hodný & Sarvaš, 1999). It monitors their willingness to become professional soldiers. It found that when it comes to career motivation, majority preferred occupational incentives, while those who preferred institutional incentives represented a small minority. Conscripts identified outdated technology, the military mindset, and the low social prestige of the military profession in the Czech Republic as the main reasons that drove them away from a military career. A significant percentage of conscripts openly expressed racial and national intolerance. On the other hand, the article found that the military had the potential to calm these tensions and become an integrated institution contributing to racial and national understanding.

The Department of Expert Services for Human Resources (the human resources agency of the Czech Armed Forces), has launched a research initiative entitled "Motivation for the Military Profession" (2016 - 2023). In 2021, the Czech Ministry of Defense conducted a research Armed Forces and Society 2021 (Armáda a veřejnost 2021), aimed at finding out and analyzing the opinions of Czech citizens on the military, defense and security of the country.

Further studies aimed at motivation to further professional education and selected determinants of career development and management, both from the perspective of an individual soldier and from the perspective of the Czech Armed Forces. The obtained data made it possible to set the direction for the next steps of the research within the framework of an institution research project "Development of Social Competences of a Soldier-Leader" (Kubínyi & Veteška, 2017, Kubínyi et al., 2022).

The article of Holcner et al. (2021) presents an empirical analysis of the relationship between the recruitment of personnel in the Czech all-volunteers forces and selected economic indicators, including actual economic performance, the situation on the domestic labor market and the evolution of defense spending for the period between 2005 and 2019. The relationship between military recruitment and economic performance was examined here using GDP values and GDP dynamics (GDP

index). The general unemployment rate, the economic activity index, and the ratio of military to general average wages were used to analyze the relationship between military recruitment and the domestic labor market. The relationship between military recruitment and defense spending was examined based on the general defense burden (defense spending as a share of GDP), the defense burden of the state sector (defense spending as a share of state budget spending) and year-on-year changes in defense spending.

4 Data and Methods

The aim of the presented research (the 1st stage of a broader "Motivation for the Military Profession" project) is to survey recruitment and leadership decision-making among a new generation of recruits joining the all-volunteer Czech Armed Forces, based on an analysis of their attitudes, opinions and beliefs related to military service.

Regarding its theme and goal, the research was set in a quantitative paradigm. Questionnaire survey appears to be the most effective data collection technique for this purpose. The uniqueness of the project is that it represents a longitudinal panel study in which data has been (and even in the future will be) collected in several phases. In the first stage, data collection was carried out in seasonal runs of the Basic Training Courses, for soldiers joining the Czech military.

The presented first phase of the longitudinal research is based on a systematic sample of basic training courses. Every second basic training course within given period was selected to conduct the complete survey. For the selected courses, all course participants present at the training were interviewed. Great attention was paid to the administration of the paper and pen questionnaire; respondents were motivated to participate in the research (complete the questionnaire) by the personal presence of researchers who were not part of the chain of command and guaranteed independent analysis of the research data. Other specific conditions - bulk data collection at the end of the intensive induction course ensured a return rate of almost 100% (not completed by individuals only). The results are thus representative of the population of soldiers joining the Czech Armed Forces, the research population consists of 1557 recruits and the specifics of military organization made it possible to reach the entire population. Research Ethics: The purpose and objective of the research, the handling of the completed questionnaires, including full assurance of anonymity, were explained in detail to all research participants prior to data collection. At the same time, they were informed of the possibility to refuse to participate in the research at any time or to refuse to answer any single question.

Data collection was carried out from December 2016 to October 2018. The questionnaire survey was processed using a self-constructed technique; the target population consisted of professional soldiers at the very beginning of their careers (immediately upon their recruitment during their basic military training). The validity of the questionnaire was verified in a pre-survey conducted among incoming soldiers at a selected military unit in November 2016, some of the questions were taken from published civilian research (reference), some of them had been used in the research of the Expert Services Department for a long time and the validity and reliability is thus verified by previous results.

The importance of motives for career choice in general was measured by a 19-item closed-ended battery with responses on a Likert scale of very important, somewhat important, somewhat unimportant, and not important at all. For specific motives for choosing a military profession, respondents commented on a closed battery of 14 reasons for choosing a military profession where the items were dichotomous, yes - no. The distinction between Institutional and Occupational was also operationalized as agreement with the statement "State sovereignty must be defended at all costs." And the statement "Becoming a

professional soldier means taking on ethical or moral commitments."

In total, 1557 respondents were interviewed, 5% of them were female. Soldiers joining the Czech military were in 41% younger than 25 years, 46% were 25 – 33 years, and 13% were aged 34 and older. Two thirds of recruits had a partner, one fifth are parents. App. 30% of respondents joined the military with previous vocational secondary education, more than half (54%) were high school graduates, and another 13% had a university degree.

The research focuses on confirming or refuting hypotheses formulated below, that elaborate the above outlined general aim of the research:

- $H_{I/O}$: For joining the Czech Armed Forces, recruits perceive Institutional motivation statistically more significant than Occupational one.
- H_{inst} : Recruits perceive respect for law and order a statistically significant motive for joining the Czech Armed Forces.
- H_{occup} : Recruits perceive social security (regular pay, health care) a statistically significant motive for joining the Czech Armed Forces.

Institutional Motivation – Research Questions:

Twelve questions included in the questionnaire reflected Institutional factors of motivation, covering the following four areas of doing something useful for society, i.e., national security; having responsibility for national defense; respecting law and order; and liking discipline, military organization.

Respondents were further asked whether they agreed with the statements "national sovereignty must be defended at all costs" or "becoming a professional soldier means taking on certain ethical and moral obligations", and also, how important they rate power, family traditions, or recommendations from friends.

Occupational Motivation - Research Questions:

Twelve questions reflecting the Occupational factors of motivation were focused on the following seven areas: social security i.e., job security; good working conditions; opportunities for professional growth and career development; earning more money than in civilian professions; having a high standard of living; opportunity to learn foreign languages; and traveling/serving abroad.

For the purpose of statistical analysis of the questionnaire data and quantification of these factors (Institutional and Occupational), the responses to the questions related to these factors were recorded as follows:

- The value of 1 corresponds to the answers: yes; or very important, rather important; or strongly yes, rather yes; or strongly agree, rather agree.
- The value -1 corresponds to the answers: no; or insignificant, rather insignificant; or definitely not, rather not; or strongly disagree, rather disagree.
- The value 0 corresponds to the answer "cannot judge" or to missing observations.

This "precoding" of the answers may lead to a loss of some (more detailed) information. But on the other hand, it suppresses the subjective perception of the scales. Without this aggregation, the analysis of the total score, which is the sum of the answers to the different types of questions, would not be possible. The total score is then the sum of these values. Each respondent's score for the Institutional and Occupational factors was determined in this way. Thus, the minimum possible value is -12 and the maximum possible value is 12.

The frequency analysis of data from the questionnaire survey was performed using the Remark Office OMR software, SPSS version 22.0 (Statistical Package for the Social Sciences). The following statistical methods were used for the analysis of the

scores (Institutional and Occupational): Wilcoxon test, ANOVA, ordinal regression analysis. The calculations were performed in the statistical environment R.

The Wilcoxon test and analysis of variance belong to standard statistical methods, which are detailed in many statistics textbooks, see e.g. Devore (2012). So, we will only briefly describe the ordinal logistic regression model (Harrel, 2001).

Assume that Y is an ordinal random variable that has J categories. Let us define the odds ratio

$$\frac{P(Y < j)}{P(Y \geq j)} \tag{1}$$

for $j = 1, \dots, J - 1$. We define an ordinal regression model for the logarithm of the odds ratio as

$$\log \frac{P(Y < j)}{P(Y \geq j)} = \beta_{j0} - \beta_1 x_1 - \dots - \beta_k x_k, \tag{2}$$

where x_1, \dots, x_n are regressors.

5 Results and Discussion

Values of scores for Institutional factors are demonstrably higher than the values of scores for Occupational factors, see Table 1, 2 and Figure 1 (mean of Institutional scores is 9.2, median 10, mean of Occupational scores is 5.4, median 6, p-value of Wilcoxon test is 0).

Tab. 1: Frequency table of scores

Score	-9	-8	-7	-6	-5	-4	-3	-2	-1	0	1
Institutional	0	0	0	3	0	4	6	1	10	10	22
Occupational	2	0	0	5	4	4	9	5	12	22	59
Score	2	3	4	5	6	7	8	9	10	11	12
Institutional	13	33	20	52	27	111	70	368	156	255	389
Occupational	63	150	136	299	211	262	202	41	20	23	21

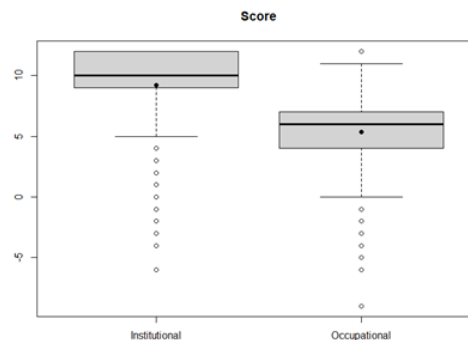
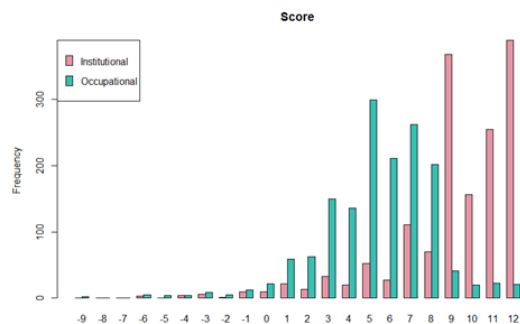
Source: author's calculation.

Tab. 2: Descriptive statistics of scores

	N	Mean	Sd	Median	Min	Max
Institutional	1550	9.205	3.015	10	-6	12
Occupational	1550	5.375	2.742	6	-9	12
	Q _{0.25}	Q _{0.75}	Skew	Kurtosis		
Institutional	9	12	-1.747	3.697		
Occupational	4	7	-0.803	2.365		

Source: author's calculation.

Figure 1: Institutional and Occupational scores



Source: author's calculation.

An important motivation in general is the opportunity to learn foreign languages and travel/serve abroad. The least frequently mentioned are the effort to avoid unemployment and the fact that the responder has a soldier in his/her family. The results are consistent with results of previous research (Mankowski et al., 2015; Barr, 2016; Holcner et al. 2021).

In general, values related to responsibility, conformity and autonomy prevail among respondents. Younger age categories are significantly more likely to hold utilitarian values such as having a high standard of living or wielding power and influence. For women in general, helping the socially vulnerable is significantly more important than for men (80% vs. 64%), as well as respect for people with different views (90% vs. 84%). Those respondents who considered the threat of a military or terrorist attack within the next three years to be very unlikely felt lower responsibility for national defense.

Nearly 98% of recruits are proud to be citizens of the Czech Republic, with 71% choosing the answer "definitely yes." Pride in citizenship proved to be strongly related to respondents' sense of responsibility for national defense and security and to their level of conformity.

The military profession is often perceived as a profession for life. These recruits are prouder to be a soldier than average. Recruits who have a soldier in the family are more satisfied with their future appointment. Almost all (99.6%) graduates of the basic military training course are proud of the profession of a professional soldier, with 4 out of 5 respondents choosing "definitely yes". App. 57% of recruits are also proud of the military uniform, for about a third of respondents, the uniform is a working garment like any other, 5% of recruits feel uncomfortable in it.

When presented with the option to reenlist, the vast majority (97%) would do so, with 74% expressing a strong inclination and a quarter more indicating they were likely to do so. 80% recruits would recommend joining the military to a friend or family member; Only 6% of the respondents would not recommend the profession of a soldier directly, the rest chose the "other" option, mostly adding that it would depend on the person considering joining the military. More than 75% of respondents would like to serve in the military beyond the contracted period of military service.

More than 80% of recruits joining the Czech military were satisfied with their future job (appointment). Approximately 12% were dissatisfied, 8% had no idea about their future job.

From different prospective, research results are similar to those published earlier (Holcner et al, 2021). The perception of the military profession is in line with the aforementioned motives of the respondents to become a professional soldier – it is most often perceived by the respondents as the opportunity to ensure social stability, they saw it as an opportunity for career advancement. Opportunities for career advancement were significantly more common for college-educated men joining the

Czech military (69%). They, on the other hand, were less likely to consider the military profession as a service to the nation (35%) compared to recruits who joined the Czech military with lower than university education (44%). For female recruits with lower than university education, military service more often represented a vocation for a lifetime.

The effect of covariates on the scores will be analyzed using a linear model (ANOVA) with the variables determining the type of score (Type), gender (Sex), age category (Age), level of education (Education), partner relationship (Partner) and whether the respondent has a child (Parenting) (Barr et al., 2016).

$$SCORE = \beta_1 + \beta_2 Type + \beta_3 Sex + \beta_4 Age + \beta_5 Education + \beta_6 Partner + \beta_7 Parenting + \epsilon \quad (3)$$

Tab. 3: Analysis of variance table

	Df	Sum Sq	Mean Sq	F	p-value
Type	1	11199	11199	1368.69	0 ***
Sex	1	4	4	0.48	0.48844
Age	5	143	29	3.491	0.00377 **
Education	3	232	77	9.443	3.29·10 ⁻⁶ ***
Partner	1	3	3	0.369	0.54368
Parenting	1	1	1	0.79	0.67213
Residuals	3045	24915	8		

Note: p-value · p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001
Source: author's calculation.

The Table 3 above shows that gender, partner relationship and whether or not the respondent has a child are not statistically significant. We therefore perform a model reduction.

$$SCORE = \beta_1 + \beta_2 Type + \beta_3 Age + \beta_4 Education + \epsilon \quad (4)$$

Tab. 4: Analysis of variance table (reduced model)

	Df	Sum Sq	Mean Sq	F	p-value
Type	1	11300	11300	1377.223	0 ***
Age	5	142	28	3.65	0.00399 **
Education	3	232	77	9.405	3.48·10 ⁻⁶ ***
Residuals	3058	25091	8		

Note: p-value · p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001
Source: author's calculation.

Tab. 5: Estimation of parameters (reduced model)

	Estimate	Std. Error	t-test	p-value
(Intercept)	7.150	0.095	75.255	0 ***
Institutional	1.919	0.052	37.111	0 ***
Occupational	-1.919	0.052	-37.111	0 ***
Age 18–21	-0.0116	0.126	-0.092	0.9267
Age 22–24	0.180	0.101	1.784	0.0746
Age 25–27	0.156	0.104	1.5	0.1338
Age 28–30	-0.178	0.126	-1.418	0.1564
Age 31–34	0.252	0.151	1.664	0.0962
Age 34 and more	-0.398	0.130	-3.06	0.00223 **
Edu. secondary prof.	0.520	0.116	4.498	7.13·10 ⁻⁶ ***
Edu. secondary prof.	0.006	0.107	0.052	0.9586
Edu. higher prof.	-0.277	0.246	-1.128	0.2593
Edu. university	-0.248	0.138	-1.795	0.07281

Note: p-value · p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001
Source: author's calculation.

The estimated value of Intercept corresponds to the unweighted average of the scores for the unit groups created by sorting by the categorical variables Type, Age and Education. This shows

that type Institutional increases the value of the scores by 1.919, while Occupational decreases it by the same value. In terms of age category, there is a statistically significant positive effect for the category "34 and older", at the 0.10 significance level there is a positive effect for the category "22-24" (0.180) and for the category "31-34" (0.252). In terms of education, it can be said that for respondents with a secondary education there is a significant positive effect of Occupational (0.520), for those with university education the effect is negative (-0.248) however significant only at the 0.10 level.

For example, let's take a man aged 23 with a college degree. Then we would expect him to have the following values:
Institutional score: 7.150+1.919+0.180-0.248=9.001;
Occupational score: 7.150-1.919+0.180-0.248=5.163.

As mentioned above, the research results are dominated by the Institutional aspects. Among Institutional motivation factors the one indicated by the responders as the most important is the respect for law and order. It is followed with:

- Becoming a professional soldier means taking on certain ethical standards;
- Pride in the status of a soldier;
- Pride in the citizenship of the Czech Republic;
- Having responsibility for the defense of the country;
- Taking part in providing national security;
- Doing something useful for society;
- Will to do something for the security of my country;
- The sovereignty of the state must be defended at all costs;
- Ability to give my life for my country;
- Interest in doing useful work; and
- Liking order, discipline of the military organization.

Respondents proved their interest in supporting security of their homeland, which corresponds with results of previous surveys (Grigorov, 2020), and highlighted military profession related ethical and moral obligations. On the other hand the least important for them is power, family tradition or recommendations from friends. Compared to similar surveys from the period of 1999-2002, respondents laid more emphasis on professional development, self-realization, usefulness, and adventure. Power or family tradition became less important for them.

Considering the Occupational factors (O), when choosing their profession, respondents declared to consider primarily social security – employment security (regular salary, health care) and opportunities for professional growth and career development. Based on relative importance indicated by the responders, these factors are followed with good working conditions, self-realization, interest in working with military equipment, earning more money than in civilian professions and having a high standard of living, have the opportunity to learn foreign languages and, travel/serve abroad. These findings are consistent with previous research (Moskos, 1977; Woodruff, Kely & Segal, 2006; Griffith, 2008, Mankowski et al, 2015; Barr, 2016) and are also supporting the conclusion that recruits respond not only to the Institutional factors but also to the Occupational ones (Segal, 1986).

A detailed picture of responders perception of the most important Institutional motivation factor – respect for law and order offers an ordinary logistic regression model, using the following 4 categories: 1 = completely unimportant, 2 = rather unimportant, 3 = rather important, 4 = very important (see the Table 6 below).

Tab. 6: Ordinal logistic regression – Institutional – Respect for law and order – Motive Relative importance

	Value	Std. Error	t-value	p-value	
age 22–24	0.173	0.168	1.033	0.30173	
age 25–27	0.482	0.175	2.751	0.00594	**
age 28–30	0.626	0.199	3.141	0.00168	**
age 31–33	0.938	0.240	3.900	9.61·10 ⁻⁵	***
age 34 and more	1.423	0.239	5.965	2.44·10 ⁻⁹	***
completely unimportant rather unimportant	-5.813	0.589	-9.864	5.95·10 ⁻²³	***
rather unimportant rather important	-3.597	0.226	-15.901	6.2·10 ⁻⁵⁷	***
rather important very important	-0.302	0.133	-2.268	0.02333	*

Note: p-value · p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001
Source: author's calculation.

Based on the estimated parameters, we obtain the model described by equations (5) to (10). In the resulting model, we include estimates that are statistically significant at least at the 0.10 significance level.

$$\log \frac{P(Y < 1)}{P(Y \geq 1)} = -5.82 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34 \quad (5)$$

or

$$\frac{P(Y < 1)}{P(Y \geq 1)} = e^{-5.82 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34} \quad (6)$$

We estimate the odds ratio that completely unimportant is chosen relative to rather unimportant + rather important + very important, see equations (5) and (6). That means that if the exponent on the right-hand side is positive when e^x > 0,

then completely unimportant is a more likely choice than rather unimportant + rather important + very important. If e^x > 0,

the opposite is true, which will be our case. The value -5.81 corresponds to the age group 18-21. The parameters in the table show how the odds ratio is affected by age levels just relative to the 18-22 group. The effect of the 22-24 group is not significant, only other (higher) age categories are significant, these coefficients increase. This can be explained by the fact that with increasing age respondents are more likely to choose rather unimportant + rather important + very important than completely unimportant. Similarly for the remaining equations.

$$\log \frac{P(Y < 2)}{P(Y \geq 2)} = -3.60 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34 \quad (7)$$

or

$$\frac{P(Y < 2)}{P(Y \geq 2)} = e^{-3.60 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34} \quad (8)$$

Equations (7) and (8) describe estimates of the logarithm of the odds ratio, or the odds ratio of choosing completely unimportant + rather unimportant relative to rather important + very important.

$$\log \frac{P(Y < 3)}{P(Y \geq 3)} = -0.30 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34 \quad (9)$$

or

$$\frac{P(Y < 3)}{P(Y \geq 3)} = e^{-0.30 - 0.48age2527 - 0.63age2830 - 0.94 age3133 - 1.42age34} \quad (10)$$

Equations (9) and (10) describe the estimation of the log odds ratio, or the odds ratio of choosing completely unimportant + rather unimportant + rather important relative to very important. For all 3 regressions the exponent is negative. As age increases, the values of the parameters increase, so respondents tend to have more positive ratings with older age. To further analyze perception of the most important Occupational motivation factor – social security (regular pay, health care) a model is described in the Table 7 below.

Tab. 7: Ordinal logistic regression – Occupational – Social security (regular pay, health care) – Motive Relative importance

	Value	Std. Error	t-value	p-value	
age 22–24	0.330	0.191	1.725	0.08455	.
age 25–27	0.461	0.204	2.264	0.02357	*
age 28–30	0.326	0.228	1.433	0.15197	
age 31–33	0.496	0.273	1.817	0.06925	.
age 34 and more	0.239	0.236	1.015	0.31013	
education secondary	-0.239	0.147	-1.626	0.10402	
education higher prof.	-0.444	0.387	-1.148	0.25086	
education university	-0.510	0.205	-2.486	0.01291	*
partner with partner	0.311	0.132	2.359	0.01834	*
completely unimportant rather unimportant	-4.653	0.355	-13.120	2.51·10 ⁻³⁹	***
rather unimportant rather important	-3.243	0.240	-13.501	1.55·10 ⁻⁴¹	***
rather important very important	-0.958	0.197	-4.873	1.1·10 ⁻⁶	***

Note: p-value · p < 0.10, * p < 0.05, ** p < 0.01, *** p < 0.001
Source: author's calculation.

The significant regressors for this question are age, education and partner. Constant members correspond to age 18-22, secondary vocational education, and status without partner. At the 0.05 significance level, only the 25-27 age category is significant, and at the 0.10 level, the 22-24 and 31-33 categories are also significant. The coefficients for age are positive (similar to the previous question), so there is a tendency to choose more "positive" answers compared to the 18-21 age group (Antel et al., 1987). However, unlike the previous question, the parameter values do not increase with age. The situation is different with education. Here the coefficients are negative, decreasing with increasing education. However, only the coefficient for university education is statistically significant. Thus, it can be said that with increasing education, respondents tend to make more "negative" choices. Respondents with a partner vote more "positively" than respondents without a partner.

The equations describing the estimates of the logarithm of the odds ratio or odds ratio are constructed analogously to the Institutional question using the estimates in Table 7 and equation (2). We include in the resulting model estimates that are statistically significant at least at the 0.10 significance level.

$$\frac{P(Y < 2)}{P(Y \geq 2)} = e^{-4.65 - 0.33age2224 - 0.46age2527 - 0.50age3133 + 0.24university - 0.31with.partner} \quad (11)$$

$$\frac{P(Y < 3)}{P(Y \geq 3)} = e^{-3.24 - 0.33age2224 - 0.46age2527 - 0.50age3133 + 0.24university - 0.31with.partner} \quad (12)$$

$$\frac{P(Y < 4)}{P(Y \geq 4)} = e^{-0.96 - 0.33age2224 - 0.46age2527 - 0.50age3133 + 0.24university - 0.31with.partner} \quad (13)$$

6 Conclusion

The presented research confirmed that the general motive for choosing a military career in the Czech Armed Forces is (according to Moskos' model 1977, I-O) based on more importantly on Institutional factors. However, Occupational factors have also confirmed their importance.

Identifying appropriate resources for military recruitment is an important part of managing the human resources of a military organization. The goal is to reach motivated candidates and call them into service. Military professional identified with the goals, visions, and tasks of the organization, perceiving positive elements of the organization's culture, is interested in the quality of his/her service, but also in influencing the results of team members, supports the activity of others and is interested in further self-education and cooperation with other members of the unit. The research presented here is unique because it identifies the motives of applicants immediately after they are called into service. Respondents' attitudes and opinions were not influenced by other factors because the data collection occurred immediately after their enlistment during basic military training. Results of the data analysis confirm the fact that the Institutional factors dominate for joining the military, but also show the importance of the Occupational factor (Moskos, 1977). Results of the research show how it is possible to monitor both sets of these factors and plan resourcing to them; knowledge of the motivational factors is also important for targeting potential sources of recruitment.

Recruiting and retaining the necessary personnel is and will be a critical factor for the Czech Armed Forces in achieving and maintaining the required capabilities necessary to accomplish the assigned missions and tasks. Therefore, one of the measures that can positively influence the potential of achieving the recruitment targets mentioned in the above-mentioned documents is the identification of the decisive factors of motivation of potential recruits for joining the professional Czech Armed Forces.

On the contrary, the results of the research did not confirm that the motivation to join the Czech military would be based on the intent of recruits to avoid their unemployment.

To summarize findings presented above, we can conclude that results of the research confirmed the hypotheses:

- $H_{1.0.}$: For joining the Czech Armed Forces, recruits perceive Institutional motivation statistically more significant than Occupational one – CONFIRMED. Newly recruited soldier in the Czech Armed Forces confirmed that for their decision to join the military Institutional factors play a more important role. On the other hand,

Occupational ones have their relevance as well, although not of the primary importance.

- H_{inst} : Recruits perceive respect for law and order a statistically significant motive for joining the Czech Armed Forces – CONFIRMED. Among Institutional factors, recruits indicated respect for law and order as the most significant one. As detailed analysis of survey results show, recruits with older age perceive this factor more important than the younger ones.
- H_{occup} : Recruits perceive social security (regular pay, health care) a statistically significant motive for joining the Czech Armed Forces – CONFIRMED WITH RESERVATIONS. This factor has been indicated by the responders as the most significant one among Occupational factors. This factor proved to be more significant for recruits with older age. On the other hand, as education recruits increases, respondents tend to indicate its lower relative significance. Similarly, respondents with a partner indicate this factor as more significant than those without a partner.

Results of the first stage research will be used for the follow-up stages. Longitudinal panel study may yield additional effects in the form of changes and differentiations. The global Covid-19 pandemic and the war in Ukraine as well as emerging economic problems may also have a significant impact, changing existing attitudes and preferences in the labor market. In these uncertain times, employers come to the fore, providing employees with social security.

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