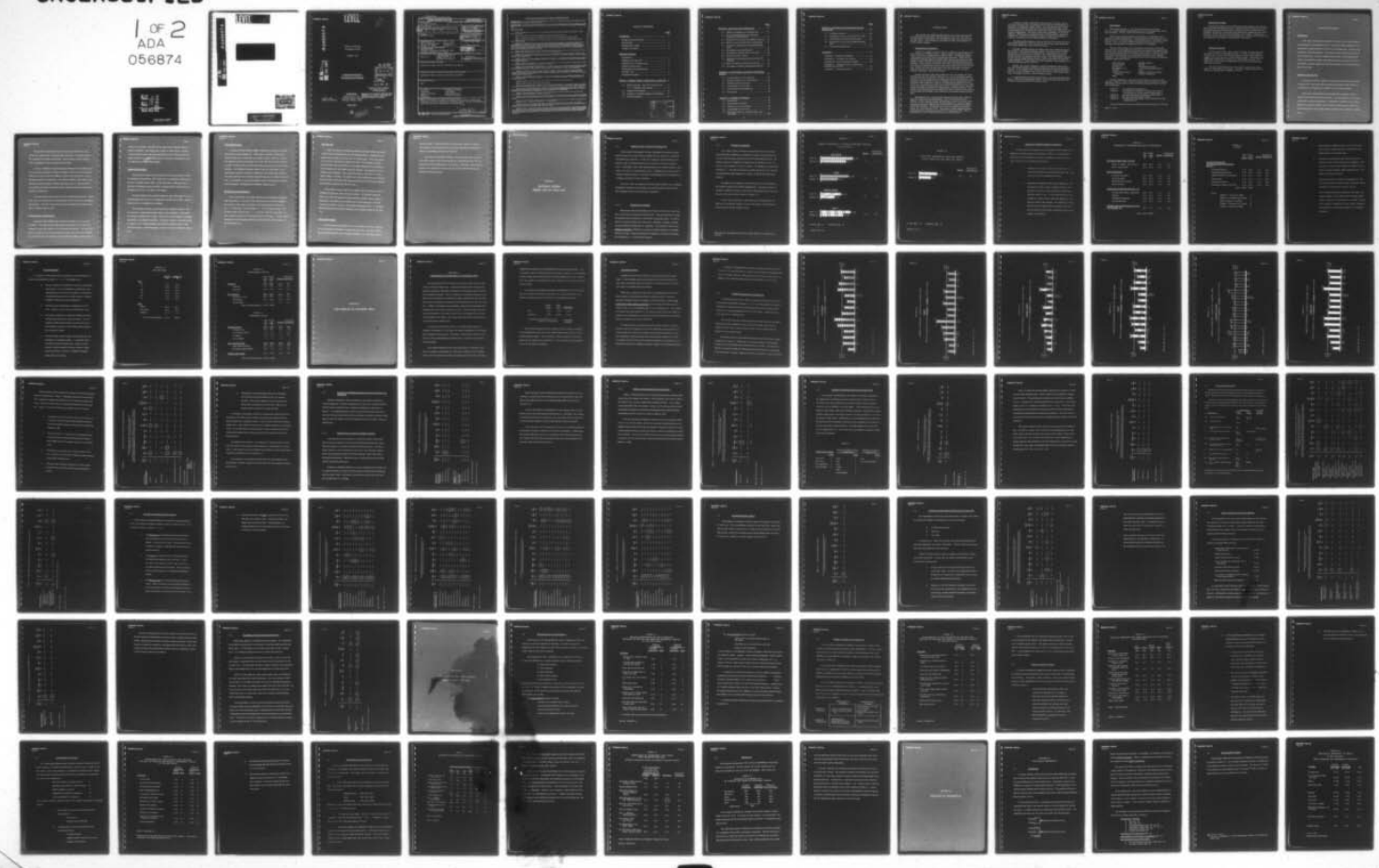
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This is the second of a series of bi-annual youth surveys to gauge youth propensity to enlist, perceptions of military service, sources of information about the military and youth goals and aspirations.

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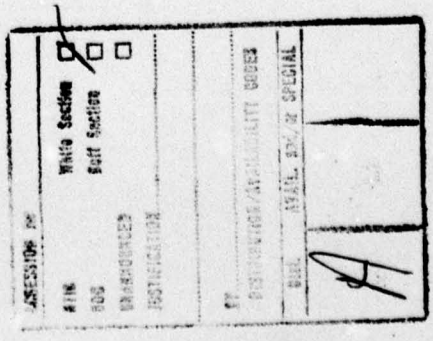
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INTRODUCTION

The rationale for conducting this study as well as the survey design and objectives are described in the Introduction to the Fall 1975 report. For the reader's convenience, the following comments are reprinted from the Fall report. Some references are added to reflect chronological and survey content changes.

Background and Objectives

There are a number of factors that are related to a young man's decision to enlist in a military service. Factors such as national unemployment, the country's engagement in foreign conflict, and regional cultural environments can have a strong bearing upon enlistment. Other factors related to enlistment behavior include youths' general attitudes concerning military service and their awareness of the opportunities provided by the services. These factors, especially awareness, are influenced largely by promotion and advertising as well as the many activities of service recruiters. Youths' attitudes and awareness also reflect the impact of various other influencers, such as their peers, parents and family, teachers, coaches, counselors, and ex-servicemen.

General attitudes concerning military service can change over time partially because the potential market of 17 to 21 year old youths changes every year as new youths enter and older ones leave this age bracket. The outcome of recruiting efforts can be influenced by altering military service attributes such as salaries, bonuses, training options, length of service, and so on. The military services can also directly influence the propensity to serve through increasing awareness of these attributes and by improving attitudes by means of promotion, advertising and recruiter efforts. Indirectly, improved awareness and attitudes can also be achieved by improving the awareness and attitudes of the influencers of potential enlistment prospects.

Beginning in 1971, semi-annual youth surveys have been conducted each Fall and Spring (excepting Spring, 1975) for the Department of Defense. These surveys included interviewing a sample of non-prior service 16 to 21 year old male youths to gain insight into a variety of issues associated with their attitudes toward employment in general and military service in particular. The tenth such survey was conducted by Market Facts, Inc. in the Spring of 1976. This report provides detailed analysis of the second of a two-part survey (Fall 1975 and Spring 1976), with an examination of some changes between the two points in time.

In order to compete effectively in the youth labor market, the Department of Defense has a continuing need to obtain current attitudinal information concerning the nation's youth. The principal objective of this survey is to provide the Department and the Services with valid, timely and actionable data concerning the youth labor market on a continuing semi-annual tracking basis. This survey deals with propensity to serve in the military; effectiveness of advertising and recruiting efforts; impact of influencers; importance of military attributes; and characterization of youths by such factors as their demographics and life goals.

The information gathered on this and the Fall 1975 survey has three fundamental objectives. The first objective is to gather information that has common utility for all the military services.

Secondly, thirteen special recruiting areas were isolated throughout the country so that special analyses could be performed on each of them. These areas, referred to as Tracking Areas, comprise one or several geographic units of each of the services: Recruiting Detachments (Air Force), District Recruiting Commands (Army), Recruiting Stations (Marine Corps) and Recruiting Districts (Navy). Each service then can track the study variables over time within actionable geographic areas defined by recruiting boundaries of each service.

Thirdly, the study is designed to provide longitudinal observations over time so that changes in attitudes and behavior can be detected and appraised. It is anticipated that controlled experiments might be attempted over time in the Tracking Areas to test such factors as promotional materials, recruiting practices, and advertising strategy.

A special feature included in this study is a series of questions about the G.I. Bill and its educational benefits. The study design permits such inclusion of special features from time to time.

Study Design

The survey involved 16 - 21 year old males who do not have prior or current military involvement and who are not beyond their second year of college. In total, 3,008 interviews were completed.

The survey employed telephone interviewing. Respondents were selected by random digit dialing. Approximately 200 interviews were completed in each of 13 tracking areas, and 400 interviews in the balance of the country. Thus, the study provides statistically valid samples for each tracking area and allows computation of total U.S. estimates.

The 13 tracking areas were selected from the total of 27 by using three criteria: a) maximizing the percentage of the potential applicant pool covered, b) providing sufficient geographic dispersion or regional coverage and c) limiting the number of recruiting units to three or less per Service. The 13 areas cumulatively account for about 65% of the U.S. "military available". The tracking areas included in the survey contain the following principal cities and/or states:

New York City
Albany/Buffalo
Harrisburg
Washington, D.C.
Florida
Alabama/Mississippi/ Tennessee
Ohio
Michigan/Indiana
Chicago
Minnesota/Nebraska/ North Dakota/South Dakota
Texas
Southern California/Arizona
Northern California

Detailed tabulations, referred to in this report, are given in five volumes. Volumes 1 and 2, which constitute most of the analyses, contain both Spring 1976 and Fall 1975 data for those questions which are considered comparable.

Volume 1:	By Individual Tracking Area
Volume 2:	By Enlistment Propensity Toward Active Duty In the Air Force, Army, Marine Corps and Navy
Volume 3:	By Schooling Status and Grades in High School
Volume 4:	By Age, Race and Quality Groups
Volume 5:	By Enlistment Propensity Toward Reserves and the National Guard

The interviewing for this wave took place between April 22, 1976 and May 17, 1976.

Questionnaire Change

Besides the inclusion of the GI Bill educational benefits, several questions were added for the Spring wave: military service attributes were rated for importance, the treatment of the National Guard and the Reserves was expanded, and the list of advertising copy points was changed for some of the services. At the same time some questions were deleted: preference for for direct combat role and various specialist jobs, ratings of advertising copy for importance, and ratings of importances of life goals.

Analytic Comments

In such a large study, many results are likely to appear which are due solely to chance or sampling variance. In order to avoid being deceived by such results, this analysis delineates those results which are unlikely to be due to chance or sample idiosyncrasies. Specifically, all significance statements are based on the 95% confidence level. This means there is less than a 5% likelihood that such a result would occur solely due to chance.

The report that follows covers the second of the first two waves under the new tracking area design. Therefore, unlike the first one, it attempts to examine some changes over time.

EXECUTIVE SUMMARY

Introduction

This report summarizes the Spring 1976 wave of the tracking study of youth attitudes toward military service. A total of 3,008 respondents were interviewed, approximately 200 in each of 13 tracking areas and 400 in the remainder of the United States. This report focuses on differences across the tracking areas, as well as changes between Fall 1975 and Spring 1976 waves in the military's image, advertising recall and propensity to serve. In addition, a special analysis is made of awareness of the educational benefits of the GI Bill.

Changes From Fall 1975

Propensity to join the military service has decreased from Fall 1975 to Spring 1976. More data will be required to determine if this reflects a real difference in propensity or whether it is a seasonal variation.

Most of the variables that are correlated with propensity to serve changed only modestly from Fall to Spring. Recalled incidence of recruiter contact did not change significantly. Discussion of enlistment with various influencers (parents, friends, teachers) has remained steady, except for a reported decrease in discussion with girl friends of the possibility of enlistment.

Having taken an aptitude test given by the Armed Services in high school was mentioned less frequently than in the Fall. Unemployment and job seeking did not change significantly. Self-reported academic quality of the respondents is nearly identical in both waves.

In terms of attitudes regarding life goal achievement, the military lost further ground in personal freedom and ability to make one's own decisions which are two areas where the military already is perceived to be at a disadvantage relative to civilian life. The relative position of the military also declined from the standpoint of doing challenging work -- a life goal where the military generally is perceived to have relatively favorable position with respect to civilian life.

The study design controls age and race variation between waves. Therefore, there are no differences between Spring and Fall in terms of respondent age and race. This also means that any observed changes in the data are not due to variation in age or race.

Differences By Tracking Areas

Responses differ significantly across the tracking areas on several variables. The tracking areas with greatest propensity to serve and most favorable rating of the military are in the South and Midwest. The least favorable sections are the major metropolitan areas: New York City and Chicago. The New York City tracking area is particularly different from others on

many of the variables, especially on the measures of academic quality on which it is highest. Curriculum mix, number of math courses, and self-reported grades in high school all suggest that in New York the pursuit of higher education is stronger than elsewhere and that the propensity to join the military is correspondingly weaker.

Images of the Services

The services in general are perceived to provide job security as well as adventure and excitement, and to allow one to see different countries and to learn a valuable trade or skill. On the other hand, military service is not seen as providing personal freedom, the opportunity to make one's own decisions on the job, or to make a lot of money.

The job attribute which prospects appear to value most highly when considering joining the service is "Teaches you a valuable job or skill", which is also perceived as attainable in the military.

The individual services are perceived to have different images. The Air Force has a relatively favorable image on most attributes, particularly on teaching a valuable trade or skill. The Navy is viewed chiefly as providing opportunity to see different countries. The Army's image is relatively strong on helping to get a college education and teaching a valuable trade or skill. The Marine Corps, on the other hand, is seen as strong in training for leadership.

Enlisted Started Pay

A large proportion (46%) of military prospects are unable to estimate the level of enlisted starting pay. Those who do attempt to estimate the amount of pay come up with quite an accurate average. However, prospective enlistees perceive starting pay to be lower than those who do not intend to enlist, except for the Air Force where both groups give the same average estimate. Two additional findings related to pay are noteworthy: pay is rated above average in importance relative to other military job attributes; and most prospects do not think that good starting pay is available in the military. Consequently, if correct perceptions of pay among positive prospects could be attained, the likelihood of enlistment might increase.

Advertising Copy Identification

The ten advertising copy points listed were not identified correctly by most respondents. Only three of the copy points were correctly identified by as many as 40% of the respondents: the National Guard's "Part-time job . . . ", the Army's "Join the people . . . ", and the Marine Corps' "For 200 years kept its ranks small . . . ". For four of the ten copy points, the most common response as to their source was "Don't know". In three cases, respondents most frequently guessed the wrong services as the sponsor of the advertising copy.

Who Will Join

Those who express a positive propensity to join the military represent a wide variety of demographic and other characteristics. Nonetheless, the typical prospect differs from his peers in several ways. He is more likely to be from the South and less likely to be white. He is younger, has had less education, and is less likely to have found satisfactory work elsewhere. He has sought more information about the military, and regards it more favorably on all attributes. He is much more likely to have been in contact with a military recruiter. He appears not to have decided which one military service to join, since those with positive propensity for one service typically have positive propensity for others as well.

The positive prospect regards the military more favorably in terms of likelihood of achieving many different life goals. The positive prospects differ most from the negative propensity group by giving a larger margin of advantage to the military over civilian life on "Developing your potential", "Learning as much as you can", and "Doing challenging work". Accordingly, these life goals may be useful in building a more positive image for the military.

Educational Benefits

Even though their knowledge is far from complete, about two-thirds of the men associated educational benefits with the GI Bill. For most services, degree of knowledge about the educational benefits is not correlated with pro-

pensity to enlist. Those interested in the Reserves, however, appear to have acquired more knowledge about the GI Bill educational benefits than those not considering serving in the Reserves.

Restriction of educational benefits to the time period when one is on active duty would not seem to discourage any appreciable number from expecting to use the benefits when in the service. Conversely, there is no indication of an expected increase in the use of the benefits should they be limited to active duty years.

SECTION I

NATIONAL TRENDS

SPRING 1976 VS. FALL 1975

1.1 National Trends - Fall 1975 to Spring 1976

At the outset of the analysis it seems appropriate to examine changes which may have occurred in those variables that are found to be correlated with enlistment propensity. To this end, changes in relevant attitudes and behavior will be compared between the two points in time at the national level. Predictably, some of the changes appear to be merely seasonal, while others may reflect a real underlying trend. Additional survey waves will be needed to confirm whether or not Fall to Spring differences are indicators of a change in potential for new accessions.

Total U.S. data, as presented in this and other sections, are a weighted combination of thirteen (13) tracking areas plus the balance of the country. The sampling structure is described in Appendix III.

1.1.1. Definition of Propensity

Respondents indicated likelihood of serving on active duty in each military service both in Spring 1976 and Fall 1975. This was extended to include the National Guard and Reserves separately in the Spring study. The likelihood was measured using a four-step scale: definitely, probably, probably not and definitely not (Question 4a, Appendix). For purposes of this report, positive propensity is defined as a response of either definitely or probably would be serving. Negative propensity is defined as a response of probably not, definitely not, or don't know/no answer.

1.2 Changes in Propensity

The relative number of those who said that in the next few years they would either definitely or probably be serving on active duty in one or more of the Services declined from Fall to Spring (Question 4a). Statistical measures of significance indicate that the decline is real, i.e., that it is most unlikely to be due to chance.* The findings are illustrated in Figure 1.1. The reported decline is largest for the Army (-5.6%) and of approximately equal magnitude (-3.4% to -3.6%) for the other three services.

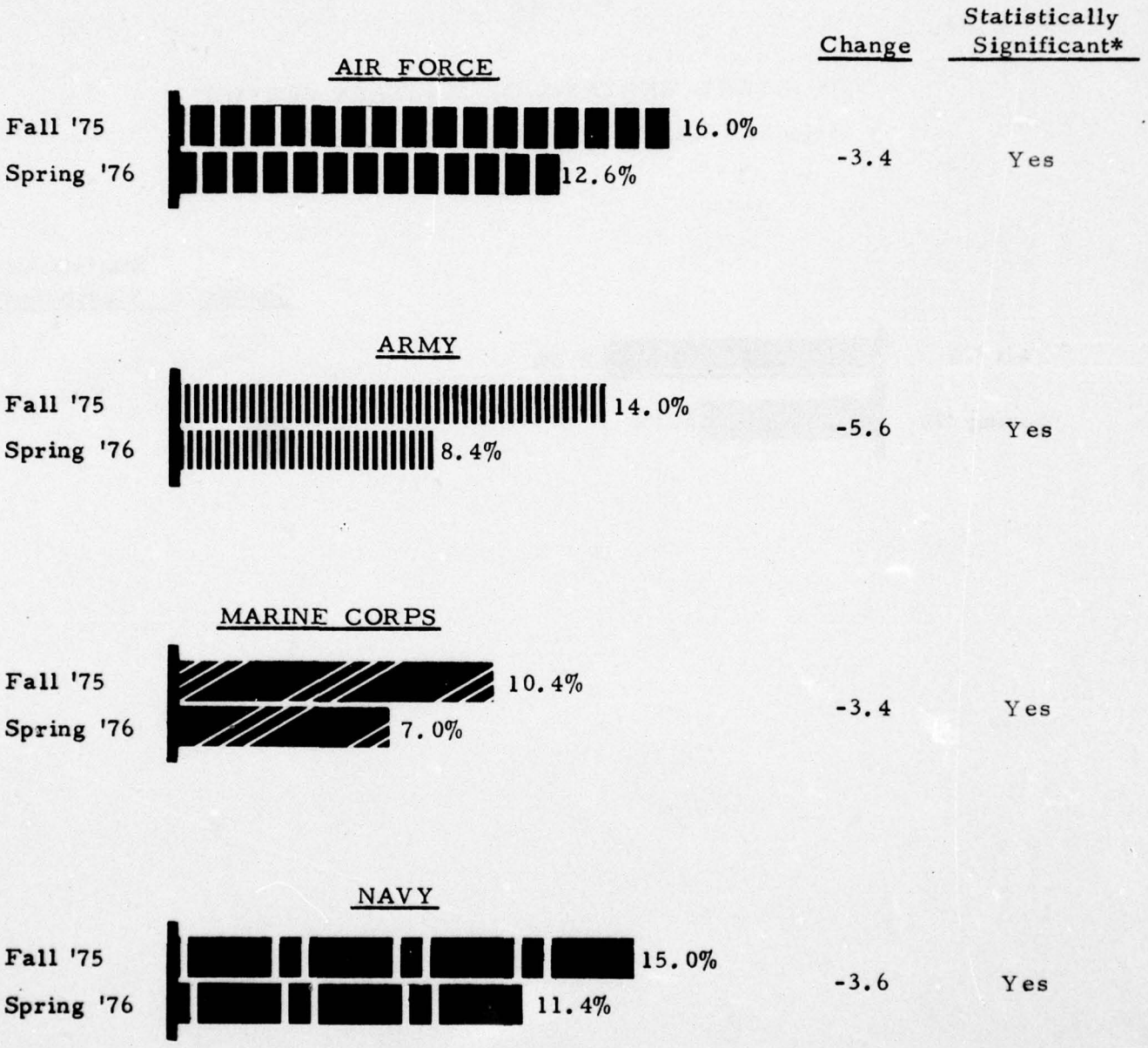
In addition to the changes in propensity levels, an overall index of pro-military attitude also declined significantly. The index is based on voluntary mentions of military service when discussing plans for the next few years (Question 3i) and is shown in Figure 1.2.

A Fall to Fall comparison, which will become available after the next wave, should show whether or not it may become more difficult to attract men into the all-volunteer force.

*No more than 5% likelihood that such a result would occur solely due to chance.

FIGURE 1.1

POSITIVE PROPENSITY TO SERVE IN SPECIFIC SERVICES
(ACTIVE DUTY)

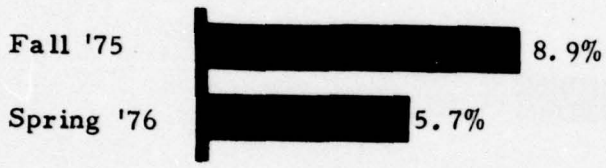


*t value $\geq$ 2.0, probability $\leq$ .05

Source: Qu. 4a

FIGURE 1.2

VOLUNTARY MENTIONS OF MILITARY SERVICE
AMONG PLANS FOR THE NEXT FEW YEARS



	Change	Statistically Significant*
Fall '75 to Spring '76	-3.2	Yes

*t value $\geq$ 2.0, probability $\leq$ .05

Source: Qu. 3i

1.3 Changes in Variables Related to Propensity

Variables which most significantly differentiate between positive and negative propensity groups are presented in Table 1.1. Both Fall 1975 and Spring 1976 observations are shown, including the amount of change and an indication of its statistical significance.

1. Exposure to recruiter contact (in the past five to six months) has held at the levels observed last Fall. The same is true for all individual services.

2. Discussion of enlistment with various influencers over the past four to five months remained steady in most instances except for a drop in the level of discussion with girl friend or wife. To the extent that some other changes are noted, they are below the significance standards set forth in the analysis. The evidence says that the lowering of propensity does not appear to be traceable to changes in discussion of enlistment with parents, friends, and teachers.

TABLE 1.1

CHANGES IN VARIABLES RELATED TO PROPENSITY

	Fall '75 %	Spring '76 %	Change	Statistically Significant
Recruiter Contact (Qus. 7a & 8a)				
Past 5-6 months - any service	24.5	24.1	-0.4	No
Ever - any service	48.4	47.8	-0.6	No
Ever Contacted By				
Air Force recruiter	14.3	14.9	+0.6	No
Army recruiter	25.4	23.5	-1.9	No
Marine Corps recruiter	14.7	14.3	-0.4	No
Navy recruiter	17.0	16.0	-1.0	No
Talked About Enlistment With (Qu. 7c)				
Friends with military experience	39.4	39.3	-0.1	No
Parents	37.2	35.7	-1.5	No
Teachers/Counselors	12.0	12.6	+0.6	No
Girl Friend/Wife	19.5	17.3	-2.2	Yes
Aptitude Test in High School By Armed Services (Qu. 7c)	19.6	17.3	-2.3	Yes
Base	(3167)	(3008)		

TABLE 1.1
(Cont'd)

	Fall '75 (mean)	Spring '76 (mean)	Change	Statistically Significant
Life Goal Achievement Civilian Advantage Over Military (Qu. 10)				
Personal Freedom	4.03	4.20	+.17	Yes
Doing Challenging Work	2.78	2.87	+.09	Yes
Ability to Make Own Decisions	3.84	3.91	+.07	Yes
Job Security	2.52	2.33	-.19	Yes
Respect of Friends	3.16	3.05	-.11	Yes
Learning As Much As One Can	3.00	2.94	-.06	Yes
Base	(3167)	(3008)		

Scale:

Military - much more likely	+1
Military - somewhat more likely	+2
Either military or civilian	+3
Civilian - somewhat more likely	+4
Civilian - much more likely	+5

3. Having taken an aptitude guidance test in high school given by the Armed Services was mentioned less frequently than in the previous study.

4. Perceptions regarding life goal achievement in the military versus civilian life show some changes. Military jobs lost some ground relative to civilian in three areas: personal freedom, doing challenging work, and ability to make own decisions.

   On the other hand, the military strengthened its relative margin in terms of job security, having the respect of friends, and learning as much as one can.

   On the remaining life goal attributes in the study, the relative position of the military did not change significantly. These are: developing one's potential, making a lot of money, working for a better society, adventure and excitement, helping other people, and recognition and status.

1.4 Key Demographics

A comparison of the Spring and Fall samples on key demographic variables is summarized in Tables 1.2 - 1.4. The highlights are:

- The two samples are equivalent in terms of respondents' age and race. As it is explained in Appendix III, sampling differences on these two variables are eliminated through balancing each wave results to known "military available" statistics in each tracking area.

- Nearly the same proportion is unemployed as in the Fall. However, more of them are looking for a job.

- The present study shows a larger percentage currently attending high school than in the Fall study. The percentages of high school dropouts are about the same in both studies, but there are fewer high school graduates not currently in school.

- On the average, the two samples are identical from the standpoint of respondent quality -- a composite measure based on self-reported grades, number of math courses, and the inclusion of science courses in high school curriculum. Section 2.5 explains the quality measures in more detail.

TABLE 1.2
AGE AND RACE

	Fall '75 %	Spring '76 %
Age		
16	18.3	18.3
17	18.3	18.4
18	17.8	17.8
19	16.5	16.4
20	15.1	15.0
21	13.9	14.1
Race		
White	85.6	85.5
Non-white	13.4	13.1
Refused	1.0	1.4
Base (All Respondents)	(3167)	(3008)

TABLE 1.3

EMPLOYMENT STATUS

	Fall '75 %	Spring '76 %	Change	Statistically Significant
Employed	57.0	57.2	+ .2	No
Full time	31.3	29.6	-1.7	No
Part time	25.8	27.7	+1.9	No
Not Employed	42.9	42.7	- .2	No
Looking for a job	26.2	28.1	+1.9	No
Not looking	16.6	14.2	-2.4	Yes
Not specified	.1	.4	+ .3	No
Base (All Respondents)	(3167)	(3008)		

TABLE 1.4

SCHOOLING STATUS

	Fall '75 %	Spring '76 %	Change	Statistically Significant
Attending School	57.8	63.8	+6.0	Yes
In high school	39.9	46.5	+6.6	Yes
In vocational school	2.9	1.8	-1.1	Yes
In college	14.5	14.9	+ .4	No
Not specified	.5	.6	+ .1	
Not Attending School	42.2	36.2	-6.0	Yes
High school graduate	31.9	27.2	-4.7	Yes
Not high school graduate	10.3	9.0	-1.3	No
Quality Index (Mean)	6.41	6.43	+.02	No
Base (All Respondents)	(3167)	(3008)		

SECTION II

KEY RESULTS BY TRACKING AREA

SECTION II

PERFORMANCE DIFFERENCES BY TRACKING AREA

For this and the Fall 1975 studies, the survey sample has been allocated to defined tracking areas. Anticipated benefits of the tracking area approach include the possibility of feedback of performance data to individual recruiting commands. Since a tracking area normally contains no more than two or three district recruiting commands, high performance tracking areas may be examined for purposes of identifying factors in the make up of the recruiting, promotional and advertising programs that distinguish these tracking areas from lower performance areas. Those elements under the control of the district command, such as size of recruiting staff, local advertising dollars and media, customized information and recruiting tactics can be directed by tracking area.

It should be noted that the total U.S. as shown in this report is a weighted combination of 13 tracking areas shown individually in this section plus the balance of the country. The balance of the country, which is comprised of many geographically unrelated areas, is not shown in the forthcoming analysis.

The results presented in this section will show: (a) tracking areas which, according to the Spring 1976 information, differ from the national levels, and (b) tracking areas where the difference between Fall and Spring

significantly exceeds the corresponding Fall to Spring national change. The assumption is that a certain amount of the change is seasonal. By eliminating national change from the observed Fall to Spring difference in each tracking area, the analysis can identify what, if any, change can be traced to the tracking area itself.

An example of computing the Spring to Fall difference in a given tracking area relative to the change in the total U.S. is presented below using positive propensity to serve in the Army in metropolitan New York.

	Spring '76	Fall '75	Difference
NYC	5.9%	8.9%	-3.0%
Total U.S.	8.4%	14.0%	-5.6%
Net Change (NYC Difference minus Total U.S. Difference)			+2.6%

The computation shows that the change in Army's positive propensity in metropolitan New York was 2.6 percentage points better than the corresponding national change. The 2.6% change, when examined for statistical significance by means of an appropriate "t" test was found not to be significant at the 95% level of confidence.

Propensity to Serve

Intention to serve in the military is a key measure in the tracking study. A forced-rating scale format similar to the one described in Section I (also see Question 4a) is in broad use in various sectors of business as an aid in forecasting consumer demand.

With proper calibration of the scale it is anticipated that it may have future utility in forecasting accessions to military service. However, until this calibration work is completed, users of the data are advised not to attempt to make absolute projections, but to interpret the data only in a relative sense, e.g. in identifying high vs. low tracking areas. For instance, as it will be discussed Section 2.2, the expected time of entry and officer vs. enlisted man considerations are just two of many complex factors mediating between propensity and eventual enlistment.

Through retention of respondent social security numbers, provision has been made to accomplish the necessary calibration by determining conversion rates to accessions according to prior level of propensity to serve. The availability of both accessions data and propensity ratings in a number of tracking areas will also permit statistical analyses to be conducted as an alternative approach to weighting propensity ratings for forecasting purposes.

It should be recognized also that other experience factors of the services, such as pass-fail rates for mental tests and physical disqualification rates, to mention only two, will also enter into forecasts of accessions, in addition to the calibration adjustments for the intention to serve scale.

2.1 Positive Propensity by Tracking Area

Propensity to serve in the military as found in the Spring 1976 survey is presented graphically in Figures 2.1 - 2.6, and summarized in Table 2.1. It should be noted that serving in the National Guard and serving in the Reserves were measured separately in the current study. In the Fall, they were treated on a combined basis.

The overall rank order of the active duty services based on expressed propensity levels remains the same as in the Fall study: Air Force is highest (12.6%), Navy a close second (11.4%), Army is third (8.4%) and Marine Corps is lowest (7.0%).

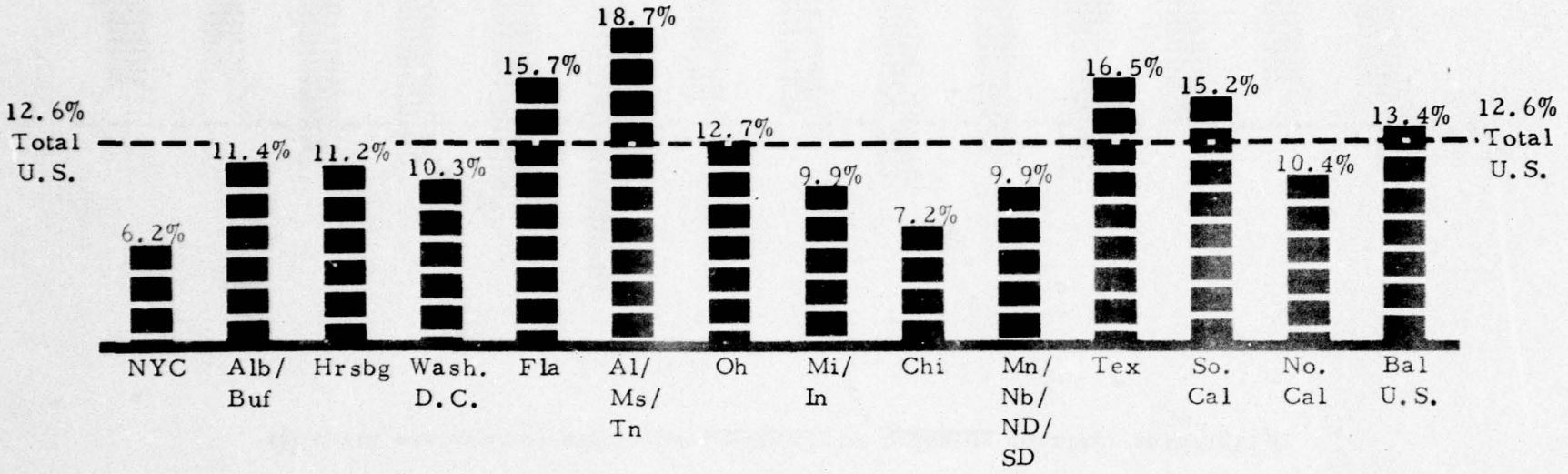
Propensity to serve in the National Guard and in the Reserves is shown in Figures 2.5 and 2.6. Collectively, the Reserves show a 12.7% positive response with the National Guard somewhat lower at 10.6%. The choice of specific components within the National Guard and the Reserves is presented in the tabulations: Volume I, pages 21 and 23; and Volume V, pages 20 and 22.

FIGURE 2.1

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

AIR FORCE

(Percent respondents endorsing definitely or probably consider serving)



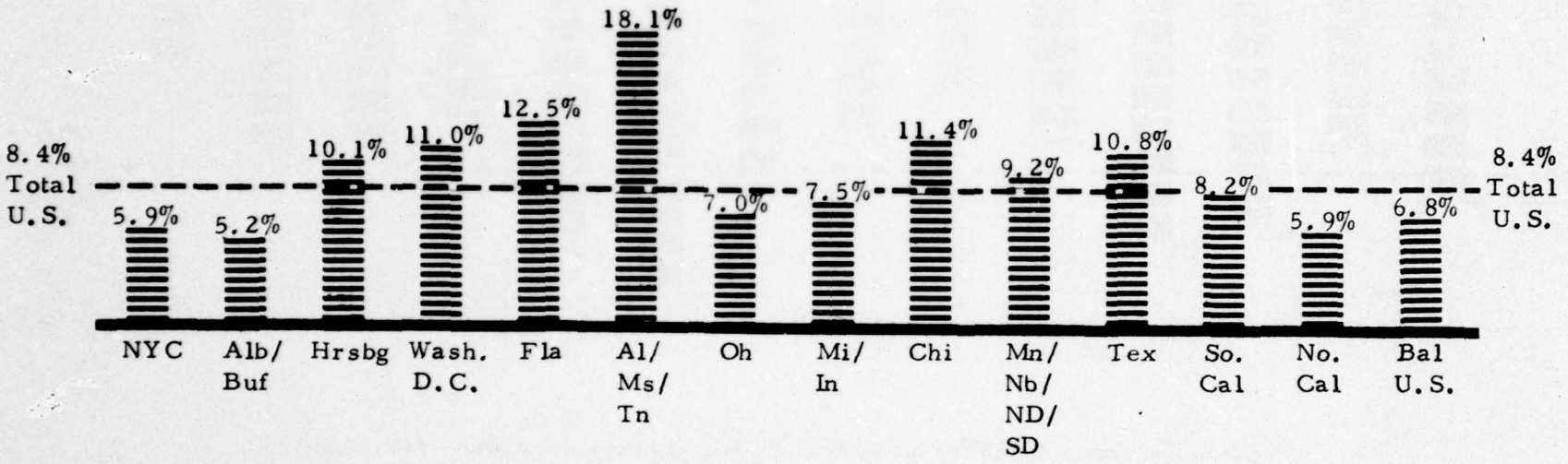
Source: Qu. 4a, Vol. 1, p. 24

FIGURE 2.2

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

ARMY

(Percent respondents endorsing definitely or probably consider serving)



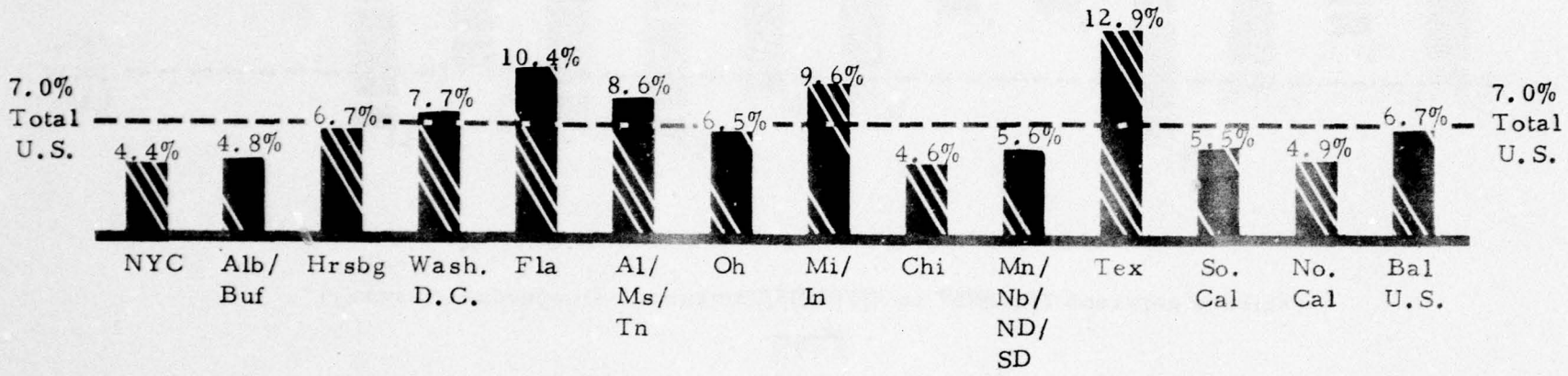
Source: Qu. 4a, Vol. 1, p. 25

FIGURE 2.3

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

MARINE CORPS

(Percent respondents endorsing definitely or probably consider serving)



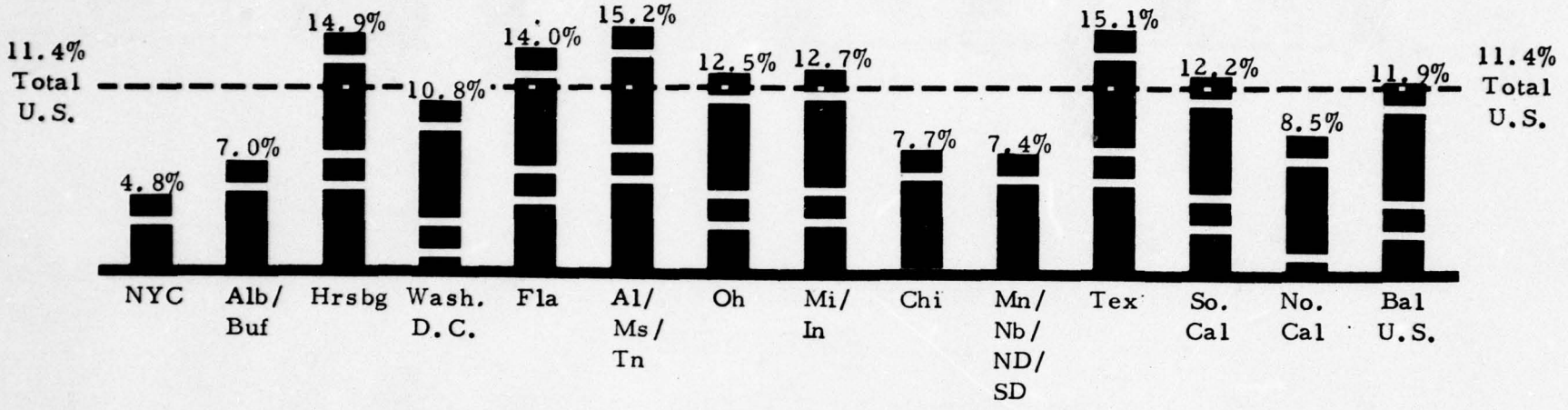
Source: Qu. 4a, Vol. 1, p. 27

FIGURE 2.4

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NAVY

(Percent respondents endorsing definitely or probably consider serving)



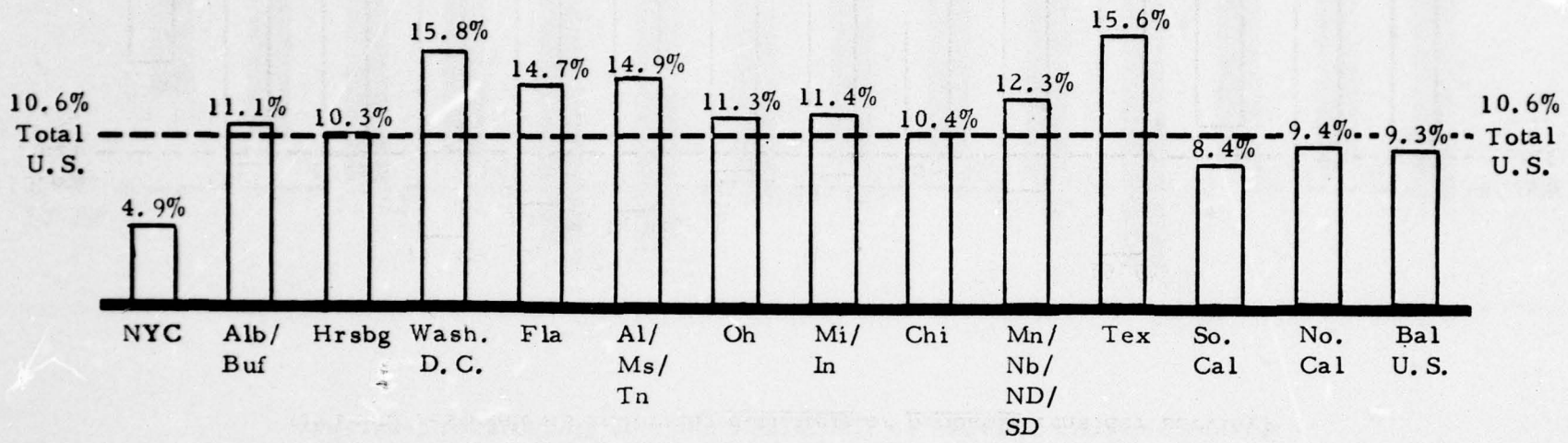
Source: Qu. 4a, Vol. 1, p. 28

FIGURE 2.5

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NATIONAL GUARD

(Percent respondents endorsing definitely or probably consider serving)



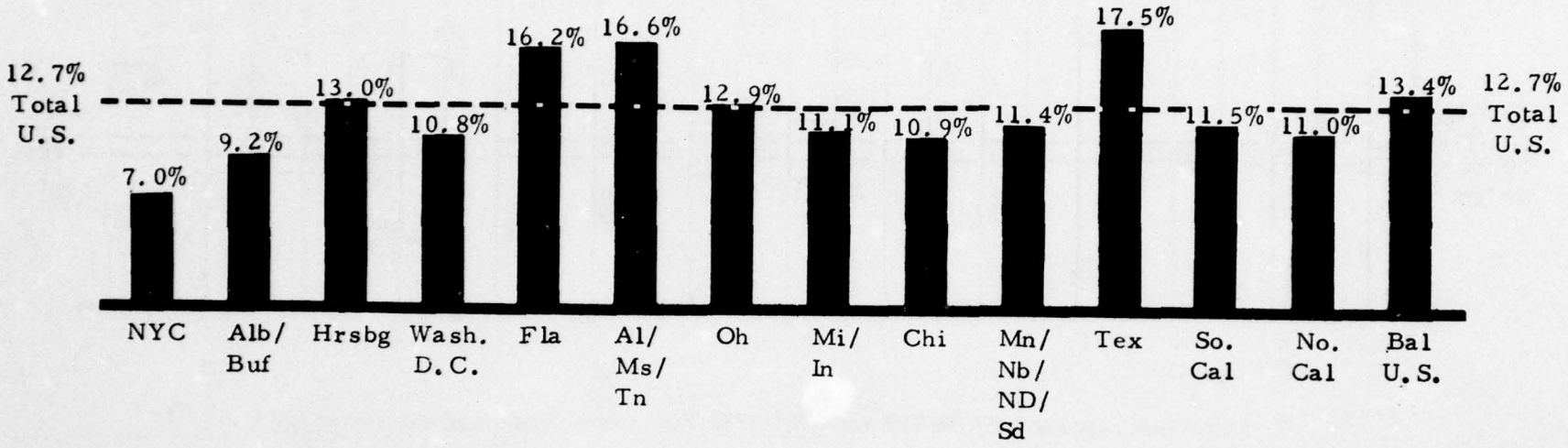
Source: Qu. 4a, Vol. 1, p. 20

FIGURE 2.6

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

RESERVES

(Percent respondents endorsing definitely or probably consider serving)



Source: Qu. 4a, Vol. 1, p. 22

The bar graphs reveal considerable variation in positive propensity between tracking areas. Table 2.1 highlights those areas for which the U.S. average lies outside two standard errors around the tracking area mean. Thus the circled areas are statistically different from the total U.S. Table 2.1 reveals the following exceptions to U.S. averages:

1. Propensity to serve in the Air Force is above the U.S. average of 12.6% in Alabama/Mississippi/Tennessee (18.7%) and below average in New York City (6.2%) and Chicago (7.2%).

2. The Army with a U.S. average of 8.4% displays above-average strength in Alabama/Mississippi/Tennessee while falling within the national range in the rest of the areas.

3. The Marine Corps stands out in Texas relative to the U.S. average of 7.0% but has a relatively stable showing across other tracking areas.

4. The Navy with a national propensity of 11.4% is below average in New York City (4.8%) and Albany/Buffalo (7.0%).

TABLE 2.1 POSITIVE PROPENSITY TO SERVE IN MILITARY SERVICES

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent saying definitely or probably	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Air Force	12.6	(6.2)	11.4	11.2	10.3	15.7	(18.7)	12.7	9.9	(7.2)	9.9	16.5	15.2	10.4
Army	8.4	5.9	5.2	10.1	11.0	12.5	(18.1)	7.0	7.5	11.4	9.2	10.8	8.2	5.9
Marine Corps	7.0	4.4	4.8	6.7	7.7	10.4	8.6	6.5	9.6	4.6	5.6	(12.9)	5.5	4.9
Navy	11.4	(4.8) -8.9	(7.0)	14.9	10.8 -8.3	14.0	15.2	12.5	12.7	7.7	7.4	15.1	12.2	8.5
National Guard (Spring '76 only)	10.6	(4.9)	11.1	10.3	15.8	14.7	14.9	11.3	11.4	10.4	12.3	15.6	8.4	9.4
Reserves (Spring '76 only)	12.7	(7.0)	9.2	13.0	10.8	16.2	16.6	12.9	11.1	10.9	11.4	17.5	11.5	11.0

Base: All respondents

Response alternatives: *Definitely consider*
Probably
Probably not
Definitely not

Source: Qu. 4a, Vol. 1, pp. 20-28

5. Propensity to join the National Guard is exceptionally low in New York (4.9%) relative to the U.S. average (10.6%). The same exception is true for the Reserves where New York shows a very low rate (7.0%) in comparison with the country as a whole (12.7%).

An analysis of propensity changes by tracking area between Fall 1975 and Spring 1976 shows only two shifts that would exceed national Fall-to-Spring changes by a significant margin. These are New York City and Washington, D.C., where the Navy experienced a significant decline in propensity. (Note: The decline shown in the second line is the net difference after subtracting the national Fall to Spring change from the tracking area Fall to Spring change.)

In analyzing these results, it is important to remember that the tracking areas differ in many ways including population, demographics, and attitudes. Hence differences in the tracking areas depend on many factors which cannot be controlled by the recruiting force.

The analyses to be reported in Sections III and IV investigate sets of demographic variables, attitudes and other values as they impinge on propensity to serve.

2.2 Two Factors Mediating Between Expressed Propensity and Enlistment

Positive propensity to join the military is not a direct estimator of eventual enlistment. Several mediating factors have to be considered before the flow of new accessions can be related to propensity as discussed on page 25. Two mediating factors between expressed propensity and enlistment are the time period within which the positive propensity prospects would expect to join the military service and expected entry as an officer versus an enlisted man.

2.2.1 Expected Time of Entry Into Military Service

In the Spring wave the question as to when the positive youth would plan to enlist was split into active duty and National Guard/Reserve parts. Thus the question is not fully comparable with the Fall wave. The observation, however, seems valid that the more near-term intention (within 2 years) has weakened somewhat from Fall to Spring: 36% to 30% of those with positive propensity. While this may be a seasonal result it warrants careful monitoring in the future.

Looking for significant differences across tracking areas in Table 2.2, no major exceptions are found for those people who intend to join within the next two years. Only on the basis of more than two years from now, New York is below the U.S. average.

TABLE 2.2 WHEN EXPECT TO JOIN MILITARY SERVICE

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

ACTIVE DUTY	Total U.S.	NYC	Alb/ Buf	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	CHI	MN/ NB/ ND/ SD	TX	SO. CA.	NO. CA.
Percent naming this time span	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Within 2 years	29.8	36.4	37.4	36.2	26.5	32.1	40.6	31.0	33.7	23.2	33.4	29.5	29.5	19.0
More than 2 years	49.3	(26.1)	37.7	37.8	56.0	46.2	39.7	52.3	46.2	59.0	52.0	53.6	42.3	57.7
Don't know/no answer	20.8	37.6	24.9	26.1	17.6	21.8	19.8	16.7	20.1	17.7	14.5	16.8	28.1	23.4
NATIONAL GUARD/ RESERVES														
Percent naming this time span														
Within 2 years	25.7	32.7	17.3	(44.9)	12.1	19.3	16.9	25.5	21.8	23.2	40.1	27.5	21.2	28.8
More than 2 years	39.1	29.4	45.3	35.8	39.4	34.2	30.0	35.9	46.9	44.3	36.2	28.6	29.0	49.2
Don't know/no answer	35.2	37.9	37.4	19.4	48.5	46.4	53.2	38.6	31.3	32.4	23.7	43.9	49.8	21.9

Base: Those with positive propensity

Source: Qu. 4b, Vol. 1, pp. 29-30

Those who plan to join the National Guard/Reserves differ from the nationally reported intent in Harrisburg where the proportion of those who plan to join within two years is exceptionally high (45%) versus 26% for the total U.S.

Table 2.2 also shows large differences in the expected time of entry between active duty and National Guard/Reserves. Generally, the response to National Guard/Reserves indicates more uncertainty (35% don't know/no answer) than the response to active duty (21% don't know/no answer).

A discount factor for the expected time of entry is obviously needed in any attempt to predict accessions on the basis of propensity. Furthermore, the regional differences both in the propensity levels and expected time of entry support the notion that forecasting should start with individual tracking areas rather than with the total U.S.

2.2.2 Officer Versus Enlisted Entry Expectations

Table 2.3 shows that the percent of positive propensity prospects planning to enter as enlisted men stands at 73% nationwide, down from 77.0% in the Fall of 1975, and not a statistically significant decline. The tracking areas which differ from the national average are Harrisburg with the lowest percentage of enlisted men (59%) and Minnesota/Nebraska/North Dakota/South Dakota with the lowest percentage of officers (12%).

The area experiencing significant changes from Fall to Spring relative to total U.S. was Harrisburg, where the percentage registering interest in enlisted ranks declined more than the national average by a total of 21.9 percentage points and the percentage interested in entering as officers increased by 18.8 points. The interest in officer entry went up in Alabama/Mississippi/Tennessee (+15.9) and went down in Minnesota/Nebraska/North Dakota/South Dakota (-14.5%).

TABLE 2.3 EXPECTATION OF ENTERING SERVICE AS AN ENLISTED MAN OR AN OFFICER

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent would enter as:	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Enlisted man	73.9	62.6	73.0	(59.3)	74.2	64.7	68.6	80.0	79.3	73.4	84.0	80.6	70.0	62.2
				-21.9										
Officer	23.3	37.4	22.3	35.2	21.0	30.0	31.4	17.6	18.5	25.6	(12.4)	19.4	23.7	34.9
				+18.8			-15.9				-14.5			

Base: Those with positive propensity

Source: Qu. 4c, Vol. 1, p. 31

2.3 Academic Achievement and Derived Quality Index

An important consideration in the military recruitment program is the quality level of enlisted personnel selected for the volunteer force. An attempt was made to gather self-reported academic information that could serve as an indicator of mental quality. This included self-reported grades in high school, high school education program, mathematics courses passed in high school, and science courses covering electricity or electronics passed in high school. Additionally, a simple quality index number was developed for each respondent on the basis of his responses concerning the courses and grades mentioned above. The index ranges from a low score of 1 to a high score of 10. The score is an accumulation of response values to the three questions:

Table 2.4

(High School Grades)	Value	(Number of Math Courses in High School)	Value	(Science Courses In High School)	Value
A's & B's	3	None	1	Yes	2
B's & C's	2	One	2	No, Not Specified	1
C's and below	1	Two	3		
Not Specified	0	Three	4		
		Four	5		
		Not Specified	0		

TABLE 2.5 RESPONDENT QUALITY INDEX

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically signifcantly greater Fall to Spring change than in the total U.S.

	Total U.S.	NYC	Alb/ Buf	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	CHI	MN/ NB/ ND/ SD	TX	SO. CA.	NO. CA.
Mean index value	6.43	(7.56) +.45	6.66	(6.83)	6.58	6.32	6.16	6.34	6.58	6.69	(6.71)	6.50	6.31	6.41

Base: All respondents

Minimum value = 1
Maximum value = 10

Source: Vol. 1, p. 140

Table 2.5 shows the average quality index for the sample as a whole as well as the tracking areas. Also included are any significant changes from Fall 1975. The distribution of quality scores by areas is available in Vol. 1, Question 22b, Youth Attitude Survey, Spring 1976. The average index for the U.S. remained unchanged (6.43 vs. 6.41). The areas which exceeded the current national average were New York City, Harrisburg, and Minnesota/Nebraska/North Dakota/South Dakota. The New York City area was the only area to experience a significant upward change from Fall to Spring.

The number of math courses passed is a large part of the quality index. As Table 2.6 shows, New York City with 65% taking three or more math courses sharply exceeds other areas on this variable. Other education-related data, such as high school education program (Question 21), grades (Question 20) and father's education (Question 19), reinforce the finding that New York ranks exceptionally high in terms of academic achievement (Spring 1976, Vol. I, pp. 135 - 137).

TABLE 2.6 NUMBER OF MATH COURSES PASSED

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent naming this number of courses	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Three or more	37.6	(64.5)	40.2	47.0	45.7	31.4	31.7	37.7	36.0	45.1	34.8	35.9	30.8	31.9
Less than three	45.0	(30.4) -11.0	40.4	39.3	39.4	50.6	45.1	43.2	51.8	42.8	51.1	48.8	48.9	50.1
None/no answer	17.5	(5.1) -8.7	19.4	13.8	14.9	18.0	23.1	19.1	12.2	12.1	14.1	15.3	20.3	18.0

Base: All respondents

Source: Qu. 22a, Vol. 1, p. 139

2.4 Advertising Copy Identification

Respondents were read 10 statements representing copy points used in Service advertising. For each statement they were asked to identify the service or services making the statement. Table 2.7 shows the percentage correctly associating the statement with the service sponsoring it.

As shown in Table 2.7 the correct identification percentages varied widely over tracking areas and in some instances changed significantly from Fall 1975, always downward. The variation from national average for the Spring wave and exceptional Fall to Spring changes appear in the following areas:

Statement		Spring 1976 Below Average	Spring 1976 Above Average	Fall to Spring Significant Decline*
AF:	Look up: be looked up to	D.C., MI/IN	SO. CA., NO. CA.	
AF:	A great way of life	L MI/IN	TX	
A:	Project Ahead lets you earn college credits	NYC, FL		FL, MN/NB/ND/SD
A:	Join the people who've joined the . . .	D.C., MI/IN, NO. CA.	MN/NB/ND/SD	
MC:	Same pay/training/opportunities as other services	NYC, ALB/BUF AL/MS/TN		AL/MS/TN and MN/NB/ND/SD
MC:	For 200 years we've kept the ranks small/standards high	FL MI/IN	TX	FL
N:	Build your future on a proud tradition	NYC		ALB/BUF D.C.
N:	The opportunity is for real . . .	NYC	TX	
NG:	Most important part-time job in America	NYC/ FL/CHI	TX	
NG:	The . . . belongs, maybe you belong to the . . .	NYC, MI/IN, CHI, NO. CA.	HRSBRG.	

*A tracking area change from Fall 1975 to Spring 1976 that is statistically significantly greater than the total U.S. Fall to Spring change.

TABLE 2.7 ASSOCIATION OF ADVERTISING COPY POINTS WITH SERVICES

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent associating	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Same pay/training/opportunities as other services														
Correct: Marine Corps *	11.1	(6.1)	(7.4)	9.4	14.8	9.5	(6.4)	10.9	8.1	14.1	7.8	11.7	10.7	10.6
Most Associated:	A						-12.0				-9.3			
Project Ahead lets you earn college credits														
Correct: Army *	30.5	(22.4)	27.5	30.1	25.8	(23.8)	28.4	34.4	27.1	32.5	28.5	38.2	34.4	28.3
Most Associated:	A					-9.2					-13.5			
Build your future on a proud tradition														
Correct: Navy *	16.2	(9.2)	11.8	16.5	15.6	15.2	14.0	12.5	16.7	19.1	15.7	17.3	20.9	18.2
Most Associated:	MC		-8.6		-10.6									
Most important part-time job in America														
Correct: National Guard	50.7	(36.2)	52.5	47.9	51.1	(38.6)	50.7	56.9	44.2	(41.7)	53.6	(66.5)	45.0	55.0
Most Associated:	NG													
Look up, be looked up to														
Correct: Air Force	33.7	30.8	30.7	32.3	(20.0)	29.0	31.9	32.0	(23.9)	29.3	38.2	31.5	(41.0)	(40.9)
Most Associated:	AF													
Join the people who've joined the ...														
Correct: Army *	45.1	40.5	43.5	48.7	(29.4)	40.8	41.3	42.8	(36.6)	49.6	(53.1)	43.3	40.3	(35.7)
Most Associated:	A													
The...belongs, maybe you belong to the...														
Correct: National Guard	16.7	(3.5)	21.6	(34.2)	16.8	15.0	18.8	13.3	(9.6)	(8.1)	15.6	16.3	13.5	(8.0)
Most Associated:	N													
...a great way of life														
Correct: Air Force	13.8	9.8	9.6	10.3	13.5	(9.6)	16.8	16.8	(7.0)	12.4	16.8	(22.2)	14.2	17.0
Most Associated:	N													

TABLE 2.7 ASSOCIATION OF ADVERTISING COPY POINTS WITH SERVICES (CONT.)

Percent associating	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
The opportunity is for real ...and so are we														
Correct: Navy	16.3	4.4	19.3	12.1	16.2	14.7	16.7	10.6	19.6	12.4	16.3	23.0	13.1	15.0
Most Associated:	A													
For 200 years kept ranks small/standards high														
Correct: Marine Corps *	42.5	38.0	36.9	34.8	45.0	33.3	36.2	45.4	30.9	41.9	46.2	50.1	46.4	43.3
Most Associated:	MC					-11.0								

*Included both in Fall 1975 and Spring 1976.

Base: All respondents

Source: Qu. 6, Vol. 1, pp. 65-74

2.5 Attributes Associated with the Services

This section summarizes differences across the tracking areas in level of association of military attributes with the various services. The results are shown in Tables 2.8 - 2.11.

1. The Air Force fares relatively poorly in New York City and Minnesota/Nebraska/North Dakota/South Dakota. It fares best in Texas. The scores are also favorable in Southern California and Alabama/Mississippi/Tennessee.

2. The Army rates high in terms of college education and leadership training in New York City. It has a favorable image based on a wide range of attributes in Alabama/Mississippi/Tennessee. Other exceptions point to some weaknesses in California and Albany/Buffalo.

3. The Marine Corps has a particularly strong image in Texas. Major weaknesses are in Northern California and to some extent in Alabama/Mississippi/Tennessee. Minor weaknesses are observed in several other areas.

4. Like most services, the Navy scores lower in New York City than in most other areas. Chicago is another relatively weak area for the Navy. Albany/Buffalo, and Michigan/Indiana tend to associate the Navy more strongly with some of the attributes.

TABLE 2.8 IMAGERY ATTRIBUTES MOST ASSOCIATED WITH AIR FORCE

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent most associating attribute with Air Force	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Opportunity to better life	23.4	(14.2)	23.7	22.3	19.1	25.4	24.5	26.4	24.1	21.1	20.8	27.6	28.5	20.5
Trains for leadership	11.9	(5.8)	12.3	10.7	9.9	(17.0)	12.1	10.5	14.7	16.4	(4.4)	11.1	14.6	12.9
Teaches valuable trade	28.3	30.1	29.5	24.6	28.2	30.4	34.7	28.1	26.6	25.4	(17.7)	34.3	31.9	25.1
College education	20.7	(13.4)	19.9	21.7	(13.2)	22.4	24.0	25.5	20.8	(14.1)	17.8	(28.4)	20.8	24.8
See many countries	16.4	(24.5)	19.4	15.5	(11.1)	21.8	14.7	18.2	(7.5)	13.2	13.7	(23.6)	16.3	12.6
Good benefits for family	17.4	13.5	20.6	19.3	18.1	15.9	15.2	16.4	17.7	18.6	17.1	20.6	18.4	18.3
Career you can be proud of	22.6	(14.6)	21.3	24.7	18.8	24.0	(29.1)	22.6	(15.4)	20.2	(16.7)	25.7	28.3	27.5
Men you like to work with	17.5	13.2	14.4	15.7	16.6	14.6	19.1	16.5	17.8	10.7	14.4	24.6	21.5	16.7
Job you want	20.3	(6.8)	17.9	19.3	18.9	21.4	24.5	21.6	21.6	16.4	(12.7)	(26.9)	(27.5)	21.9
Challenging job	26.0	(14.7)	22.2	23.4	21.4	24.8	31.4	25.1	25.8	26.1	21.0	29.4	27.4	23.9
Pays well to start	16.3	(6.9)	13.6	14.7	17.3	15.5	(22.3)	17.1	16.9	16.9	(11.2)	21.3	15.1	17.3

Base: All respondents

Source: Qu. 5c, Vol. 1, pp. 54-64

TABLE 2.9 IMAGERY ATTRIBUTES MOST ASSOCIATED WITH ARMY

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent most associating attribute with Army	U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Opportunity to better life	10.6	9.1	10.1	11.9	9.6	12.3	13.7	11.4	(6.3)	11.2	13.4	12.7	10.1	11.0
Trains for leadership	14.5	(21.9)	(9.4)	11.1	15.5	13.8	(22.2)	17.0	11.9	12.5	(22.1)	15.8	14.5	14.1
Teaches valuable trade	17.7	15.6	16.1	14.6	13.2	18.5	23.2	18.2	19.3	14.5	20.2	18.9	16.2	14.5
College education	19.5	(29.8)	18.2	21.7	23.0	20.0	24.4	(11.9)	17.1	21.7	24.1	19.5	18.6	(12.3)
See many countries	12.4	(5.2)	(7.9)	10.3	9.4	(7.5)	14.3	10.9	14.3	10.3	(7.3)	12.4	10.1	(4.0)
Good benefits for family	16.1	(7.6)	12.6	17.4	11.7	16.5	(22.4)	15.4	15.2	14.6	16.3	(22.3)	(11.4)	12.5
Career you can be proud of	8.7	7.2	10.4	11.1	8.0	10.2	13.1	10.3	6.7	10.8	10.3	10.8	6.9	6.5
Men you like to work with	11.0	8.3	9.2	12.5	10.1	14.3	14.4	10.5	10.9	12.9	11.4	9.7	10.0	8.3
Job you want	13.4	(5.3)	12.0	18.0	(9.0)	13.2	18.6	16.9	10.3	15.3	18.6	14.6	10.2	11.1
Challenging job	10.7	(4.0)	10.7	13.7	8.5	10.0	(16.1)	8.7	9.3	10.6	10.7	11.7	10.2	(6.6)
Pays well to start	9.5	(3.6)	8.5	9.4	10.1	13.3	12.9	8.9	6.5	7.7	12.1	14.1	8.0	8.1

Base: All respondents

Source: Qu. 5c, Vol. 1, pp. 54-64

TABLE 2.10 IMAGERY ATTRIBUTES MOST ASSOCIATED WITH MARINE CORPS

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent most associating attribute with Marine Corps	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Opportunity to better life	10.5	6.3	12.3	6.9	10.4	12.4	10.7	8.4	10.5	8.6	8.9	12.9	8.8	6.4
Trains for leadership	29.5	15.5	38.3	32.2	24.8	28.0	27.6	33.4	23.8	27.6	29.7	38.8	26.1	25.0
Teaches valuable trade	7.3	5.3	11.8	7.7	6.6	6.8	4.4	6.1	6.3	11.2	9.5	7.0	7.0	3.6
College education	6.2	2.0	6.3	5.4	8.8	5.2	4.6	9.0	6.1	9.4	4.3	8.0	4.1	2.5
See many countries	5.1	6.2	4.6	5.3	4.2	7.2	6.2	4.6	4.5	4.7	6.0	7.0	3.9	1.4
Good benefits for family	6.8	1.4	6.9	4.1	7.2	6.9	5.7	6.9	5.9	5.0	6.1	8.5	10.6	4.1
Career you can be proud of	15.4	5.5	20.5	13.6	16.4	13.4	9.4	16.1	16.1	12.6	16.6	22.7	11.6	8.2
Men you like to work with	9.3	2.9	10.6	9.7	7.4	9.0	8.2	8.6	6.7	12.5	9.0	14.6	11.1	6.7
Job you want	6.0	2.4	7.7	5.7	5.9	9.0	4.2	5.4	4.8	4.7	5.8	10.5	3.8	2.2
Challenging job	14.0	6.5	14.3	12.6	13.6	18.2	9.3	18.2	8.1	14.2	13.4	17.6	14.1	13.1
Pays well to start	6.5	1.8	5.6	6.6	4.4	4.8	4.1	8.3	6.7	5.6	8.0	2.9	6.1	6.1

Base: All respondents

Source: Qu. 5c, Vol. 1, pp. 54-64

TABLE 2.11 IMAGERY ATTRIBUTES MOST ASSOCIATED WITH NAVY

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent most associating attribute with Navy	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Opportunity to better life	13.3	4.9	13.3	17.1	11.3	12.5	14.7	15.6	16.0	10.1	8.2	14.5	13.9	12.4
Trains for leadership	6.7	3.8	7.0	8.9	6.5	7.3	10.9	6.6	8.9	4.8	6.5	9.3	3.2	5.6
Teaches valuable trade	13.4	6.8	14.4	20.3	13.9	14.1	11.1	15.6	20.8	7.5	16.9	17.2	9.5	13.3
College education	13.5	3.6	14.9	18.4	12.9	16.3	10.0	14.7	20.6	8.1	9.4	14.6	17.0	11.3
See many countries	42.7	43.1	42.4	48.5	30.6	42.5	38.7	43.6	49.7	37.3	42.4	39.9	44.7	47.6
Good benefits for family	11.3	1.1	14.8	14.0	7.3	12.4	9.5	12.6	13.7	11.9	9.2	11.3	13.7	9.5
Career you can be proud of	12.3	2.8	10.9	12.6	9.0	11.7	13.4	13.2	17.8	9.9	9.3	12.8	9.7	9.9
Men you like to work with	12.2	4.9	17.2	18.5	10.3	15.7	9.2	15.6	14.2	10.7	9.3	15.8	10.6	13.6
Job you want	12.0	4.0	16.3	14.7	9.7	13.5	13.1	12.7	15.8	8.8	11.5	15.1	10.3	9.6
Challenging job	10.5	3.1	17.6	14.6	10.4	11.9	10.9	11.7	14.8	6.9	9.7	16.1	10.1	7.6
Pays well to start	10.1	-	16.5	14.0	7.7	11.5	8.3	6.8	13.8	4.6	7.6	14.2	8.1	8.4

Base: All respondents

Source: Qu. 5c, Vol. 1, pp. 54-64

2.6 Recalled Recruiter Contact

The incidence of recalled recruiter contact by tracking area is shown in Table 2.12. The one significant variation is New York City, where only 16% have had contact in the past 5 to 6 months compared with 24.1% for the total sample. None of the tracking areas changed significantly more than the country as a whole in recruiter contact from Fall 1975.

TABLE 2.12 HAD RECENT RECRUITER CONTACT

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent had recruiter contact	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Past 5 to 6 months	24.1	(16.4)	21.1	21.9	22.5	22.3	28.3	21.6	28.4	28.9	27.4	20.9	24.5	23.6

Base: All respondents

Source: Qu. 7a, Vol. 1, p. 75

2.7 Adequacy of Information Received From the Recruiter

The respondents who had ever had contact with a recruiter were asked to evaluate the adequacy of information in terms of receiving:

- all information wanted
- most of it
- very little

In the total U.S., 80% of the contacts were appraised positively with only 20% mentioning "very little" information. The Air Force scored somewhat more favorably than other services.

Table 2.13 focuses only on those respondents who felt they received very little information. It shows that the relative effectiveness varied across some tracking areas:

1. On the whole the Air Force generally received relatively high marks. Its effort of providing information through the recruiters was exceptionally well received in Alabama/Mississippi/Tennessee.

2. Relative to a 20.2% inadequate exchange reported for the Army at the national level, metropolitan New York and Chicago reported significantly higher percentages (35% and 36% respectively).

TABLE 2.13 PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent getting very little information	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	SO. CA. %
From Air Force	14.6	7.6	-	12.8	12.3	14.2	(3.6)	6.6	22.4	16.5	7.3	12.9	10.1	26.7 +23.4
From Army	20.2	(35.4) +29.9	23.9	16.5	15.9	22.8	11.9	17.4	20.5	(35.8)	10.6	16.4	20.7 +16.7	20.6
From Marine Corps	21.1	29.1	(4.4) -26.8	30.2	(4.3) -33.0	12.8 -25.6	10.1	(9.7)	10.4	19.7	9.6	17.7	(5.7)	16.9
From Navy	17.8	8.4	32.0	30.3	13.2	16.0	12.6	13.0	19.2	21.8	(6.7)	18.2	8.3	15.8

Base: Respondents having recruiter contact

Response alternatives: All the information you wanted
Most of it
Very little

Source: Qu. 8e, Vol. 1, pp. 93, 97, 101, 104

3. The Marine Corps had exceptionally low rates of dissatisfaction regarding information adequacy in four of the thirteen areas. A significant improvement since the Fall 1975 survey was reported in three tracking areas.

4. Navy's national average (17.8%) was not exceeded significantly by any individual tracking area. In Minnesota/Nebraska/North Dakota/South Dakota the complaint index was lower than average (6.7%).

2.8 Other Activities Concerning Enlistment

All respondents in the survey were asked whether or not they had been involved in a series of information seeking behaviors since last Thanksgiving (past 5 to 6 months). Table 2.14 shows the proportion of respondents who have taken action steps relevant to the services' recruiting and advertising programs.

In decreasing order of frequency of occurrence in the total U.S, actions concerning enlistment were:

Talked with friends who are or have been in the service	39.3%
Talked with parents	35.7%
Talked with girl friend or wife	17.3%
Took Armed Services Aptitude Test in high school	17.3%
Asked for information by mail	14.1%
Talked with teacher/counselor	12.6%
Physically or mentally tested by military at examining station	5.4%
Made toll-free call for information	3.1%

A comparison across tracking areas shows that those in metropolitan New York were consistently less likely to seek information concerning enlistment. Additionally, the discussion of military service with teachers or guidance counselors was below average in Florida and Chicago.

TABLE 2.14 OTHER ACTIVITIES CONCERNING ENLISTMENT

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Entries with plus or minus signs denote magnitude of net change for tracking areas that have statistically significantly greater Fall to Spring change than in the total U.S.

Percent answering yes	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Talked with teacher or guidance counselor	12.6	(6.3)	11.1	12.9	14.3	(7.4) -9.8	15.5	11.5	10.9	(7.5)	10.5 -7.5	13.7	14.2	12.8
Talked with one or both parents	35.7	(19.3)	38.4	36.8	42.3	34.7	41.4	33.7	37.7	30.5	34.0	34.2	36.3	34.6
Taken aptitude test in high school given by armed services	17.3	(10.0)	13.8	18.6	13.0	15.8 -9.4	22.5	16.7	15.4	16.4	16.6	19.8	16.2	16.1
Made toll-free call to get information	3.1	.7	3.2	3.4	3.5	5.3	5.8	1.5	1.3	2.1	2.9	2.8	1.2	1.5
Asked for information by mail	14.1	(8.4)	14.4	16.0	16.1	19.4	14.4	12.6	15.0	15.1	10.5	13.7	16.0	13.1
Physically or mentally tested at military examining station	5.4	1.2	3.7	4.7	6.1	3.6 -6.4	5.3	7.8	3.2	8.2	4.9	5.3	3.7	7.3

TABLE 2.14 OTHER ACTIVITIES CONCERNING ENLISTMENT (CONT.)

Percent answering yes	Total U.S. %	NYC %	Alb/ Buf %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	CHI %	MN/ NB/ ND/ SD %	TX %	SO. CA. %	NO. CA. %
Talked with friends in or out of service	39.3	19.9	42.7	37.9	39.7	39.6	43.4	43.7	37.7	36.5	33.1	40.3	38.5	42.9
Talked with wife/girl friend	17.3	8.0	18.0	17.2	16.2	20.7	23.5	15.2	14.4	14.5	14.7	21.4	17.6	16.9

Base: All respondents

Source: Qu. 7c, Vol. 1, pp. 81-88

In terms of changes from last Fall, relative to the trend in total U.S., Florida reported an exceptional drop in four areas: aptitude testing in high school, physical/mental testing at military examining stations, talking with teachers or guidance counselors, and talking with girl friend or wife. Minnesota/Nebraska/North Dakota/South Dakota reported a significant decline in discussing the subject with teachers.

2.11 Knowledge of Monthly Enlisted Starting Pay

Without any aiding or prompting by the interviewers, the respondents were asked to provide their best estimates of monthly enlisted starting pay before taxes. The estimates are recorded in data tapes in their original form. For tabulation purposes they were coded by $50 intervals.

Table 2.15 summarizes two aspects of the data. First, it gives the percentage of respondents who were not able to make any estimate (46.4% in total U.S.). The proportion not able to make an estimate was particularly high in metropolitan New York, and exceptionally low in Ohio and Texas.

Table 2.15 also shows the mean monthly dollar value of starting pay for those respondents who made an estimate. The mean estimate of $363 for the total U.S. is within one dollar of the correct monthly starting pay. However, five of the 13 tracking areas ranged from $11 to $67 below the U.S. mean and four of the areas ranged from $38 to $81 above the U.S. mean. Those below the U.S. mean were: New York, Chicago, Albany/Buffalo, Ohio, and Michigan/Indiana.

The opportunities to correct wrong impressions about pay in below average tracking areas are identified, as is the need to stimulate awareness about pay across all tracking areas, although Section III will show that the relationship between knowledge about pay and propensity is not completely clear. Presently, the number showing lack of knowledge about pay appears to be increasing (46.4% vs. 41.5% last Fall).

TABLE 2.15 ESTIMATED MONTHLY STARTING PAY FOR ENLISTED MAN

Circled entries are those where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

	Total U.S.	NYC	Alb/ Buf	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	CHI	MN/ NB/ ND/ SD	TX	SO. CA.	NO. CA.
Don't know/no answer (Percent)	46.4	(67.2)	47.0	53.1	51.6	43.7	51.8	(36.1)	50.9	44.1	43.9	(36.3)	43.3	44.3
Pay in dollars (Mean)	362.9	(296.2)	(337.7)	363.2	(407.4)	368.5	355.4	(350.3)	(351.3)	(325.1)	359.6	(413.0)	(444.5)	(401.4)

Base: All respondents

Source: Qu. 9, Vol. 1, pp. 109-110

SECTION III

JOB ATTRIBUTES, LIFE GOALS, COPY POINTS, AND PAY

3.1 The Importance of Job Attributes

In both the Fall 1975 and Spring 1976 waves, respondents rated each service on a series of specific job attributes. In order to assess the significance of these ratings, it is also useful to know the relative importance youths attach to each of the attributes.

In the Spring 1976 wave, respondents were asked for the first time to rate each attribute on a 5-point importance scale, defined as follows:

1 = extremely important

2 = very important

3 = fairly important

4 = don't know/no answer

5 = not important at all

The average importance attached by respondents to the attributes is shown in Table 3.1. First, it should be noted that all of the attributes are rated as important. To the extent that some differences exist, the following observations are in order.

The most important attributes include:

- teaches you a valuable trade or skill
- provides good benefits for you and your family
- gives you the job you want
- gives you an opportunity to better your life

TABLE 3.1

RELATIVE IMPORTANCE OF JOB ATTRIBUTES
RELATED TO POSITIVE AND NEGATIVE PROPENSITY GROUPS
AT THE DoD LEVEL*

	Positive Propensity		Negative Propensity	
Attribute:	Average Importance	Rank	Average Importance	Rank
Teaches you a valuable trade or skill	1.84	1	2.20	2
Provides good benefits for you and your family	1.94	2	2.17	1
Gives you the job you want	1.96	3	2.30	3
Gives you an opportunity to better your life	1.98	4	2.42	6
Is a career you can be proud of	2.03	5	2.52	8
Pays well to start	2.06	6	2.33	4
Gives you a job which is challenging	2.10	7	2.45	8
Helps you get a college education while you serve	2.24	8	2.37	5
Trains you for leadership	2.40	9	2.73	9
Has other men you would like to work with	2.50	10	2.88	10
Allows you to see many different countries of the world	2.60	11	2.98	11

* A smaller value means greater perceived importance.

Source: Question 5a

The least important attributes include:

- allows you to see many different parts of the world
- has other men you would like to work with
- trains you for leadership

In many instances, the differences between attributes within the above groups are relatively minor. Further, several additional attributes could be added to the "most important" list (pays well to start, challenging, etc.). It appears, however, that career-oriented economic benefits (learning a trade and providing for a family) are the more powerful enlistment incentives.

A comparison of attribute importance scores for positive and negative propensity groups shows that those with positive propensity tend to rank two attributes relatively higher ("Is a career you can be proud of" and "Gives you an opportunity to better your life") and also two attributes relatively lower ("College education while you serve" and "Pays well to start"). Hence, the positive group seems to be slightly less concerned with material benefits and slightly more concerned with intrinsic aspects of the services.

A detailed analysis of differences related to propensity will be presented in Section IV.

3.2 Ratings of Military on Job Attributes

A key question is whether the military is perceived as capable of adequately satisfying relevant expectations about job attributes. For this reason, respondents were asked to indicate whether or not they thought each of the attributes could be attained by joining the military (in general). The results are shown in Table 3.2.

A majority of the respondents feel that every attribute could be attained in the service, ranging from 95% of the positive propensity group who feel a military job allows you to see many countries, to a low of 56% of the negative propensity group who feel the military pays well to start.

For an attribute to help attract prospects to enlist, it must be both important and perceived as attainable in the military. A comparison of the rank orders among positive propensity groups in Tables 3.1 and 3.2 reveals that only two of the 11 attributes are in the top half on both importance and perceived attainability in the military.

	Relatively Easy To Attain	Relatively Hard To Attain
Relatively Important	Teaches valuable trade. Career you can be proud of.	Good benefits for you and your family. Job you want. Opportunity to better your life.
Relatively Unimportant	Challenging job. Opportunity to travel. Trains for leadership.	Men you would like to work with.

TABLE 3.2

ATTAINABILITY OF JOB ATTRIBUTES IN THE MILITARY RELATED TO POSITIVE AND NEGATIVE PROPENSITY GROUPS AT THE DoD LEVEL

	Positive Propensity		Negative Propensity	
	%	Rank	%	Rank
Attribute:				
Allows you to see many different countries of the world	95.3	1	88.2	1
Teaches you a valuable trade or skill	95.3	2	84.5	2
Is a career you can be proud of	93.4	3	75.9	6
Gives you a job which is challenging	91.9	4	76.5	5
Trains you for leadership	90.1	5	77.9	4
Helps you get a college education while you serve	89.2	6	79.8	3
Provides good benefits for you and your family	89.2	7	74.5	7
Gives you an opportunity to better your life	89.0	8	73.1	8
Has other men you would like to work with	85.2	9	67.6	9
Gives you the job you want	83.4	10	61.1	10
Pays well to start	78.3	11	55.9	11

Source: Question 5b

Of the attributes that are relatively important and also seen as relatively attainable in the military, the biggest plus is apparently "Teaches you a valuable trade or skill". The biggest minuses are family benefits, together with "Gives you the job you want" and "Opportunity to better your life". These findings seem important in terms of suggesting useful actions which might be taken.

3.3 Ratings of Specific Services

In order to examine the images of the four major services separately, respondents were also asked for which service each of the 11 job attributes was most true. The results, shown in Table 3.3, have some overall implications, besides identifying the most commonly perceived characteristics of individual services:

1. The most striking observation is that on ten of the eleven attributes the percentage of those who don't believe that the attribute is true of the military at all or who fail to associate the attribute most with any one of the services exceeds all of the percentages mentioning specific services. For instance, 58% did not identify any specific service with "Pays well to start".

TABLE 3.3

PERCENT INDICATING FOR WHICH SERVICES EACH ATTRIBUTE IS MOST TRUE

Attribute:	Air Force %	Army %	Marine Corps %	Navy %	None/ Don't Know %
Gives you an opportunity to better your life	23.4	10.6	10.5	13.3	42.2
Trains you for leadership	11.9	14.5	29.5	6.7	37.4
Teaches you a valuable trade or skill	28.3	17.7	7.3	13.4	33.3
Helps you get a college education while you serve	20.7	19.5	6.2	13.5	40.1
Allows you to see many different countries of the world	16.4	12.4	5.1	42.7	23.4
Provides good benefits for you and your family	17.4	16.1	6.8	11.3	48.4
Is a career you can be proud of	22.6	8.7	15.3	12.3	41.1
Has other men you would like to work with	17.5	11.0	9.3	12.2	50.0
Gives you a job you want	20.3	13.4	6.0	11.9	48.4
Gives you a job which is challenging	26.0	10.7	14.0	10.5	38.8
Pays well to start	16.3	9.5	6.5	10.0	57.7

Base: All Respondents

Source: Question 5c

2. To the extent that the attributes are associated with individual services, the following results (which are quite consistent with the findings from the Fall 1975 wave) are indicated:

   1. The Air Force is associated with all the attributes and especially so on "Teaches you a valuable trade or skill" (which is among the most important of the attributes), and "Gives you a job which is challenging".

   2. The Army is not the most highly associated service on any of the attributes, but its highest associations are for "Helps you get a college education while you serve" and "Teaches you a valuable trade or skill" (an important attribute).

   3. The Marine Corps is rated the highest of any service on "Trains you for leadership" and quite high on "Is a career you can be proud of" and "Gives you a job which is challenging." On several of the attributes, however, the Marine Corps is the least frequently mentioned service.

4. The Navy is by far the highest on "Allows you to see many different countries" but is rated especially low on "Trains you for leadership."

3.4 Achievability of Life Goals

It is widely agreed that a person's choice of career is influenced by his desire to achieve a variety of general goals or values in life. In order to see how military service was perceived, respondents were asked to rate whether 12 of these values could more likely be achieved in military or civilian jobs. The scale and its coding were:

Much more likely in military service	+1
Somewhat more likely in military service	+2
Either military or civilian	+3
Somewhat more likely in civilian job	+4
Much more likely in civilian job	+5

The average results are shown in Table 3.4 for positive and negative propensity groups:

1. The military is seen as most likely to permit achievement of
   - Job security
   - Adventure and excitement

2. Civilian jobs are seen as most likely to permit achievement of
   - Personal freedom
   - Ability to make own decisions on job
   - Making a lot of money

TABLE 3.4

ACHIEVABILITY OF LIFE GOALS IN THE MILITARY
RELATED TO POSITIVE AND NEGATIVE PROPENSITY GROUPS
AT THE DoD LEVEL

	Positive Propensity		Negative Propensity	
	Mean Score*	Rank	Mean Score*	Rank
Life Goal:				
Job security	2.07	1	2.43	1
Adventure and excitement	2.12	2	2.60	2
Developing your potential	2.38	3	3.16	8
Doing challenging work	2.40	4	3.02	4
Learning as much as you can	2.43	5	3.10	5
Recognition and status	2.43	6	2.99	3
Working for a better society	2.62	7	3.15	7
Helping other people	2.64	8	3.09	6
Having the respect of friends	2.65	9	3.17	9
Making a lot of money	3.44	10	3.99	10
Being able to make your own decisions on the job	3.60	11	4.00	11
Personal freedom	3.85	12	4.31	12

Source: Question 10

*The lower the score the better the rating for the military. The scale is explained at the beginning of Section 3.4.

3. The positive propensity group rates the military more favorably than the negative propensity group on all 12 life goals.

4. The greatest difference between the positive and negative propensity groups is on "Developing your potential," where the positive group views the military much more favorably than the negative group.

3.5 Advertising Copy Identification

In order to provide information on effectiveness of advertising communication, respondents were asked to indicate which service makes each of a variety of statements. The results, shown in Table 3.5, point to several conclusions:

1. Most of the copy points receive relatively low correct recognition. Only three copy points were correctly identified by as many as 40% of the respondents:

National Guard - "Part-Time Job"

Army - "Join the People"

Marine Corps - "200 Years Small"

Of these, at least one ("Part-Time Job") referred to a characteristic which could be guessed relatively easily.

2. For these four copy points, "don't know" was the most common response: "Same Pay as Other Services", "The . . . . Belongs", "Great Way of Life" and "The Opportunity is for Real".

3. Three copy points were attributed to other services considerably more frequently than to the sponsoring service. "Offers the Same Pay As Other Services" (Army, rather than Marine Corps), "A Proud Tradition" (Marine Corps, rather than Navy), and "Great Way of Life" (Navy, rather than Air Force).

TABLE 3.5

ASSOCIATION OF ADVERTISING COPY POINTS WITH SERVICES

	Percent Associating Each Copy Point With These Services:					
	Air Force	Army	Navy	Marine Corps	National Guard	None/ Don't Know
	%	%	%	%	%	%
Same Pay as Other Services (Marine Corps)	11.9	20.3	12.8	11.1	14.2	31.4
Project Ahead (Army)	10.9	30.5	13.2	5.6	12.0	28.9
Build Your Future on a Proud Tradition (Navy)	8.3	13.6	16.2	37.9	4.0	21.1
Most Important Part-Time Job (National Guard)	3.7	8.3	6.3	4.5	50.7	27.0
Look Up - Be Looked Up To (Air Force)	33.7	7.0	6.9	24.5	5.6	22.8
Join the People (Army)	4.0	45.1	18.4	8.4	8.2	16.1
The . . . . Belongs (National Guard)	6.8	14.9	19.4	11.7	16.7	30.5
Great Way of Life (Air Force)	13.8	12.8	27.5	7.8	7.1	32.2
The Opportunity is for Real (Navy)	14.4	16.8	16.3	13.3	7.1	33.4
For 200 Years Kept Ranks Small (Marine Corps)	5.3	15.4	12.4	42.5	5.4	19.2

Base: All Respondents

Source: Question 6

4. Two of the copy points appear to be about randomly linked with the services, as three or more services get the same levels of recognition: "The Opportunity is for Real" (Army, Navy, Air Force); and "The . . . . Belongs" (National Guard, Navy, Army).

Table 3.6 relates copy identification levels with propensity to join the sponsoring service. The purpose of the analysis is to see whether or not positive propensity corresponds with heightened awareness of advertising copy. The expected positive relationship occurs for two of the ten copy points included in the measurement: "The Opportunity is for Real" and "The . . . . Belongs". However, in one instance, "Most Important Part-Time Job", the relationship is reversed -- a higher proportion of those with negative intent toward the National Guard correctly identify the copy point than of those with positive intent.

TABLE 3.6

ASSOCIATION OF ADVERTISING COPY POINTS
WITH SPONSORING SERVICES

(Related to Respective Positive and Negative Propensity Groups)

	Correct Identification By Those With Propensity for the Sponsoring Service			
	Positive	Negative	Difference	Statistically Significant
	%	%		
Same Pay as Other Service (Marine Corps)	11.7	11.1	+.6	No
Project Ahead (Army)	31.1	31.0	+.1	No
Build Your Future on a Proud Tradition (Navy)	18.6	16.0	+2.6	No
Most Important Part-Time Job (National Guard)	45.1	51.8	-6.7	Yes
Look Up - Be Looked Up To (Air Force)	34.6	33.5	+1.1	No
Join the People (Army)	47.0	45.0	+2.0	No
The ....Belongs (National Guard)	24.0	15.9	+8.1	Yes
Great Way of Life (Air Force)	17.2	13.5	+3.7	No
The Opportunity is for Real (Navy)	21.8	15.6	+6.2	Yes
For 200 Years Kept Ranks Small (Marine Corps)	45.3	41.9	+3.4	No

Base: Respective Positive and Negative Propensity Groups

Source: Question 6

3.6 Starting Pay

The perceived starting pay of the services is potentially an important influence on enlistment. For this reason, the average starting pay estimate was calculated for each of several sub-samples. The results were:

TABLE 3.7

ESTIMATE OF STARTING PAY
BY POSITIVE AND NEGATIVE PROPENSITY GROUPS

	Positive Propensity	Negative Propensity	Difference (Pos. minus Neg.)
Any Service	$350	$368	-$18
Air Force	364	364	$ 0
Army	332	367	-$35
Marine Corps	338	366	-$28
Navy	338	367	-$29
Total Sample		$363	

The average of starting pay estimates for the total sample is within a dollar of the true value. To be kept in mind, however, is the fact that a very large proportion (46.4% in the Spring study) are not able to estimate the starting pay level.

One noteworthy aspect of these data is the difference between estimates for respondents with positive and negative propensity. With the exception of the Air Force, those who intend to enlist perceive starting pay to be lower than those who do not intend to enlist. One possible explanation may be that

because those who intend to enlist tend to come from relatively lower socio-economic backgrounds (with the exception of the Air Force) they may therefore have lower salary expectations.

However, this does not necessarily diminish the importance of pay as an inducement to enlist. The ratings of military job attributes, as presented in Section 3.1, place pay as above average in importance among positive propensity prospects. Furthermore, a majority of young men do not think that good starting pay is available in the military. "Pays well to start" is seen as having the lowest attainability of all 11 job attributes in Table 3.2. Consequently, the lower pay estimate among those with positive propensity appears to present an opportunity in the sense that by merely correcting their perception the likelihood of their enlistment may be increased.

SECTION IV

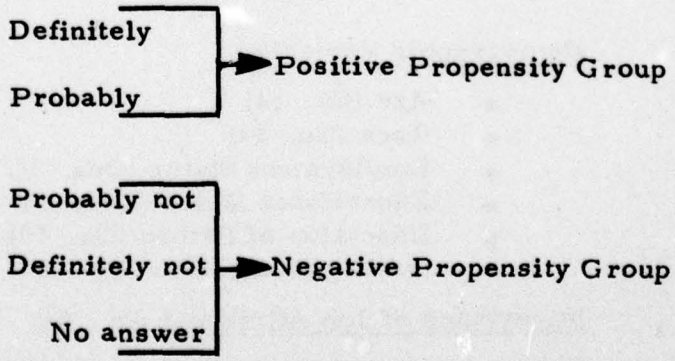
ANALYSIS OF PROPENSITY

SECTION IV
ANALYSIS OF PROPENSITY

4.1 Introduction

Previous sections of this report have described differences in propensity to serve in the military which have occurred since Fall 1975, as well as current differences among tracking areas. Propensity to serve in the military is a measure of fundamental importance in this study since it summarizes general feeling toward military service. The purpose of this section is to permit better understanding of the factors which influence attitudes toward military service.

As described in Section I, propensity was measured by asking each respondent how likely it was that he would serve in the military in the next few years. A similar question was asked about each specific service. The respondent was given the same choice of answers for each question:



Those who answered "definitely" or "probably" are defined in this report as having positive propensity. Others, including those who failed to answer, are defined as having negative propensity.

The analysis to follow is based on the general principle of examining a large number of demographic, behavioral, and attitudinal factors to find those on which the positive and negative propensity groups differ most sharply. Such an analysis is first undertaken for propensity for military service in general, and then followed by a separate examination of ways in which such relationships differ among individual services.

In the earlier wave, only those differences were reported which remained significant after taking into account the effects of other variables. In this analysis, each variable is examined on its own merits without respect to other variables. This results in a larger number of differences being reported.

The variables to be examined here fall into a number of categories which will be treated separately, as follows:

Demographic Variables

- Age (Qu. 3a)
- Race (Qu. 24)
- Employment Status (Qus. 3f, 3g, 3h)
- Educational Status (Qus. 3b, 3c, 3d, 3e)
- Education of Father (Qu. 19)
- Quality (See Section II)

Importance of Job Attributes (Qu. 5a)

Achievability of Life Goals in the Military (Qu. 10)

Information Sources/Actions Taken

- Persons Spoken To/Actions Taken (Qu. 7c)
- Recruiter Contact (Qu. 8)

4.2 Demographic Variables

Demographic differences for positive and negative propensity groups are shown in Table 4.1. An F statistic indicates the degree of significance of the difference between groups on each variable. The groups are significantly different on all variables shown in the table.[1] Other variables on which differences are not significant are omitted.

[1] The term "significance" is used through this section in the statistical sense only.

TABLE 4.1

ANALYSIS OF PROPENSITY TO SERVE

IN THE MILITARY

GROUP PROFILES ON DEMOGRAPHIC VARIABLES

Variable	Positive Propensity (N = 745)	Negative Propensity (N = 2135)	F
Average Age	17.72	18.56	114.1
Not employed/looking for work	36.5%	24.9%	61.3
Blacks	17.3%	6.9%	42.2
Other Non-White	6,1%	4.5%	13.3
Students	72.2%	60.9%	23.9
10th grade	22.4%	9.7%	49.4
11th grade	22.3%	13.5%	20.6
1-2 years of college	6.6%	17.8%	32.4
High School graduate, not in school	16.4%	31.1%	54.1
Education of Father*	2.84	3.35	35.3
Quality Index*	5.92	6.60	83.0

$F_{.05} = 3.85$

*Mean scale values shown

AD-A056 874 MARKET FACTS INC CHICAGO IL F/G 5/9
YOUTH ATTITUDE TRACKING STUDY: SPRING 1976.(U)
JUL 76 MDA903-75-C-0296
UNCLASSIFIED NL

2 OF 2
ADA
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As can be seen in Table 4.1, the positive and negative propensity groups differ in a number of ways. The positive group is younger and has a higher percentage of blacks, as well as other non-white races. More of the positive group are unemployed and looking for work.

A higher percentage of the positive group are students, particularly in the tenth and eleventh grades. However, the percentage of the positive group who are high school graduates is lower, with fewer in their first two years of college and also fewer who have graduated and are currently not in school.

Education of father was answered with an eight-point scale as follows:

1 Did not complete high school

2 Finished high school or equivalent

3 Adult education program

4 Business or trade school

5 Some college

6 Finished college (four years)

7 Attended graduate or professional school

8 Obtained a graduate or professional degree

The positive group has a smaller numeric average, and therefore they have less well-educated fathers, in general.

Finally, the groups differ in academic achievement as measured by the Quality Index, which is described in Section II. The positive propensity group has significantly lower academic achievement.

Similar analyses have been conducted for the six services individually. Profiles for the positive propensity groups for the individual services are shown in Table 4.2. Profiles for the corresponding negative propensity groups are not shown since they overlap so strongly with the overall negative group in Table 4.1. However, tests of significance have been conducted for each cell in Table 4.2, and only those entries are shown which are significantly different from the corresponding negative propensity group.

Of the 66 differences which could have been shown in this table, 59 are significantly different from their corresponding negative propensity groups. Of these, <u>all</u> differ from their negative propensity groups in the same direction as the differences shown in Table 4.1 for general propensity to serve in the military. It is therefore evident that the six services are very similar in terms of the demographic profiles of their high propensity youth, although the Air Force group has a somewhat higher level of educational attainment as indicated by the Quality Index and Education of Father.

TABLE 4.2

DEMOGRAPHIC PROFILES OF POSITIVE PROPENSITY GROUPS - INDIVIDUAL SERVICES

	Air Force (N = 379)	Army (N = 252)	Marines (N = 211)	Navy (N = 344)	National Guard (N = 319)	Reserves (N = 381)
Age	17.83	17.75	17.40	17.94	17.84	17.79
Blacks	18.1%	26.2%	17.4%	15.7%	21.4%	17.5%
Other Non-White+	5.7%	-	-	4.8%	-	-
Not Employed/ Employment	29.8%	29.0%	28.0%	25.9%	23.2%	30.7%
Not Employed: looking for work	35.4%	41.7%	38.9%	32.6%	41.4%	38.8%
Students+	72.6%	-	78.4%	67.9%	-	73.5%
10th Grade	21.1%	21.4%	27.5%	17.2%	21.9%	20.5%
11th Grade+	22.7%	-	23.7%	23.8%	23.8%	26.0%
1-2 Years of College	8.4%	7.5%	5.2%	7.3%	8.2%	8.4%
Education of Father*	3.02	2.64	2.79	2.75	2.67	2.92
Quality Index*	6.22	5.74	5.67	5.96	5.89	5.99

*Mean scale values shown

+Values not shown are not significantly different from corresponding negative propensity groups

4.3 Importance of Job Attributes

In Section III data were provided showing the relative importances attached to certain job attributes by members of high and low propensity groups. The emphasis there was on determining which attributes youths felt to be of greatest importance when considering joining the service. Here, we shall re-examine the same data, but from the point of view of how high and low propensity groups differ on their judgements of importance.

For the data in Table 4.3 smaller values indicate greater perceived importance. The positive propensity group regards all of these job attributes as more important when considering joining the military than the negative propensity group. However, those on which there is the greatest difference between groups are "Is a career you can be proud of" and "Gives you an opportunity to better your life."

TABLE 4.3

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY
MEAN RATINGS OF IMPORTANCE OF JOB ATTRIBUTES*

Job Attributes	Positive Propensity	Negative Propensity	Difference+
Career you can be proud of	2.03	2.52	.49
Opportunity to better life	1.98	2.42	.44
See many countries	2.60	2.98	.38
Men you like to work with	2.50	2.88	.38
Teaches trade	1.84	2.20	.36
Challenging job	2.10	2.45	.35
Job you want	1.96	2.30	.34
Trains for leadership	2.40	2.73	.33
Pays well to start	2.06	2.33	.27
Benefits for family	1.94	2.17	.23
College education	2.24	2.37	.13

*The scale used for this analysis is:

1 = Extremely Important
2 = Very Important
3 = Fairly Important
4 = No Answer
5 = Not Important At All

Therefore, smaller values indicate more perceived importance.

+In the difference column a large value indicates that the positive propensity group considers the attribute as more important than the negative propensity group. All differences are significantly greater than zero.

Our supposition is that if the positive propensity group feels that a job attribute is more important than the negative propensity group, then previous communications about that attribute may have had some influence in generating propensity. Thus, it is of interest to examine profiles of differences for individual services.

Similar analyses for each service individually are summarized in Table 4.4, where differences between positive and negative groups are shown for each job attribute. As a visual aid, differences of .40 or greater are circled. It can be seen that "Is a career you can be proud of" or "Gives you an opportunity to better your life" have the largest differences for most services and, in general, the same attributes are in the top half for most services. However, the services do not have identical profiles in this table. In particular, "Allows you to see many different countries of the word" has large differences for the Navy, Army and Marine Corps, "Gives you a job which is challenging" is higher than average for the Air Force, and "Trains you for leadership" is higher than average for both the Marine Corps and the Reserves.

Except for "college education," the positive propensity groups all consider every job attribute more important than the corresponding negative propensity groups.

TABLE 4.4

IMPORTANCE OF JOB ATTRIBUTES
DIFFERENCES IN IMPORTANCE VALUES
BETWEEN POSITIVE AND NEGATIVE PROPENSITY GROUPS

Job Attributes	Air Force	Army	Marine Corps	Navy	National Guard	Reserves
Career you can be proud of	(.43)	(.46)	(.55)	(.41)	.36	(.47)
Opportunity to better life	(.40)	(.43)	.37	(.42)	.32	(.43)
See many countries	.39	(.43)	(.40)	(.47)	.29	.25
Men you like to work with	.33	.39	.34	.34	.30	.37
Teaches trade	.37	.22	.31	.30	.22	.33
Challenging job	(.41)	.30	.35	.32	.30	.32
Job you want	.32	.26	.37	.26	.26	.35
Trains for leadership	.32	.33	(.48)	.34	.27	(.44)
Pays well to start	.24	.17	.28	.31	.29	.16
Benefits for family	.21	.26	.27	.28	.19	.20
College education	.28	.03*	.05*	.10*	.15	.22

*Except for three differences in the last row of the table, all differences between positive and negative propensity are statistically significant. The positive propensity group felt each attribute to be relatively more important than the negative group in every case.

4.4 Achievability of Life Goals

Each respondent indicated whether he thought several life goals were more likely to be achieved in military service or in a civilian job. A five-point rating scale was used, with a "1" meaning much more likely in the military and a "5" meaning much more likely in a civilian job.

Average achievability ratings are shown in Table 4.5 for positive and negative propensity groups. The positive propensity group regarded the military significantly more favorably than the negative group in every case. The largest differences between groups were on "Developing your potential", "Learning as much as you can", and "Doing challenging work".

However, it should be noted that several of these life goals are seen as more achievable in civilian jobs than in the military (those having scale values larger than 3.00). The negative propensity group perceives nine goals to be more achievable in civilian jobs than in the military, and even among the positive propensity group three goals are seen as more achievable in civilian jobs than in the military. These are "Personal freedom", "Being able to make your own decision on the job", and "Making a lot of money".

TABLE 4.5

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY
ACHIEVABILITY OF LIFE GOALS
AVERAGE RATINGS*

Life Goal	Positive Propensity	Negative Propensity	Difference Favoring Military
Develop potential	2.38	3.16	.78
Learning	2.43	3.10	.67
Do challenging work	2.40	3.02	.62
Status	2.43	2.99	.56
Make money	3.44	3.99	.55
Better society	2.62	3.15	.53
Respect of friends	2.65	3.17	.52
Adventure and excitement	2.12	2.60	.48
Personal freedom	3.85	4.31	.46
Help others	2.64	3.09	.45
Make own decisions	3.60	4.00	.40
Job security	2.07	2.43	.36

*The scale used was:

1 = Much more likely in military
2 = Somewhat more likely in military
3 = Either civilian or military
4 = Somewhat more likely in civilian
5 = Much more likely in civilian

Therefore a <u>smaller</u> value indicates relatively greater military likelihood. The groups differ significantly on all goals.

Table 4.6 summarizes similar analyses for the individual services. As before, data are presented in terms of differences between positive and negative propensity groups, where positive values indicate that the positive propensity group feels the life goal to be more achievable in the military. As a visual aid those values of .60 or greater are circled. "Developing your potential" has the largest difference for all services except the Army. Both the Army and the Marine Corps have higher than average differences on "Working for a better society". The Army has a higher than average difference on "Making a lot of money," which may reflect the somewhat lower socio economic background of potential enlistees for the Army and their correspondingly lower pay expectations, as discussed in Section 3.6.

TABLE 4.6

ACHIEVABILITY OF LIFE GOALS
DIFFERENCES BETWEEN
POSITIVE AND NEGATIVE PROPENSITY GROUPS

	Air Force	Army	Marine Corps	Navy	National Guard	Reserves
Developing potential	.74	.57	.74	.61	.68	.52
Learning	.60	.66	.55	.57	.50	.48
Do challenging work	.50	.61	.66	.42	.56	.48
Status	.51	.44	.59	.42	.52	.46
Make money	.52	.66	.46	.46	.39	.40
Better society	.40	.67	.67	.36	.43	.52
Respect of friends	.42	.56	.55	.38	.44	.36
Adventure and excitement	.47	.45	.44	.31	.36	.51
Personal freedom	.39	.48	.33	.41	.27	.30
Help others	.33	.41	.47	.33	.35	.26
Make own decisions	.32	.48	.53	.34	.38	.39
Job security	.35	.43	.22	.15	.39	.22

*Entries in this table are differences between corresponding positive and negative propensity groups in ratings of achievability of life goals in the military. In this table a positive value means the positive propensity group felt the goal was relatively more achievable in the military than the negative propensity group. All values are significantly greater than zero.

4.5 Information Sources, Actions Taken, and Knowledge

Each respondent answered a number of questions about other individuals to whom he had spoken about possible enlistment, and about actions he might have taken to gain information about the military. The data are presented in Table 4.7.

Large numbers of both positive and negative propensity groups have spoken about enlistment to their parents and also to friends who are in or have been in the service. More positive propensity group members have discussed possible enlistment with teachers or guidance counselors, and also with girl friends and wives. They are also more likely to have asked for information by mail, to have made toll-free calls for information, to have taken physical or mental tests at an examination station, and to have taken career guidance tests at school given by the armed services.

As reported in Section III, the positive propensity group has significantly lower estimates of starting pay. It is also true that significantly more of them are willing to make an estimate rather than say "don't know".

GI Bill knowledge, as described in Section V, does not differ significantly between positive and negative propensity groups.

The positive propensity group has had more contact with military recruiters.

TABLE 4.7

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY
INFORMATION SOURCES, ACTION TAKEN, RECRUITER CONTACT

	Positive Propensity %	Negative Propensity %	F
Information Sources			
Talked with one or both parents	59.6	27.7	382.8
Talked with friends already in the service or who have been in the service	55.9	33.6	205.0
Talked with teacher or guidance counselor	23.9	8.8	157.4
Talked with wife or girl friend	28.0	13.8	144.0
Actions Taken			
Mailed pre-addressed coupon to get information	24.6	10.8	120.6
Made toll-free call to get information	7.8	1.6	67.8
Physically or mentally tested at a military examining station	10.4	3.6	17.7
Taken aptitude test in high school given by Armed Services	23.4	15.4	17.3
Military Pay Estimates			
Less than $325	25.1	21.1	11.8
Don't Know	41.5	47.5	15.2
Recruiter Contact (ever)	55.1	45.7	28.8
Recruiter Contact (past 5-6 mos.)	34.1	20.9	45.8

Similar analyses for individual services have been conducted but are not reported here, since the services do not differ sharply from the DoD level analysis of Table 4.7 in terms of information sources or action taken. Differences in military pay estimates are reported in Section III.

The one way in which the propensity groups of individual services differed significantly from each other was in the recruiter contact rates.

TABLE 4.8

EVER HAD CONTACT WITH RECRUITER FROM SPECIFIC SERVICE RELATED TO PROPENSITY FOR THE SAME SERVICE*

	Propensity for Individual Services		
	Positive %	Negative %	Difference
Air Force	28.0	13.3	+14.7
Army	34.1	22.6	+11.5
Marine Corps	23.7	13.8	+ 9.9
Navy	31.4	13.9	+17.5

Base (All Respondents)

Much larger proportions of those intending to join all services have been exposed to recruiters than those not intending to join. However, the differences are greatest for the Navy and Air Force, and lowest for the Marine Corps.

* Contact (in the last 5-6 months) was not asked for individual services.

4.6 Enslistment Decision Process

The propensity data of the study provide indirect evidence that many prospects think about enlistment in a two-stage decision process. The first decision faced is whether or not to join the military service. The second decision is to choose a specific active duty service. There is some support for this hypothesis in Table 4.9 which shows that, on the average, individuals who consider joining a particular service also consider one or more other services.

If the decision making were a one-step process, consideration to join would be mostly limited to one service. The survey data show, however, that many of the positive prospects have not yet been able to narrow down their enlistment thoughts to one specific service.

TABLE 4.9

THE EXTENT TO WHICH PROSPECTS SHOW POSITIVE PROPENSITY FOR MORE THAN ONE ACTIVE-DUTY SERVICE

	Respondents With Positive Propensity Toward These Services			
Show Positive Propensity for These Services:	Air Force %	Army %	Marine Corps %	Navy %
Air Force	100.0	39.6	36.9	45.4
Army	26.3	100.0	46.1	31.4
Marine Corps	20.6	38.7	100.0	28.7
Navy	41.2	42.8	46.8	100.0
Avg. Number of Services	1.88	2.21	2.30	2.06
Base:	(379)	(252)	(211)	(344)

4.7 Summary Comments on Propensity Analyses

The preceding analyses have led to some findings which are unique to the individual services, although there are some indications that the services all appeal in similar ways to the same types of prospects.

For all the services, those with positive propensity have the following demographic differences from other respondents:

- Younger
- More likely to be non-white
- More likely to be unemployed and looking for work
- Less educated
- Have less educated fathers
- Lower values on the quality index

When thinking of joining the service, the positive propensity groups rate all 11 job attributes as more important than the negative propensity groups, and they feel the military is relatively more likely to permit achieving all life goals. Likewise, they have sought more information about the possibility of enlistment from all sources than the negative groups. They have lower estimates of starting pay levels, and have had more contact with recruiters than the negative groups. Most of them appear to be at an early decision stage where they show positive propensity toward more than one service.

SECTION V

KNOWLEDGE ABOUT EDUCATIONAL BENEFITS OF THE GI BILL

SECTION V

KNOWLEDGE ABOUT EDUCATIONAL BENEFITS OF THE GI BILL

5.1 General Comments

One feature of this tracking study is the capability of inserting special questions from time to time to cover topics of particular interest. In this wave a series of questions was added dealing with educational benefits of the GI Bill.

The GI Bill educational benefits may be a powerful inducement to enlist. In view of the possible reduction of these benefits for new accessions, the study explored two related areas: basic knowledge and understanding of educational benefits and reactions to a program which would limit the availability of educational benefits to the time period when the enlistee is on active duty.

5.2 Knowledge of Items Covered by the GI Bill

In order to measure knowledge of the educational benefits of the GI Bill, respondents were asked to identify which of three separate elements were part of the GI Bill. Correct answers are circled in the table below.

TABLE 5.1

KNOWLEDGE OF ITEMS COVERED BY THE GI BILL

	GI Bill Includes:		
	Service Rules and Regulations	Educational Benefits	Cost Of Items Enlistee Has To Buy
	%	%	%
Yes	40.9	(62.7)	31.5
No	(13.3)	3.6	(24.3)
Don't Know	45.7	33.7	44.2

Base: All respondents ——— (3008) ———

Source: Spring 1976, Volume IV, pp. 122-24

Evidently, there is a wide-spread association of the GI Bill with educational benefits. It is reasonable to believe that the degree of association of educational benefits with the GI Bill has been reinforced or augmented by recent services' advertising of various schooling programs. Apart from this, however, relatively few prospects know what is covered by the GI Bill.

Detailed tabulations show that the proportion linking the GI Bill with educational benefits is above average among nineteen year olds, who must be immediately confronted with decisions regarding college education, and among high quality prospects (Spring 1976, Vol. 4, p. 124). The association is below average among low quality prospects.

5.3 Understanding Of Educational Benefits

A series of questions (Questions 11 - 14c) were included to establish respondents' familiarity with the scope and nature of available educational programs. Correct and incorrect responses regarding timing, program options, and possibility of receiving monthly payments are summarized in Table 5.2.

TABLE 5.2

AVAILABILITY OF EDUCATIONAL BENEFITS

	Both During and After Active Duty %	Both College and Vocational Training %	Monthly Payments %
Correct Answers	59.7	70.0	71.7
Incorrect Answers	40.3	30.0	28.3
Base: All respondents	(3008)		

Source: Spring 1976, Vol. IV, pp. 125-126

As evidenced by the above data, a majority of the young men have a fundamental understanding of how the educational benefits work. However, when confronted with the specifics of the program, such as the amount of monthly payments and the number of years an eligible person is entitled to payments, many of them professed lack of knowledge (see Table 5.3). Relatively speaking, high quality prospects were more knowledgeable than low quality prospects about the specifics of the educational programs.

TABLE 5.3

KNOWLEDGE OF MONTHLY AMOUNTS AND TIME SPAN FOR BENEFITS BY QUALITY SEGMENTS

	Total %	Quality Segments* High %	Med %	Low %
Amount of Monthly Payment				
Named Some Amount	41.9	47.8	40.4	34.4
Under $250	16.9	20.0	16.2	12.4
$250 - $300	12.2	14.5	10.5	12.7
Over $300	12.9	13.3	13.7	9.2
Did Not Know	58.1	52.2	59.6	65.6
Number of Years Able To Get Benefits				
Reasonably Correct Answer	53.3	56.5	53.3	46.5
1 - 2 years	9.0	7.7	10.1	8.5
3 - 5 years	44.3	48.9	43.2	38.0
Incorrect or Don't Know	46.7	43.5	46.7	53.5
6 or more years	12.8	16.0	9.6	16.5
Don't Know	33.9	27.5	37.1	37.0
Base: Percent Aware of Monthly Payments	(71.7)	(76.8)	(70.9)	(64.8)

Source: Qu. 14b & 14c

*These segments are defined in Spring 1976, Vol. IV, page 139

5.4 Reactions to Current and Modified Benefits Plan

The second set of questions regarding the GI Bill dealt with measuring usage intent of educational benefits under current conditions where they can be used both during and after active duty and under a possible new situation where they could be used only during active duty. The intent was measured on the same four-point scale as the one used to gauge enlistment propensity.

The first conclusion to be drawn from the findings in Table 5.4 is that educational benefits have a very broad appeal to military prospects. In view of about 40% of the prospects saying they would definitely use the benefits, the appeal is highly marketable. At the same time, it should not be construed that educational benefits have an overriding influence upon enlistment. In Table 5.6 it is shown that positive propensity respondents usually do not know more about the educational benefits than negative propensity respondents.

TABLE 5.4

REACTIONS TO CURRENT AND ALTERNATIVE PROGRAMS

	(Current) Available During and After Service		(Alternative) Available Only During Service
	Would Use During %	Would Use After %	%
Total Positive Intent	85.0	86.2	81.5
Definitely	39.9	41.6	41.4
Probably	45.1	44.6	40.1
Base: All respondents	(3008)		

The restriction of the benefits to active duty years does not seem to discourage any appreciable number of men from expecting to take advantage of the privilege.

TABLE 5.5

REACTIONS TO DIFFERENT PROGRAMS
BY QUALITY SEGMENT

	Quality Segments		
	High %	Medium %	Low %
During-and-After Program			
Definitely would use during	44.9	48.3	35.6
Definitely would use after	49.4	40.3	31.4
During-Only Program			
Definitely would use	50.7	39.0	31.7
Base (All Resp)	(941)	(1547)	(520)

Source: Qu. 15-17

The degree of interest in using educational benefits is consistently stronger among high quality men than low quality. The proposed program curtailment would not seem to change this relationship. The findings imply, however, that educational benefits, when properly presented, can be an effective means of attracting higher quality men to the all-volunteer force.

5.5 Overall Knowledge Index

In order to obtain an overall measure of a respondent's knowledge about educational benefits of the GI Bill, an index was constructed on the basis of all relevant responses. The index is scaled from 0 (no knowledge) to 10 (perfect knowledge). The values or weights assigned to each response are shown in Appendix IV. Distribution of the total sample on the eleven-point index scale is as follows:

TABLE 5.6

DISTRIBUTION OF RESPONDENTS
ON THE KNOWLEDGE SCORE INDEX

	Knowledge Score	Positive Propensity %		Negative Propensity %	
Below Average	0	0		0	
	1	2.6		3.6	
	2	11.8	39.4	11.3	42.3
	3	10.9		10.7	
	4	14.1		16.7	
Average	5		21.8		23.9
Above Average	6	12.6		11.2	
	7	12.9		7.5	
	8	8.1	38.6	6.7	33.7
	9	1.8		2.9	
	10	3.2		5.4	
Mean (Number of Resp)		5.05 (745)		4.99 (2135)	

The mean knowledge index is at half the maximum possible score for the total sample. The distribution of prospects on the knowledge index indicates that about 36% have scores greater than one-half of the maximum possible score and 41% have scores less than one-half.

The index is a convenient measure for examining differences between various respondent groups. Data presented in Table 5.7 show that:

- Those with positive propensity toward the Air Force, Army, Marine Corps, Navy and National Guard do not differ from the respective negative propensity groups.
- Those considering serving in the Reserves, however, have acquired more knowledge about the educational benefits than those not considering. Detailed tabulations (Spring 1976, Vo . V, p. 144) show that men choosing four of the five Reserve components (Army, Marine Corps, Navy and Coast Guard) have above average knowledge index scores, while those considering the Air Force Reserve fall near average.

TABLE 5.7

MEAN KNOWLEDGE SCORES OF GI BILL
EDUCATIONAL BENEFITS RELATED TO PROPENSITY

	Propensity Toward Each Service			
	Positive	Negative	Difference	Significant Difference
Air Force	5.03	5.00	+.03	No
Army	5.22	4.99	+.23	No
Marine Corps	5.07	4.99	+.08	No
Navy	5.02	5.00	+.02	No
National Guard	5.03	5.00	+.03	No
Reserves	5.32	4.95	+.37	Yes
Base	(All Respondents)			

Source: Spring, Vol. 2, p. 145 and Vol. 5, p. 144

APPENDICES

APPENDIX I

STATISTICAL RELIABILITY

STATISTICAL RELIABILITY FOR DETERMINING ACCURACY OF PERCENTS WITHIN A SINGLE SAMPLE*

At the 90% level of confidence

Sample Size	Magnitude of Expected or Observed Percent					
	10% 90%	20% 80%	30% 70%	40% 60%	50% 50%	
100	4.9	6.6	7.5	8.1	8.2	**
200	3.5	4.7	5.3	5.7	5.8	
400	2.5	3.3	3.8	4.0	4.1	
600	2.0	2.7	3.1	3.3	3.4	
1000	1.6	2.1	2.4	2.5	2.6	
2000	1.1	1.5	1.7	1.8	1.8	
2600	1.0	1.3	1.5	1.6	1.6	
3000	.9	1.2	1.4	1.5	1.5	

* Not to be used for comparing observations from different groups of respondents

** Observed percent ± the appropriate number shows by how much the observation could vary due to sampling error

STATISTICAL RELIABILITY FOR COMPARING PERCENTS BETWEEN TWO INDEPENDENT SAMPLES*

At the 90% level of confidence

Size of Each Sample	Average of the Two Observed Percents					
	10% 90%	20% 80%	30% 70%	40% 60%	50% 50%	
100	7.0	9.3	10.7	11.4	11.6	**
200	4.9	6.6	7.5	8.1	8.2	
400	3.5	4.7	5.3	5.7	5.8	
600	2.8	3.8	4.4	4.7	4.8	
1000	2.2	2.9	3.4	3.6	3.7	
2000	1.6	2.1	2.4	2.5	2.6	
2600	1.4	1.8	2.1	2.2	2.3	
3000	1.3	1.7	1.9	2.1	2.1	

* Not to be used for measuring accuracy of percents within a single sample

** Minimum difference required between the observed percents in the two sampled populations to be statistically different

APPENDIX II

TRACKING AREA CONCEPT

The "Tracking Area" concept is an integral part of the study objectives. It is designed to allow each Service to relate the findings to one or several recruiting districts. Each Service has a different number of recruiting districts with some local discretion as to advertising and recruitment allocations. A Tracking Area represents the commonality among Services. Data collection and analysis based on Tracking Areas allows comparison, evaluation, and goal setting within each Service on a local basis.

The Tracking Areas were constructed around these criteria: 1) to have no more than 30 TA's, 2) to limit the number of Army District Recruiting Commands, Navy Recruiting Districts, Air Force Recruiting Detachments and Marine Corps Recruiting Stations to three each or less per Tracking Area, 3) to see that the TA's have a high commonality among Services, i.e., a high percentage of the counties' Military Available being common to all four Services, and 4) to represent regionally meaningful clusters of recruiting districts for the Services.

For purposes of this research, 27 TA's were defined which account for every county in the Continental United States. Due to budgetary limitations only 13 TA's could be studied independently with the other 14 collapsed and covered with a sample of 400 cases. This strategy provides for national conclusions to be drawn from the survey findings, as well as individual findings for the 13 TA's.

Since each Tracking Area is to contain undivided Recruiting Districts for each Service, some counties occur in more than one TA. For all 27 areas the cumulative overlap is 12 percent.

The percentage of Military Availables in the United States accounted for by varying numbers of tracking areas is approximately as follows:

Number of TA's	Percent Military Available
Top 5	29.5
Top 10	52.8
Top 13	64.6
Top 15	71.2
Top 18	80.1
Top 20	85.8
All 27	100.0

SUMMARY STATISTICS FOR TRACKING AREAS

	Proposed Tracking Area	MA% of Total U.S.	% MA Accounted for by Counties: Common to 4 Services	% MA Accounted for by Counties: Remainder	% Tracking Area Falling Outside DRC: A	N	AF	MC	No. of DRC's: A	N	AF	MC
* 14	Alabama/Mississippi/ Tennessee	6.76	94	6	8	8	1	18	3	3	2	2
* 22	Michigan/Indiana	7.41	82	18	15	15	8	5	3	2	3	2
* 03	New York City	6.31	77	23	19	21	10	15	2	1	1	2
* 25	Southern California/ Arizona	5.95	100	*	0	0	0	0	3	2	2	3
* 21	Ohio	5.94	76	24	6	7	14	14	3	2	2	2
* 06	Albany/Buffalo	5.89	59	41	22	8	17	24	4	2	2	2
* 16	Texas	5.79	95	5	3	0	0	2	4	3	2	3
* 01	Chicago	5.09	79	21	0	20	24	19	2	1	1	1
* 02	Harrisburg	4.79	62	38	7	7	36	11	2	2	1	2
* 24	Minnesota/North Dakota/South Dakota/ Nebraska	4.72	69	31	8	7	24	10	4	2	2	2
* 26	Northern California	4.67	86	14	14	0	13	17	2	1	2	2
29	Kansas City/ Oklahoma	4.37	52	48	26	30	5	25	3	2	2	2
08	Pittsburgh	4.16	42	58	10	43	25	12	2	1	1	2
12	South Carolina/ Georgia	3.87	57	43	36	10	36	32	2	2	1	1
04	Philadelphia	3.54	71	29	29	26	0	18	1	1	1	1
* 13	Florida	3.39	75	25	6	11	14	15	2	2	1	1
10	Richmond	3.36	47	53	18	45	21	50	2	1	1	1
05	Boston	3.28	83	17	20	4	13	12	2	1	1	2
28	Washington/ Oregon	3.23	70	30	1	28	29	12	3	2	1	2
27	New Mexico/ Colorado/Wyoming	3.17	56	44	19	2	43	8	2	2	1	3
* 09	Washington, D.C.	3.11	63	37	17	6	18	8	2	1	1	1
11	North Carolina	2.98	66	34	11	23	13	7	2	1	1	1
19	Kentucky	2.90	54	46	34	21	29	7	1	1	1	2
17	Arkansas	2.84	70	30	18	0	0	22	2	2	1	2
23	Wisconsin	2.28	89	11	7	4	4	6	1	1	1	1
20	Des Moines	1.86	57	43	42	34	15	29	1	1	1	1
15	New Orleans	.77							1	1	1	1
	Total (Cum.)	112.43	(72)	(28)	(14)	(14)	(15)	(14)	(61)	(43)	(37)	(47)

Source: Handbook Military Available Inventory FY 74
USAREC Pamphlet 601-1

* TA's Sampled Independently
TA's Not Asterisked Included Under Balance of U.S.

APPENDIX III

SAMPLE BALANCING

The interviewing results showed a need for balancing the sample on two demographic variables to match the survey population with known Military Available statistics:

- The incidence of older respondents, particularly the 20 and 21 year olds, is underrepresented in the Survey sample. Accordingly it was decided to rebalance the respondents in terms of age.
- The incidence of non-white males is overrepresented in some areas and underrepresented in others. To adjust for the differences, balancing weights were developed to establish correct proportions of white and non-white youths.

Furthermore, since each TA was assigned an independent quota sample, the TA's have to be re-weighted in making total U.S. estimates. In most instances, the TA's had been purposely oversampled relative to their national importance while the "Balance of the U.S." was undersampled. Weights were developed to compensate for their imbalance.

The following table shows: (a) Age-race weights within each Tracking Area and (b) Tracking Area weights relative to Total U.S. All of these weights are independent of each other.

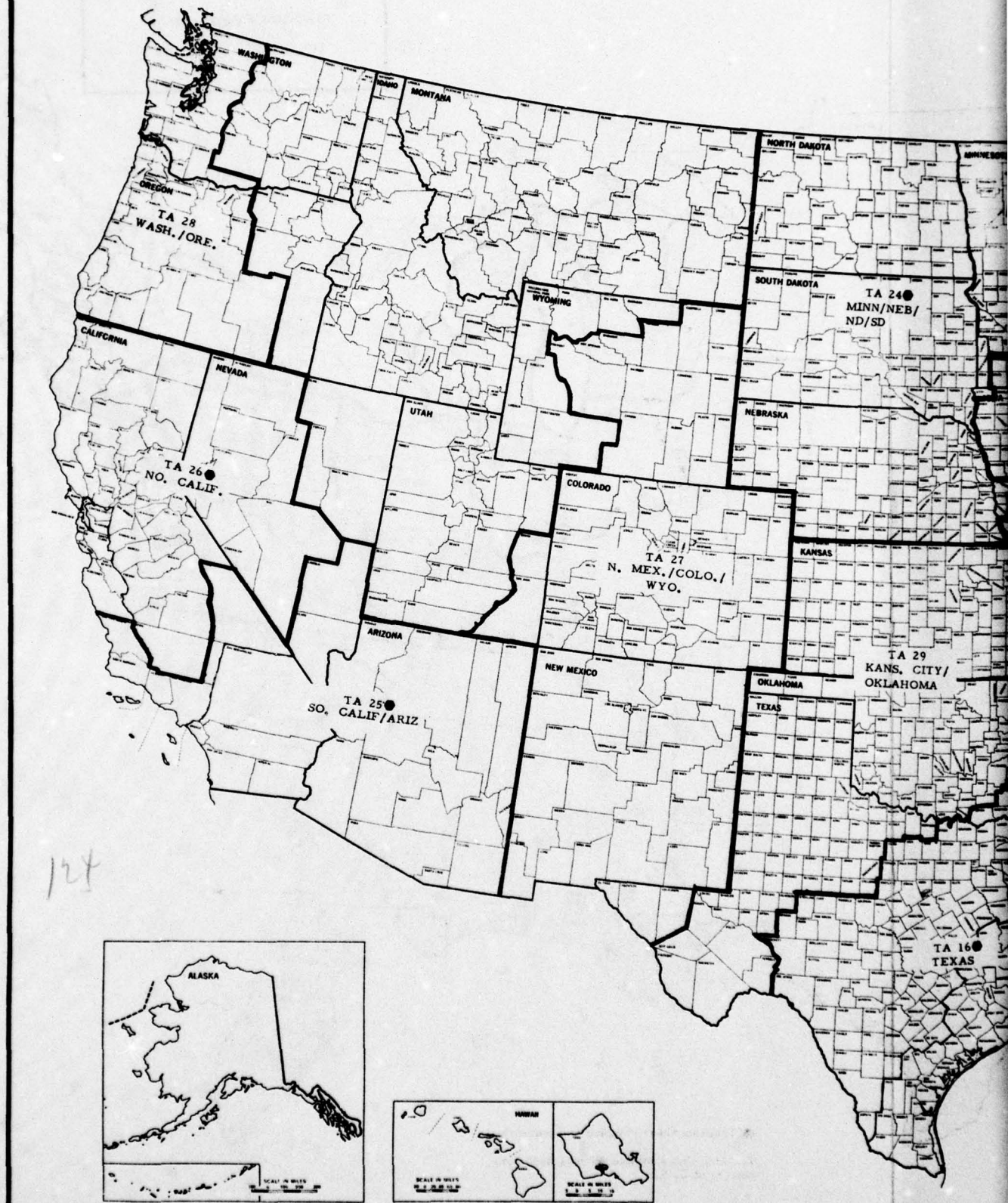
YOUTH ATTITUDE STUDY

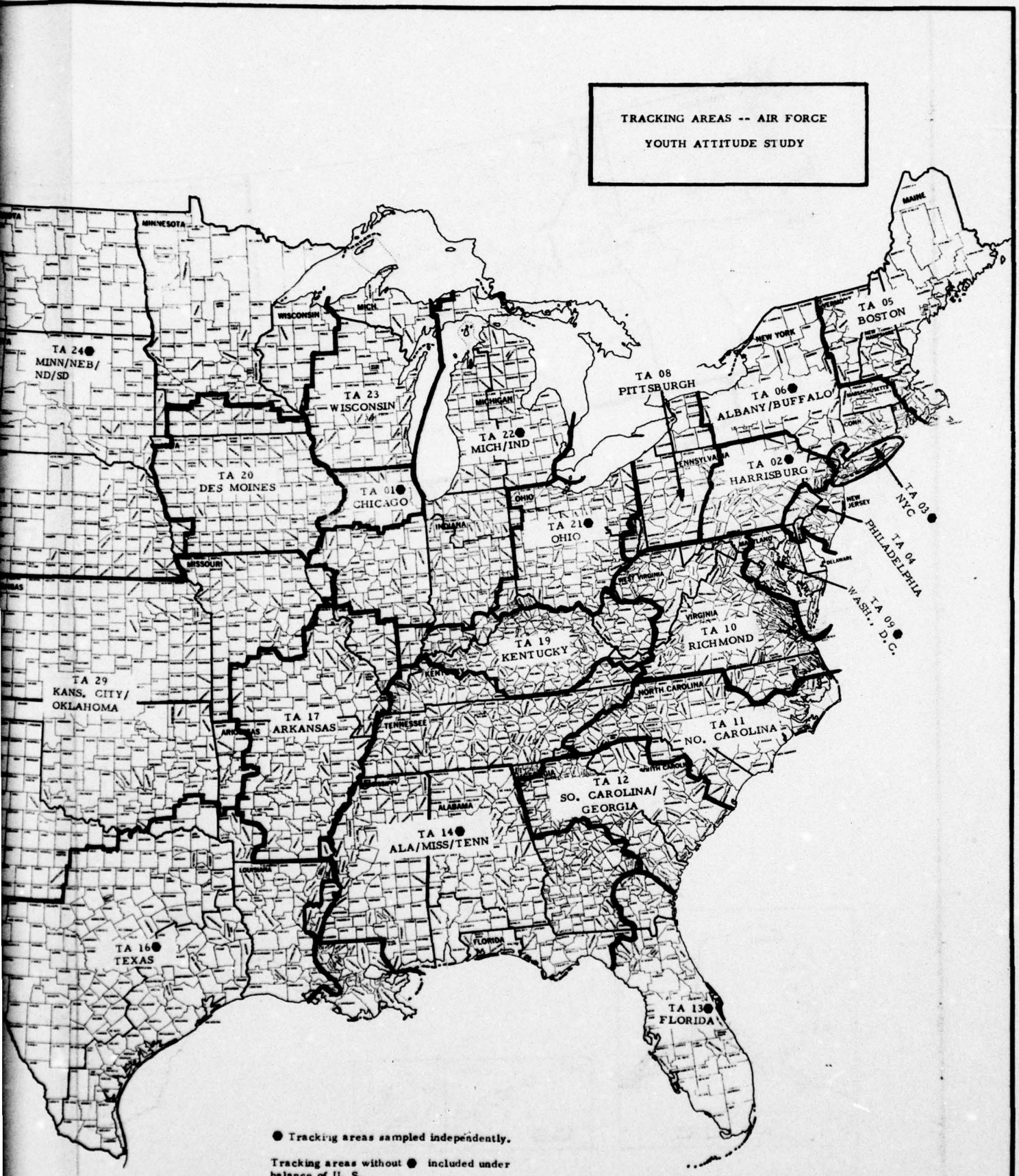
Spring, 1976

WEIGHTS

AGE/RACE	Tracking Areas													
	Chgo	Hrsbg	NYC	Alb/ Buff	D.C.	Fla	Al/ Ms/ Tn	Tex	Ohio	Mi/ In	Mn/ Nb/ ND/ SD	So Cal	No Cal	Bal U.S.
White														
16 years old	.75	.72	.63	.82	.89	.70	.71	.88	.60	.72	.87	.80	.66	.82
17 years old	.71	.68	.79	.59	.84	.88	.94	.83	.96	1.03	.83	1.11	1.13	.87
18 years old	1.03	.80	1.01	.89	1.14	.93	.91	1.56	1.21	.94	1.10	1.37	1.46	.81
19 years old	1.72	1.74	1.32	1.89	.83	1.05	1.04	1.61	1.15	1.95	.95	2.41	1.36	1.13
20 years old	1.37	1.17	1.12	1.75	1.16	1.29	1.15	2.07	1.09	1.38	1.22	1.70	1.42	1.74
21 years old	2.27	2.02	.92	3.02	1.62	1.84	2.95	1.56	2.65	2.65	1.67	1.72	2.69	2.20
Non-White*														
16 years old	.37	.62	.85	.34	.82	.89	.64	.25	.53	.24	.20	.29	.37	.65
17 years old	.49	.62	2.30	.47	.60	.81	.72	.37	.38	.34	.20	.31	.34	.52
18 years old	1.87	2.87	1.90	.37	1.57	1.32	.83	.37	.68	.74	.52	.32	.49	.77
19 years old	.74	3.60	2.71	.97	1.67	1.30	1.32	.79	1.90	.77	-	.56	.93	.70
20 years old	1.48	2.79	-	.95	.80	1.21	1.13	2.67	.88	.82	-	.82	.94	1.25
21 years old	1.10	3.07	2.78	-	7.07	1.24	2.46	1.53	.89	.38	1.80	.31	.47	2.60
TRACKING AREA	.66	.62	.77	.80	.41	.49	.89	.84	.75	1.09	.52	.86	.56	2.82

* Includes Spanish -- all codes except white.

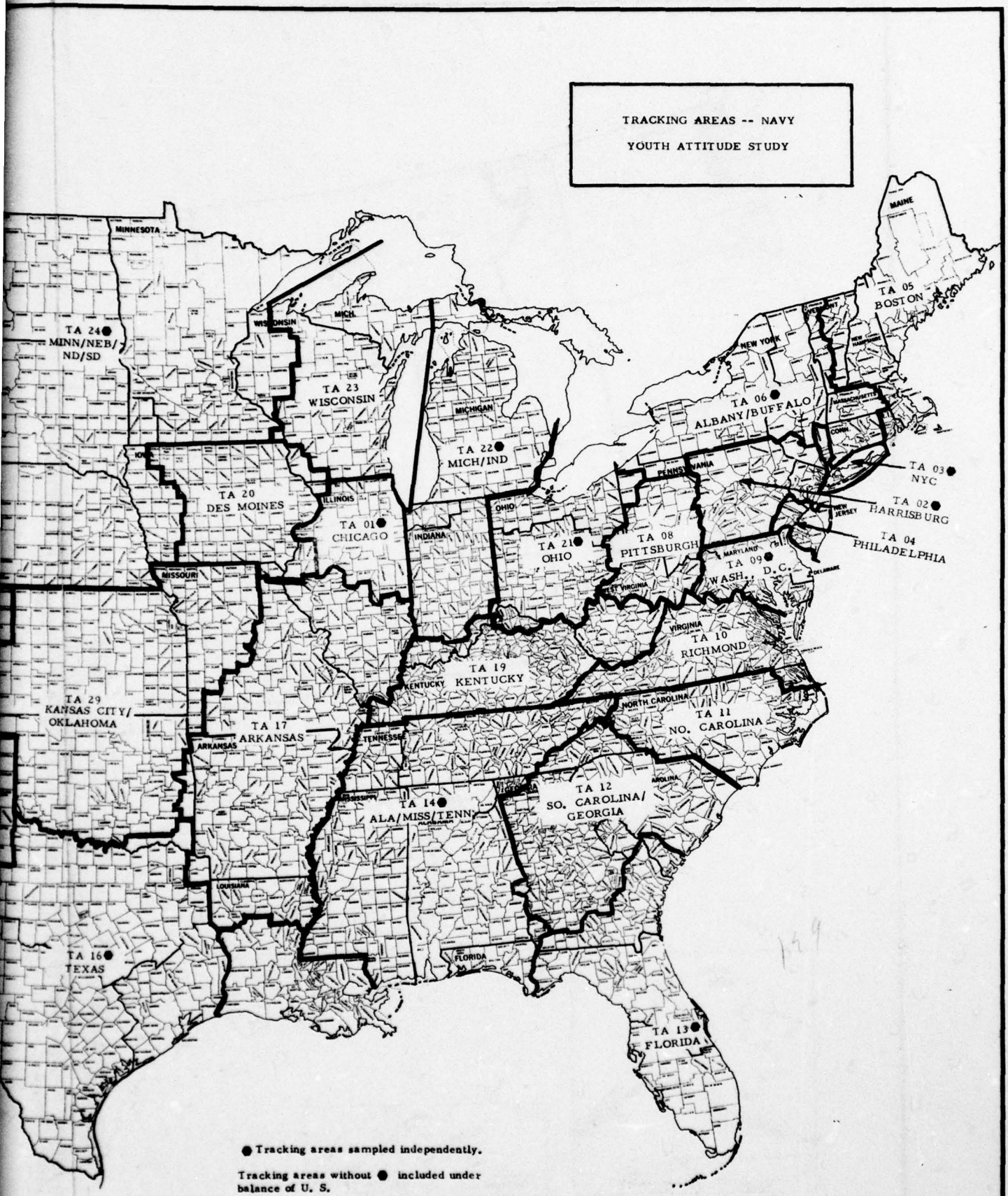

WASHINGTON
IDAHO
MONTANA
NORTH DAKOTA
OREGON
TA 28
WASH./ORE.
SOUTH DAKOTA
TA 24
MINN/NEB/
ND/SD
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
TA 26
NO. CALIF.
COLORADO
TA 27
N. MEX./COLO./
WYO.
KANSAS
ARIZONA
TA 29
KANS. CITY/
OKLAHOMA
NEW MEXICO
OKLAHOMA
TEXAS
TA 25
SO. CALIF/ARIZ
TA 16
TEXAS
ALASKA
HAWAII


TRACKING AREAS -- AIR FORCE
YOUTH ATTITUDE STUDY
TA 24 ● MINN/NEB/ ND/SD
TA 23 WISCONSIN
TA 22 ● MICH/IND
TA 08 PITTSBURGH
TA 06 ● ALBANY/BUFFALO
TA 05 BOSTON
TA 20 DES MOINES
TA 01 ● CHICAGO
TA 21 ● OHIO
TA 02 ● HARRISBURG
TA 03 ● NYC
TA 04 PHILADELPHIA
TA 09 ● WASH., D.C.
TA 10 RICHMOND
TA 19 KENTUCKY
TA 29 KANS. CITY/ OKLAHOMA
TA 17 ARKANSAS
TA 11 NO. CAROLINA
TA 12 SO. CAROLINA/ GEORGIA
TA 14 ● ALA/MISS/TENN
TA 16 ● TEXAS
TA 13 ● FLORIDA
MINNESOTA
WISCONSIN
MICH
MICHIGAN
NEW YORK
MAINE
OHIO
INDIANA
MISSOURI
WEST VIRGINIA
VIRGINIA
KENTUCKY
TENNESSEE
NORTH CAROLINA
ALABAMA
FLORIDA
NEW JERSEY
DELAWARE
CONN
● Tracking areas sampled independently.
Tracking areas without ● included under balance of U. S.


WASHINGTON
IDAHO
MONTANA
NORTH DAKOTA
OREGON
TA 28
WASH/ORE
SOUTH DAKOTA
WYOMING
CALIFORNIA
NEVADA
TA 24
MINN/NEB/
ND/SD
UTAH
NEBRASKA
TA 26
NO. CALIF.
COLORADO
KANSAS
TA 27
N. MEX/COLO/
WYO
TA 29
KANS. CIT
OKLAHOMA
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
TA 25
SO. CALIF/ARIZ
TA 16
TEXAS
ALASKA
HAWAII

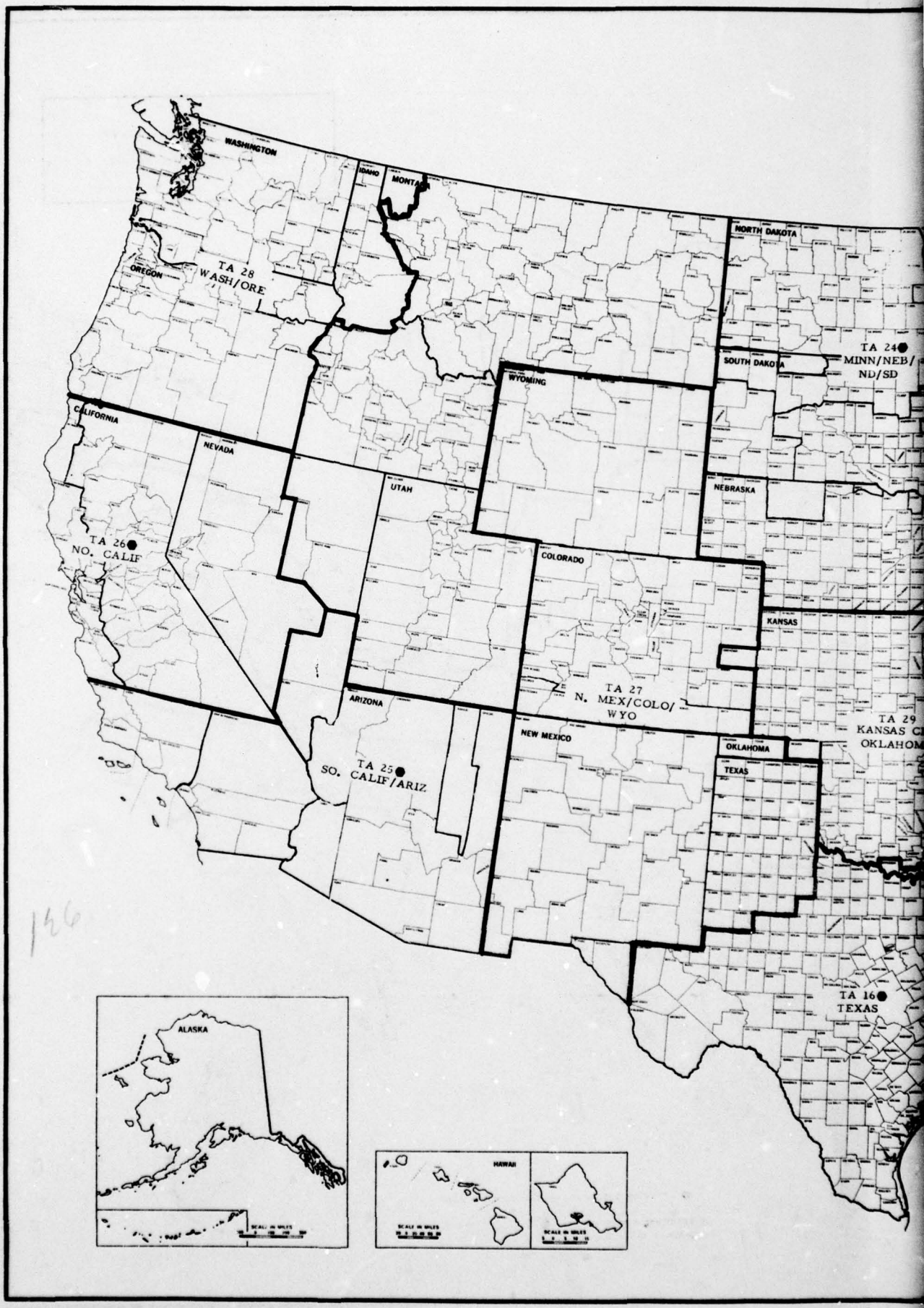

TRACKING AREAS -- ARMY
YOUTH ATTITUDE STUDY
TA 06
ALBANY/BUFFALO
TA 05
BOSTON
TA 08
PITTSBURGH
TA 24
MINN/NEB/
ND/SD
TA 23
WISCONSIN
TA 22
MICH/IND
TA 20
DES MOINES
TA 01
CHICAGO
TA 21
OHIO
TA 03
NYC
TA 02
HARRISBURG
TA 04
PHILADELPHIA
TA 09
WASH., D.C.
TA 10
RICHMOND
TA 29
KANS. CITY/
OKLAHOMA
TA 19
KENTUCKY
TA 11
NO. CAROLINA
TA 17
ARKANSAS
TA 12
SO. CAROLINA
TA 14
ALA/MISS/TENN
TA 16
TEXAS
TA 13
FLORIDA
● Tracking areas sampled independently.
Tracking areas without ● included under balance of U. S.


WASHINGTON
IDAHO
MONTANA
NORTH DAKOTA
MINNESOTA
OREGON
TA 28
WASH/ORE
TA 24
MINN/NEB/
ND/SD
SOUTH DAKOTA
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
TA 26
NO. CALIF
COLORADO
TA 27
N. MEX/COLO/
WYO
KANSAS
ARIZONA
NEW MEXICO
TA 29
KANSAS CITY/
OKLAHOMA
OKLAHOMA
TEXAS
TA 25
SO. CALIF/ARIZ
TA 16
TEXAS
ALASKA
HAWAII



● Tracking areas sampled independently.

Tracking areas without ● included under balance of U. S.


WASHINGTON
IDAHO
MONTANA
NORTH DAKOTA
OREGON
TA 28
WASH/ORE
SOUTH DAKOTA
TA 24
MINN/NEB/
ND/SD
WYOMING
CALIFORNIA
NEVADA
UTAH
NEBRASKA
TA 26
NO. CALIF
COLORADO
KANSAS
TA 27
N. MEX/COLO/
WYO
TA 29
KANSAS C
OKLAHOM
ARIZONA
NEW MEXICO
OKLAHOMA
TEXAS
TA 25
SO. CALIF/ARIZ
TA 16
TEXAS
ALASKA
HAWAII

146


TRACKING AREAS -- MARINE CORPS
YOUTH ATTITUDE STUDY
TA 24 ● MINN/NEB/ ND/SD
TA 23 WISCONSIN
TA 22 ● MICH/IND
TA 06 ● ALBANY/BUFFALO
TA 08 PITTSBURGH
TA 05 BOSTON
TA 02 ● HARRISBURG
TA 03 ● NYC
TA 04 PHILADELPHIA
TA 09 ● WASH., D.C.
TA 01 ● CHICAGO
TA 20 DES MOINES
TA 21 ● OHIO
TA 17 ARKANSAS
TA 19 KENTUCKY
TA 10 RICHMOND
TA 29 KANSAS CITY/ OKLAHOMA
TA 11 NO. CAROLINA
TA 14 ● ALA/MISS/TENN
TA 12 SO. CAROLINA/ GEORGIA
TA 16 ● TEXAS
TA 13 ● FLORIDA
NORTH DAKOTA
MINNESOTA
SOUTH DAKOTA
NEBRASKA
IOWA
WISCONSIN
MICH.
MICHIGAN
ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
NEW YORK
MAINE
VERMONT
NEW HAMPSHIRE
MASSACHUSETTS
CONN.
NEW JERSEY
MARYLAND
DELAWARE
WEST VIRGINIA
VIRGINIA
MISSOURI
KANSAS
OKLAHOMA
TEXAS
ARKANSAS
LOUISIANA
KENTUCKY
TENNESSEE
MISSISSIPPI
ALABAMA
GEORGIA
NORTH CAROLINA
SOUTH CAROLINA
FLORIDA
● Tracking areas sampled independently.
Tracking areas without ● included under balance of U. S.

APPENDIX IV

KNOWLEDGE INDEX OF EDUCATIONAL BENEFITS OF THE GI BILL

The knowledge index as presented in detailed tabulations and Section V of this report was constructed on the basis of responses to Questions 11 through 14c. Each response was assigned the value points shown below. The sum of the points can range from 0 (no knowledge) to 10 (perfect knowledge).

Question		Yes	No	Don't Know
11	Rules and regulations	0	.6	0
	Educational benefits	.6	0	0
	Cost of personal items	0	.6	0
12	Both during and after duty		1.8	
	Other responses		0	
13	Both college and vocational		1.8	
	Other responses		0	
14a	No/Don't know		0	
	Yes →			
14b	Under $250		1.8	
	$250 - $300		2.7	
	Over $300		.9	
	Don't know		.9	
14c	Less than 1 year		.5	
	1 or 2 years		.9	
	3 or 4 years		1.8	
	Other responses		0	

APPENDIX V

THE QUESTIONNAIRE

Market Facts, Inc., 100 S. Wacker Drive, Chicago, Illinois 60606

Job No. 9221-2
OMB #22-R-0359
(Expires July, 1976)

MILITARY SERVICE STUDY
- Screening Questions -

Qu. No. _____ (1-4)

Market Facts Repr. _____

Field Station _____ Date _____

Time Interview Began _____ AM/PM Time Ended _____ AM/PM

6 8 5 2

9 13

(I. D. #) 14 20

Hello, my name is _____ of Market Facts, an opinion research company. I am taking a survey among young men between the ages of 16 and 21.

1. Is there a young man in your household in this age group? (DO NOT INCLUDE SONS LIVING AWAY AT SCHOOL)

Yes 1 → No 2 (TERMINATE AND RECORD ON CALL RECORD SHEET)

2a. How many? (CIRCLE NUMBER)

1 2 3 4 5 or more _____ (WRITE IN NUMBER) (21)

2b. What is his age, please? (What are their ages, please -- please start with the oldest.) (RECORD BELOW)

	Qu. 2b - Age						Qu. 3a Currently a Junior or Senior in College or in Grad. School		In Military Service, National Guard or Reserves						
									Qu. 3b Now		Qu. 3c Has Been		Qu. 3d Will Be		
	16	17	18	19	20	21	Yes	No	Yes	No	Yes	No	Yes	No	
1.	☐1	☐2	☐3	☐4	☐5	☐6	☐1	☐2	☐1	☐2	☐1	☐2	☐1	☐2	(22-26)
2.	☐1	☐2	☐3	☐4	☐5	☐6	☐1	☐2	☐1	☐2	☐1	☐2	☐1	☐2	(27-31)
3.	☐1	☐2	☐3	☐4	☐5	☐6	☐1	☐2	☐1	☐2	☐1	☐2	☐1	☐2	(32-36)
4.	☐1	☐2	☐3	☐4	☐5	☐6	☐1	☐2	☐1	☐2	☐1	☐2	☐1	☐2	(37-41)

3a. (DETERMINE FOR EACH) Is (NAME FIRST AGE) currently a Junior or Senior in college or attending Graduate School? (RECORD ABOVE)

3b. (DETERMINE FOR EACH) Is he currently in military service, the National Guard, or the Reserves? (THIS DOES NOT INCLUDE ROTC) (RECORD ABOVE)

3c. (DETERMINE FOR EACH) Has he ever served in military service, National Guard, or the Reserves? (THIS DOES NOT INCLUDE ROTC)

3d. (DETERMINE FOR EACH) Has he been accepted for service in a branch of the Armed Forces and now is waiting for the date when he is to go on active duty? (THIS DOES NOT INCLUDE ROTC)

NOTE: QUALIFYING MALES ARE THOSE WHO ANSWERED "NO" TO Qu. 3a, 3b, 3c, AND 3d. LIST THE AGES OF THE QUALIFYING MEN BELOW (STARTING WITH THE OLDEST) AND GO TO YOUR "RESPONDENT SELECTION SHEET" TO DETERMINE WHO TO INTERVIEW.

TELEPHONE NUMBER

_____ _____ _____

Ages and First Names of Qualifying Males

(Oldest) 1. _____

(Next Oldest) 2. _____

(Next Oldest) 3. _____

(Next Oldest) 4. _____

MAKE UP TO THREE CALLBACK APPOINTMENTS TO COMPLETE INTERVIEW WITH MALE SELECTED

1st App'tt Date: _____ Time: _____ Result: _____

2nd App'tt Date: _____ Time: _____ Result: _____

3rd App'tt Date: _____ Time: _____ Result: _____

KEEP TRACK OF TERMINATES

CHECK HERE IF NO ONE IN HOUSEHOLD QUALIFIES OR IF NO INTERVIEW IS CONDUCTED → ☐ 42

(43-78 Open)

79 80

MILITARY SERVICE STUDY
(Qualified Respondent)

Cd. #2
(Dup. 1-20)

Market Facts' Repr. _____

Field Station _____

Time Interview Began _____ AM/PM Time Ended _____ AM/PM

Hello! I'm _____ calling from Market Facts, an opinion research company. We are conducting a survey for the Federal Government to find out what young men's attitudes toward future occupations are and would like to have your opinion. Your household has been chosen by chance. Any information you give us is completely confidential if you complete this interview. My employer does a certain amount of checking to see if I am doing my job correctly. So, you may be called later to verify that you answered these questions. The information you provide will be kept by the Federal Government and you may also be contacted at a later date to determine if some of your opinions have changed. Do you have some time to be interviewed now on this survey? (IF NOT, REQUEST SPECIFIC APPOINTMENT AND RECORD ON PAGE 1.)

3a. First of all, just to be sure I am interviewing the right person, what is your age please?

16 . . .	☐1	19 . . .	☐4
17 . . .	☐2	20 . . .	☐5
18 . . .	☐3	21 . . .	☐6

(21)

3b. Are you attending school now?

Yes 1 → (ASK QU. 3c AND THEN SKIP TO QU. 3f)
No 2 → (SKIP TO QU. 3d) (22)

3c. What is your current year in school? (IF NECESSARY, ASK:) What type of school is it?

10th Grade (High School)	1	1st year of 4-year college (Freshman)	6
11th Grade (High School)	2	2nd year of 4-year college (Sophomore)	7
12th Grade (High School)	3	1st year of Junior/Community college	8
First year of special training in vocational or trade school	4	2nd year of Junior/Community college	9
Second year of special training in vocational or trade school	5	3rd year of college	0
		4th year of college or more	X

(23) TERMINATE

3d. Are you a high school graduate?

Yes 1 → (SKIP TO QU. 3f) No 2 → (24)

3e. How many years of schooling have you completed?

Less than 1 year of High School	0	2 years of High School	2
1 year of High School	1	3 years of High School	3

(25)

3f. Are you currently employed?

Yes 1 → 3g. Are you working full time or part time?

Full time 1
Part time 2 (27)

No 2 → (26) 3h. Are you currently looking for a job, or not?

Yes 1 No 2 (28)

3i. Now, let's talk about your plans for the next few years. What do you think you might be doing? (DO NOT READ LIST. PROBE WITH "ANYTHING ELSE?", ETC., UNTIL UNPRODUCTIVE.)

Non-military

Going to school ☐ Working ☐ Doing nothing ☐

Military (RECORD BELOW. IF RESPONSE IS "JOIN THE SERVICE," DETERMINE BRANCH AND TYPE. IF BRANCH OF SERVICE ONLY IS MENTIONED, DETERMINE TYPE. IF TYPE OF SERVICE ONLY IS MENTIONED, DETERMINE BRANCH.

Branch of Service	Type of Service: Active Duty	Reserves	National Guard	Don't Know Type	
Air Force	1	2	3	4	(29)
Army	5	6	7	8	
Coast Guard	9	0	X		
Marine Corps	1	2	---	3	(30)
Navy	4	5	---		
Don't know branch	7	8	9	0	

3j. How easy or difficult is it for someone of your age to get a full time job in your area? Would you say it is almost impossible, very difficult, somewhat difficult or not difficult at all? (RECORD BELOW.)

3k. How about getting a part time job -- would you say it is almost impossible, very difficult, somewhat difficult or not difficult at all? (RECORD BELOW.)

	3j. Full Time		3k. Part Time	
Almost impossible	1	(31)	1	(32)
Very difficult	2		2	
Somewhat difficult	3		3	
Not difficult at all	4		4	
Don't know	5		5	

4a. Now, I'm going to read you a list of several things which young men your age might do in the next few years. For each one I read, please tell me how likely it is that you will be doing that. For instance, how likely is it that you would be ... (READ STATEMENT)? Would you say "Definitely," "Probably," "Probably Not," or "Definitely Not?"

	Definitely	Probably	Probably Not	Definitely Not	Don't Know/ Not Sure	
Working as a laborer on construction jobs	1	2	3	4	5	(33)
Working at a desk in a business office	1	2	3	4	5	(34)
Serving in the military	1	2	3	4	5	(35)
Working as a salesman	1	2	3	4	5	(36)
START ( ) Serving in the National Guard	1	2	3	4	5	(37)
(Is that the Air National Guard ☐1 or the Army National Guard ☐2? Don't Know 3)						(38)
( ) Serving in the Reserves	1	2	3	4	5	(39)
(Is that the Air Force Reserve 1 Army Reserve 2 Coast Guard Reserve 3 Marine Corps Reserve 4 or Navy Reserve 5 Don't Know 6)						(40)
( ) Serving in the Air Force (active duty)	1	2	3	4	5	(41)
( ) Serving in the Army (active duty)	1	2	3	4	5	(42)
( ) Serving in the Coast Guard (active duty)	1	2	3	4	5	(43)
( ) Serving in the Marine Corps (active duty)	1	2	3	4	5	(44)
( ) Serving in the Navy (active duty)	1	2	3	4	5	(45)

(ASK QU. 4b-4c IF "DEFINITELY" OR "PROBABLY" TO ANY OF THE 5 SERVICES OR NATIONAL GUARD/RESERVES, OR TO MILITARY SERVICE IN GENERAL (BOXED ITEMS). OTHERWISE, SKIP TO QU. 5. ASK QU. 4b SEPARATELY FOR "ACTIVE DUTY" AND FOR NATIONAL GUARD/RESERVES.)

4b. When do you think you will join (military service/National Guard/Reserves)? (RECORD BELOW.)

	Active Duty		Guards/Reserves	
Within 6 months	1	(46)	1	(47)
Between 6 months and one year	2		2	
More than 1 year but less than 2 years	3		3	
2 years or more	4		4	
Don't know	5		5	

4c. Do you expect you would enter the service as an enlisted man or as an officer?

Enlisted man	1	(48)
Officer	2	

5a. I'd like to read several statements. After I read each statement, please tell me how important you feel it would be if you were considering joining the service. Here's the first one. (READ STATEMENT) Do you consider that Extremely Important, Very Important, Fairly Important, or Not Important At All? (REPEAT FOR EACH STATEMENT)

START HERE		Extremely Imp.	Very Imp.	Fairly Imp.	Not Important At All	Don't Know	
( )	Gives you an opportunity to better your life.....	1	2	3	4	0	(49)
( )	Trains you for leadership.....	1	2	3	4	0	(50)
( )	Teaches you a valuable trade or skill.....	1	2	3	4	0	(51)
( )	Helps you get a college education while you serve	1	2	3	4	0	(52)
( )	Allows you to see many different countries of the world	1	2	3	4	0	(53)
( )	Provides good benefits for you and your family	1	2	3	4	0	(54)
( )	Is a career you can be proud of	1	2	3	4	0	(55)
( )	Has other men you would like to work with.....	1	2	3	4	0	(56)
( )	Gives you the job you want.....	1	2	3	4	0	(57)
( )	Gives you a job which is challenging	1	2	3	4	0	(58)
( )	Pays well to start.....	1	2	3	4	0	(59)

5b. I'm going to read the statements again. The first one is . . . (READ). Do you think this is true of any of the services or not?

5c. (IF "YES" TO QU. 5b, ASK:) Which one service is this most true of? (SINGLE RESPONSE ONLY)

START HERE		Qu. 5b True of Any Service				Qu. 5c Most True Of:					
		Yes	No	Don't Know		Air Force	Army	Marine Corps	Navy	Don't Know	Cd. 3 Dup. 1-20
( )	Gives you an opportunity to better your life	1	2	3	(60)	1	2	3	4	5	(21)
( )	Trains you for leadership	1	2	3	(61)	1	2	3	4	5	(22)
( )	Teaches you a valuable trade or skill	1	2	3	(62)	1	2	3	4	5	(23)
( )	Helps you get a college education while you serve ...	1	2	3	(63)	1	2	3	4	5	(24)
( )	Allows you to see many different countries of the world	1	2	3	(64)	1	2	3	4	5	(25)
( )	Provides good benefits for you and your family	1	2	3	(65)	1	2	3	4	5	(26)
( )	Is a career you can be proud of.	1	2	3	(66)	1	2	3	4	5	(27)
( )	Has other men you would like to work with	1	2	3	(67)	1	2	3	4	5	(28)
( )	Gives you the job you want ...	1	2	3	(68)	1	2	3	4	5	(29)
( )	Gives you a job which is challenging	1	2	3	(69)	1	2	3	4	5	(30)
( )	Pays well to start	1	2	3	(70)	1	2	3	4	5	(31)
					(71-79 Open)						
					80[2]						

6. Now, I would like to read some statements that may have been made by the Air Force, Army, Marine Corps, Navy or National Guard. Let me read the first statement. (READ STATEMENT WITH AN "X")

Which service or services made this statement?

(IF "NATIONAL GUARD", ASK:) Is it "Air National Guard" or "Army National Guard"? (RECORD BELOW)
(IF "AIR FORCE" OR "ARMY", ASK:) Is it "Active Service" or "National Guard"? (RECORD BELOW)

START HERE		Air Force		Army			Marine		Don't	
		Active	Guard	Active	Guard	Navy	Corps	None	Know	
( )	The BLANK offers the same pay, technical training and educational opportunities as the other services .	1	2	3	4	5	6	7	8	(32)
( )	There is a BLANK education program called PROJECT AHEAD, which lets me earn my college credits while in the BLANK with the BLANK paying up to 75% of my tuition	1	2	3	4	5	6	7	8	(33)
( )	Build your future on a proud tradition	1	2	3	4	5	6	7	8	(34)
( )	The most important part-time job in America	1	2	3	4	5	6	7	8	(35)
( )	Look up, be looked up to	1	2	3	4	5	6	7	8	(36)
( )	Join the people who've joined the BLANK	1	2	3	4	5	6	7	8	(37)
( )	The BLANK belongs. Maybe you belong to the BLANK	1	2	3	4	5	6	7	8	(38)
( )	BLANK - a great way of life	1	2	3	4	5	6	7	8	(39)
( )	The opportunity is for real . . . and so are we	1	2	3	4	5	6	7	8	(40)
( )	For 200 years the BLANK has kept its ranks small and its standards high	1	2	3	4	5	6	7	8	(41)

Now, let's go on to another subject.

7a. Since last Thanksgiving, have you had any contact with a military recruiter representing the active military?

Yes 1 → No 2 (SKIP TO QU. 7c) (42)

7b. How were you in contact with the recruiter? (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

START HERE		Since Last Thanksgiving Yes	No	
( )	Have you gone to a recruiting station and talked to a recruiter	1	2	(43)
( )	Have you talked face-to-face with a recruiter somewhere other than at a recruiting station	1	2	(44)
( )	Have you heard a recruiter give a talk at your high school	1	2	(45)
( )	Have you talked to a local recruiter by telephone	1	2	(46)
( )	Have you received recruiting literature in the mail	1	2	(47)

7c. (ASK EVERYONE) Since last Thanksgiving....(READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

		Yes	No	
( )	Have you discussed the possibility of enlistment with friends already in the service or who have been in the service	1	2	(48)
( )	Have you talked with a teacher or guidance counselor at school about possible enlistment	1	2	(49)
( )	Have you talked with your girl friend or wife about possible enlistment	1	2	(50)
( )	Have you talked with one or both parents about possible enlistment	1	2	(51)
( )	Have you taken an aptitude or career guidance test in high school given by the armed services	1	2	(52)
( )	Have you made a toll-free call for information about the military	1	2	(53)
( )	Have you asked for information about the military by mail	1	2	(54)
( )	Have you been physically or mentally tested at a military examination station	1	2	(55)

I have several more questions about military recruiters. (IF "NO" TO QU. 7a, ASK QU. 8a. OTHERWISE, SKIP TO QU. 8b.)

8a. Have you ever had any contact with any military recruiter?

Yes 1 → No 2 (SKIP TO QU. 9) (56)

8b. You say you have been in contact with a military recruiter. What branch or branches of the service did they represent? (RECORD BELOW. PROBE) Any other military recruiter? (PROBE UNTIL UNPRODUCTIVE)

	Air Force	Army	Marine Corps	Navy	Coast Guard	Don't Know
Recruiters represented	1 →	2 →	3 →	4 →	5 →	6 → (57) (SKIP TO QU. 9)

8c. (IF "AIR FORCE," "ARMY" OR "MARINE CORPS," ASK:) Did the (NAME SERVICE) recruiter represent the (READ ALTERNATIVE ANSWERS - EXCEPT FOR "DON'T KNOW")?

	Air Force	Army	Marine Corps
	(58)	(62)	(66)
Active Air Force	☐1		
Active Army		☐1	
Active Marines			☐1
Air Nat. Guard	☐2		
Army Nat. Guard		☐2	
Marine Reserve			☐2
Air Force Reserve	☐3		
Army Reserve		☐3	
Don't Know	☐4	☐4	☐3

(ASK QU. 8d-f FOR EACH "ACTIVE" RECRUITER CONTACT OR "DON'T KNOW" FOR THE AIR FORCE, ARMY, AND MARINE CORPS, AND FOR EACH NAVY OR COAST GUARD CONTACT. ASK ALL QUESTIONS FOR A SERVICE BEFORE GOING ON TO THE NEXT.)

	Air Force	Army	Marine Corps	Navy	Coast Guard
8d. Did the (NAME SERVICE) recruiter contact you first, or did you contact him?					
Recruiter contacted first	1 (59)	1 (63)	1 (67)	1 (70)	1 (73)
Respondent contacted first	2	2	2	2	2
8e. How adequate was the information you got from the (NAME SERVICE) recruiter? Did he give you . . .					
All the information you wanted	1 (60)	1 (64)	1 (68)	1 (71)	1 (74)
Most of it	2	2	2	2	2
Or, Very little	3	3	3	3	3
8f. Was your attitude toward joining (NAME SERVICE) more or less favorable than before you talked to the recruiter, or didn't it change?					
More Favorable					
(Was that . . .) Much more favorable	1 (61)	1 (65)	1 (69)	1 (72)	1 (75)
or, Slightly more favorable	2	2	2	2	2
Didn't Change	3	3	3	3	3
Less Favorable					
(Was that . . .) Slightly less favorable	4	4	4	4	4
or, Much less favorable	5	5	5	5	5

(76-79 Open)
80 3

9. As far as you know, what is the starting MONTHLY pay for an ENLISTED MAN in the military -- before taxes are deducted? (ROUND TO THE NEAREST DOLLAR)

Cd. 4
Dup. 1-20

(WRITE IN) $ _____ Don't Know ☐X

21 ☐☐☐☐ 24

10. I am going to read a list of life goals that young men like yourself might have. As I read each one, please tell me whether you feel you would be more likely to achieve this goal in the military service or in a civilian job, or could it be achieved in either one? (READ FIRST GOAL. IF "MILITARY" OR "CIVILIAN", ASK:) Would you say you would be (much more likely or somewhat more likely to achieve this goal in the military) OR (somewhat more or much more likely to achieve this goal in a civilian job)? (RECORD BELOW.)

	Military		Either	Civilian		
	Much More Likely	Somewhat More Likely	Military or Civilian	Somewhat More Likely	Much More Likely	
Personal freedom	1	2	3	4	5	(25)
Developing your potential	1	2	3	4	5	(26)
Job security, i.e., a steady job	1	2	3	4	5	(27)
Making a lot of money	1	2	3	4	5	(28)
Working for a better society	1	2	3	4	5	(29)
Having the respect of friends	1	2	3	4	5	(30)
Doing challenging work	1	2	3	4	5	(31)
Adventure and excitement	1	2	3	4	5	(32)
Learning as much as you can	1	2	3	4	5	(33)
Helping other people	1	2	3	4	5	(34)
Being able to make your own decisions on the job	1	2	3	4	5	(35)
Recognition and status	1	2	3	4	5	(36)

Just a few more questions. . . .

11. Based on what you may know about the G.I. Bill, does it include: (READ EACH STATEMENT. RECORD BELOW.)

	Yes	No	Don't Know	
Rules and regulations that apply to an enlisted man in the service?	1	2	3	(37)
The educational benefits a person can receive for serving on active duty in the military?	1	2	3	(38)
The cost of various items a man has to buy for himself when he enlists in the service?	1	2	3	(39)

12. As you may know, a person is entitled to certain educational benefits for serving on active duty in the military. To the best of your knowledge, which one of the following statements best describes when a person can use these educational benefits? (READ ALTERNATIVES)

While he is still on active duty 1
After he has completed his tour of active duty . 2
Both during and after completing his active duty 3
(DON'T READ) Don't know 4

(40)

13. Which one of the following best describes the kind of education or training available? Is it: (READ ALTERNATIVES)

College education 1
Vocational education or training 2
Both college and vocational training 3
(DON'T READ) Don't know 4

(41)

14a. To the best of your knowledge, is it possible to receive monthly payments to cover school costs under these benefits?

Yes 1 → (42)
No 2
Don't Know 3
→ SKIP TO QU. 15

14b. (IF "YES" TO QU. 14a) What is the most that a single person without dependents could get? (DO NOT READ ALTERNATIVES)

Under $250 a month 1
Between $250 and $300 a month 2 (43)
Over $300 a month 3
Don't Know 4

14c. For how many school years would an eligible person be able to get these educational payments? (DON'T READ ALTERNATIVES)

Less than 1 0
One 1
Two 2 (44)
Three 3
Four 4
Five 5
Six or more 6

Don't Know . . . . . R

15. As it is now, these educational benefits can be used both during and after active military service. If you were in the service, how likely would you be to use the in-service benefit? Would you say you would . . .

Definitely use it 1
Probably use it 2
Probably not use it . . . 3 (45)
Or, Definitely not use it . . . 4

(DON'T READ) Don't Know 5

16. If you were in the service, how likely would you be to use the educational benefits after your tour of duty is completed? Would you say you would . . .

Definitely use it 1
Probably use it 2
Probably not use it . . . 3 (46)
Or, Definitely not use it . . . 4

(DON'T READ) Don't Know 5

17. If, in the future, educational benefits could be used only during active service and not after completion of active duty, how likely would you be to use the benefits during active service? Would you say you would . . .

Definitely use it 1
Probably use it 2
Probably not use it . . . 3 (47)
Or, Definitely not use it . . . 4

(DON'T READ) Don't Know 5

CLASSIFICATION SECTION

Now, I have a few questions to help us put our participants into proper groups. Remember that the information you give us is completely confidential.

18. **Are you married, single, separated or divorced?**

Married 1 Single 2 Separated/Divorced/Widowed 3 (48)

19. **What was the highest educational level your father completed? If you are not sure, please give me your best guess.**

		(49)
Did not complete high school..... 1	Finished college (four years)..... 6	
Finished high school or equivalent.. 2	Attended graduate or professional school..... 7	
Adult education program..... 3	Obtained a graduate or professional degree..... 8	
Business or trade school..... 4		
Some college..... 5		

20. **What (are/were) your average grades in high school? (READ LIST OF GRADES)**

		(50)
A's and B's..... 1	(DON'T READ)	
B's and C's..... 2	Does not apply..... 5	
C's and D's..... 3	Don't remember..... 6	
D's and below..... 4		

21. **What education program (are you/were you) in, in high school? (READ ALTERNATIVES)**

College preparatory 1 Commercial or business training 2 Vocational 3 (51)

22. **Which of the following mathematics courses, if any, did you take and pass in high school? (READ ALTERNATIVES)**

		(52)
Elementary Algebra..... 1	Intermediate Algebra..... 3	
Plane Geometry..... 2	Trigonometry..... 4	

(DON'T READ) None of these..... 5

23. **Did you take and pass any science courses in high school which covered electricity or electronics?**

Yes 1 No 2 (53)

24. **Just to be sure we are representing all groups in our survey, please tell me whether you describe yourself as . . . (READ LIST)**

			(54)
Cuban..... 1	Other Spanish.... 4	Oriental.... 7	
Mexican-American.. 2	American Indian.. 5	White..... 8	
Puerto Rican..... 3	Black..... 6	Refused.... R	

25. Name of Respondent: _____

Address: _____

City/State: _____ Zip Code _____ 55 [ ][ ][ ][ ][ ] 59

Telephone Number: _____/_____

26. **Next, I would like to know your Social Security Number. Because of a recently enacted law, I must tell you that the authority to request this information is given in 10 USC 130. Providing this information is voluntary on your part and there are no consequences if you choose not to do so. This information is necessary to enable you to be re-contacted should you join the military.**

What is your Social Security Number? 60 [ ][ ][ ]-[ ][ ]-[ ][ ][ ][ ] 68

_____/_____/_____

None..... 0
Refused..... X

Your opinions have been very helpful and I appreciate the time you took to participate in this survey. Thank you.

IMPORTANT: TO MAKE THIS A VALID INTERVIEW, PLEASE RECORD ON PAGE 1 AND HERE THE I.D. NUMBER FROM YOUR CALL RECORD FORM.

(I.D. #) 69 [ ][ ][ ][ ]-[ ][ ][ ] 75

(76-79 Open)
8014