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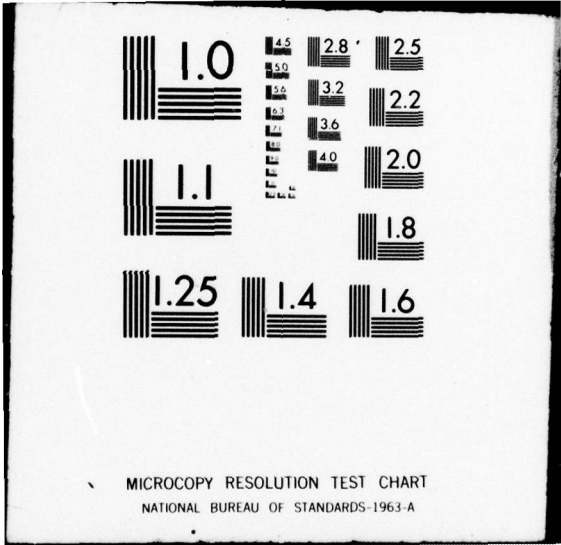
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Youth Attitude  
Tracking Study

Fall 1978

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## INTRODUCTION

This report covers the seventh wave of the Youth Attitude Tracking Study. The rationale for conducting this study as well as the survey design and objectives are described in the Introduction to the report of the first wave (Fall 1975). For the reader's convenience, the following comments about the study's background and objectives are reprinted from that report.

### 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 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 16 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.

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 purpose of this survey, therefore, is to provide the Department and the services with valid, timely, and actionable data concerning the male 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 in each of the seven waves of this study has three fundamental objectives. The first objective is to gather information that has common utility for all the military services.

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

Thirdly, the study is designed to provide observations over time so that changes in attitudes and behavior can be detected and appraised, and recruiting strategies modified accordingly.

#### Study Design

As in each of the previous waves, the survey sample included 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 the Fall 1978 wave, a total of 5,199 interviews were completed.

The survey employed telephone interviewing. Respondents were selected on the basis of randomly-generated telephone numbers. Approximately 200 interviews were completed in each of the 26 tracking areas. These geographic areas account for 100% of the "military available" male population in the continental U.S. Thus, the study provides statistically valid samples for each tracking area and allows computation of total U.S. estimates.

In the first two waves of this study (Fall 1975 and Spring 1976), only 13 tracking areas were studied independently. The 13 areas cumulatively accounted for about 65% of the U.S. "military available." The 13 tracking areas were selected from a total of 26 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 tracking areas included in the first two waves 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

The remainder of the country was treated as one area and was referred to as "balance of the country." Approximately 400 interviews were conducted in this aggregated area.

In the five most recent waves (Fall 1976, Spring 1977, Fall 1977, Spring 1978 and Fall 1978), the sample was allocated to all 26 tracking areas. In addition to the above 13 areas, interviews were conducted in these additional tracking areas:

- Philadelphia
- Boston
- Pittsburgh
- Richmond/North Carolina
- South Carolina/Georgia
- New Orleans
- Arkansas

- Kentucky
- Des Moines
- Wisconsin
- New Mexico/Colorado
- Washington/Oregon
- Kansas City/Oklahoma

The 26 tracking areas account for 100% of the "military available" in the continental U.S.

Detailed tabulations referred to in this report are given in five volumes. Volumes 1 and 2, which constitute most of the analyses, reported in this study, contain both Spring 1977 and Spring 1978 data for those questions which were the same in both waves. The five volumes of tabulations are as follows:

- Volume 1: By Individual Tracking Area
- Volume 2: By Enlistment Propensity Toward Active Duty in the Air Force, Army, Marine Corps, Navy and Coast Guard
- 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 October 6, 1978 and December 8, 1978.

Contents of the Interview

The interview focused on the following areas of information:

- (1) Respondent demographics
  - . Age
  - . Marital status
  - . Racial/ethnic affiliation
  - . Education
  - . Employment
- (2) Propensity to enlist in the military
- (3) Assessment of the importance of job attributes and their perceived attainability in the military
- (4) Life goals and their perceived achievability in the military
- (5) Information seeking activities about enlistment involving self, recruiters, and other influencers
- (6) Nature and outcome of recruiter contact
- (7) Assessment of advertising recall and meaningfulness
- (8) Perceived attitudes of certain influencers toward serving in the military
- (9) Knowledge about certain military benefits and the relative effect of changes in these benefits on propensity to enlist in the military

Questionnaire Change

The study design permits the inclusion of new elements and the deletion of others from time to time. The current survey has several such changes.

The following questions appearing in previous waves were deleted: expectations regarding time frame for enlistment; officer versus enlisted status expectation; association of job attributes with specific services; recruiter contact with representatives of the Coast Guard; knowledge of educational benefit programs; magazine readership and preferences; and TV program preferences. At the same time, questions concerning the following issues were added: awareness and recall of joint service advertising; sources motivating self-initiated recruiter contact; knowledge of current enlistment lengths, starting pay, and enlistment bonuses; and the relative effect of shorter (i.e., two-year) enlistments, increases in starting pay, bonuses, and college and trade school tuition benefits on propensity to enlist in the military. Finally, two new attributes were added to the list of job attributes. These were: "employer treats you well" and "doing something for your country." One new life goal was added: "enjoy your job."

These questionnaire modifications were prompted by the changing information needs of the Department of Defense. Moreover, a series of eight focus groups conducted by Market Facts at the request of the Department of Defense in early Fall 1978 in conjunction with this project provided guidance for these changes.

#### Analytic Comments

The following important analytic comments are reprinted from previous reports.

In such a large study, many results are likely to appear which are due solely to chance or sampling variance. In order to minimize the effect of such spurious findings, this report delineates those results which are unlikely to be due to chance or sample idiosyncrasies. Specifically, when the report indicates that a finding is significant, this means that there is less than a 5% likelihood that such a result would occur solely due to chance.

The use of stratified sampling in this study necessitates that respondents be weighted unequally. Accordingly, it is not correct to assess standard errors by methods which would be appropriate with unweighted data. When the correct procedures are applied, standard errors average 10% greater than those obtained by applying the procedures ordinarily used with unweighted data. Hence critical values for statistical significance were adjusted upwards by 10 percent in tests of significance on the national sample (see Appendix I).

Finally, the primary focus of the analysis is Fall-to-Fall changes in key measures. Nevertheless, the reader should review the previous six reports in order to understand the pattern of the data over the full three year period in which this study has been conducted.

## EXECUTIVE SUMMARY

Introduction

This is a report of the seventh wave (Fall 1978) of the Youth Attitude Tracking Study. The data reflect the views and behavior of 5,199 randomly selected males between the ages of 16 and 21. The data were collected in an approximately 30 minute telephone interview. The sample was stratified in terms of 26 geographical areas (tracking areas) encompassing the continental U.S. An approximately equal number (200) of interviews were conducted in each area.

Major Conclusion of the Study

With the completion of the Fall 1978 wave of the tracking study, three years of attitudinal and behavioral data have been accumulated. During this three year period (Fall 1975 to Fall 1978), propensity to join each of the services has dropped significantly. The largest decreases occurred during the first year (Fall 1975 to Fall 1976). During the past 2 years (Spring 1977, Fall 1977, Spring 1978, Fall 1978), however, propensity to enlist in the military has not changed statistically. All in all, there appears to be a downward trend in propensity. Although the changes in propensity in recent waves have not been statistically significant, the directionality of the data is downward.

The study suggests that real and perceived improvements in the youth job market may be contributing to the downward trend in propensity as well as actual market place behavior. This is discussed below.

The static nature of enlistment intentions, observed in recent waves, is occurring at a time when actual accessions are down and when the employment market for military available males is improved. That is, reported full time employment increased from Fall to Fall and respondents in Fall 1978 were more optimistic than their Fall 1977 counterparts with respect to finding full time employment.

At the point in time when positive propensity men must act on their future it is possible that the military service, for many, will not be considered as an alternative to a civilian job. The tracking study data suggest that the

predominant motivating factor for joining the service is to improve one's chances for later success in the civilian job market. Hence, military service might be viewed as an interim step in finding civilian employment. Therefore, to the extent that the individual is able to readily find a satisfactory (i.e., offering potential for growth) civilian job, he may be less likely to enlist.

National Trends in Propensity

The overall level of propensity for military service in general remained statistically unchanged from Fall 1977 (29.8%) to Fall 1978 (28.2%), although directionally it is declining. Positive propensity for each of the active duty services did not change significantly from Fall to Fall, nor did voluntary mentions of enlistment. Nevertheless, the direction of these propensity data is downward.

The rank order of the active duty services based on expressed propensity levels has been constant throughout this study. The propensity data are summarized below for the four Fall waves of the tracking study.

	Fall '75	Fall '76	Fall '77	Fall '78	Fall '77-Fall '78 Differences*	% Decline Fall '75- Fall '78**
Air Force	20.4%	17.9%	15.7%	15.6%	-.1	-24%
Navy	19.6%	16.5%	15.5%	14.4%	-1.1	-26%
Army	18.4%	14.5%	12.7%	11.8%	-.9	-36%
Marine Corps	14.9%	12.4%	11.0%	10.0%	-1.0	-33%

\* The differences shown are not statistically significant at the .95 level of confidence.

\*\* Represents the Fall '75-Fall '78 difference as a percentage of the Fall '75 figure.

The great majority of behavioral and demographic variables that discriminate between individuals who express positive propensity and those who express negative propensity to enlist did not change from Fall 1977. Two variables, however, showed significant year-to-year increases: recalled recruiter contact (ever) and reported full time employment. At the same time, the following variables showed significant declines from Fall 1977: took Armed Forces aptitude test in school and not employed/looking for a job.

The present wave of the tracking study revealed significant year-to-year shifts with respect to life goal perceptions and the importances attached to certain job attributes. For example, the military lost ground relative to civilian life with respect to where the following life goals could be more readily achieved:

- o "Adventure and excitement"
- o "Job security"
- o "Doing challenging work"
- o "Recognition and status"
- o "Learning as much as you can"
- o "Developing your potential"
- o "Having the respect of friends"
- o "Personal freedom"

The rank ordering of job attributes is fairly consistent with past waves. Long-term economic job attributes and those relating to the concept of feeling good about one's job are considered to be the most important: "provides good benefits for you and your family," "gives you the job you want," "gives opportunity to better your life," "employer treats you well," and "teaches you a valuable trade or skill." Relative to all other job attributes, these are considered to be least important: "allows you to see many countries," "has other men would like to work with," and "trains you for leadership."

An attribute pertaining to patriotism ("doing something for your country") was added to the Fall 1978 wave. Relative to the other attributes, it ranked 9th in the list of 13 attributes.

### Differences by Tracking Areas

As measured by propensity, the South continues to be the strongest recruiting market. The following tracking areas are particularly good: Alabama/Mississippi/Tennessee and South Carolina/Georgia. On the other hand, New York City, Minnesota/Nebraska/North Dakota/South Dakota, Northern California, Wisconsin and Washington/Oregon are particularly weak markets.

### Perceptions of the Services

Serving in the military was perceived most often as allowing an individual to achieve these life goals: "adventure and excitement," "job security" and "doing challenging work." At the same time, the military service was perceived as least allowing the achievement of "personal freedom," "making a lot of money," "being able to make own decisions on the job," and "enjoy your job."

These valued job attributes were perceived by positive propensity men as being attainable in the military: "doing something for your country," "teaches you a valuable trade or skill," "gives you an opportunity to better your life," and "a career you can be proud of." Valued job attributes perceived as hard to realize are "provides good benefits for you and your family" and "gives you the job you want."

At the same time, negative propensity men perceived the following valued job attributes to be attainable in the military: "teaches you a valuable trade or skill" and "gives you an opportunity to better your life." Valued job attributes perceived as being hard to attain in the military are "provides good benefits for you and your family," "gives you the job you want," "pays well to start," and "employer treats you well."

Both positive and negative propensity youths, therefore, value "provides good benefits for you and your family" and "gives you the job you want" and consider them to be hard to attain in the military. These two job attributes represent recruiting and advertising opportunities and, therefore, have important implications for recruiting and advertising message design.

Active Duty Positive Propensity Respondents Target Market Profile

The demographic, attitudinal, and behavioral profile of the positive propensity individual has not varied much since the first wave of this study. He can be described in contrast to his negative propensity peers, as...

- o Younger
- o More likely to be non-White
- o More likely to be unemployed and looking for work
- o Less educated
- o Having a less educated father
- o Having lower values on the Quality Index (a measure of mental ability)
- o Considering all of the job attributes to be important when considering joining the service
- o Feeling the military is relatively more likely to enable him to achieve most of his life goals
- o Underestimating the level of starting pay
- o Having had more recent recruiter contact
- o Having sought information about the military by mail or by phone
- o Having discussed entering the military with parents, friends or teachers/guidance counselors
- o Feeling relatives support his joining the service
- o Having positive propensity for more than one service
- o More motivated to enlist should any of the following be offered: educational assistance, two-year initial enlistments, pay increases, cash bonus increases

As in the past, it appears that the services may be drawing upon pools of positive propensity men whose demographics, perceptions and attitudes are fairly similar. This conclusion is based on findings that suggest that differences between positive and negative propensity youths are general and not service specific. Thus positive propensity men differ in a general way from negative propensity men. This conclusion is further supported by the fact that 53% of positive propensity youths express positive propensity for two or more services.

Advertising Awareness

Overall, 81.1% of the respondents were aware of advertising for any of the active duty services.

Awareness of advertising for specific services is summarized over the four waves in which these data have been collected.

	<u>Spring '77</u>	<u>Fall '77</u>	<u>Spring '78</u>	<u>Fall '78</u>	<u>Fall '77- Fall '78 Differences *</u>	<u>%Increase Spring '77- Fall '78 **</u>
Army	56.0%	64.4%	66.2%	70.4%	+6.0	+26 %
Navy	55.3%	63.0%	58.1%	65.1%	+2.1	+18 %
Marine Corps	52.1%	62.0%	59.9%	63.9%	+1.9	+23 %
Air Force	49.2%	59.1%	54.8%	60.3%	+1.2	+23 %

- \* The difference shown for the Army is the only statistically significant change.  
 \*\* Represents the Spring '77-Fall '78 difference as a percentage of the Spring '77 figure.

The Army was the only service that realized a significant Fall-to-Fall increase in advertising awareness. Nevertheless, there has been an upward trend in the levels of awareness for all four services over time.

In the present wave, the level of recall of specific advertising content was high: for each service, better than one-half of the respondents who were aware of advertising were able to recall specific messages.

An analysis of the most memorable advertising content vis-a-vis job attribute importances and perceptions indicates that respondents most often recall scenes and messages that speak about the military image of the services (e.g., "men with equipment") or to the least valued job attributes (e.g., "travel"). Messages about valued job attributes (e.g., "job you want," "benefits") are recalled less often. Hence, there appears to be some degree of incongruity between the most memorable service advertising content and what target market youths consider to be most important.

Enlistment Incentives

In the Fall 1978 wave, respondents were asked to consider the following incentives in terms of their relative impact on enlistment propensity:

- o Two-year enlistments
- o Increases (\$50, \$100, \$150) in monthly starting pay
- o Increases (\$1,000, \$2,000, \$3,000) in cash bonuses
- o One year of full tuition for college or trade school for each year of active duty military service

It appears that the four incentives affect the magnitude of enlistment intent in fairly similar ways. Approximately one-half of the sample indicated that they would be more likely to consider enlisting (albeit "just a little more likely") if any of these incentives were offered. Relative to each other, increases in cash bonuses and educational assistance are the most appealing.

A substantial proportion of negative propensity youths reacted favorably to the incentives. However, the appeal of each incentive appears to be greatest among those individuals for whom the military is already attractive (i.e., those already expressing positive propensity)...

- o The youngest
- o The least educated
- o Those with average to below average mental abilities
- o Blacks and other non-Whites

With respect to which incentives appeal most to specific demographic groups, the data suggest some degree of differential appeal. That is, while cash bonus increases have somewhat more general appeal, educational assistance has particular appeal to these target markets: negative propensity youths, high school seniors, high mental quality index youths, and Whites.

Starting Pay/Cash Bonuses: Recruiting and Advertising Opportunities

Respondents were asked to estimate the levels of starting pay and cash bonuses. Overall, 53.1% of the sample were able to provide an estimate of starting pay. Positive propensity youths underestimated the actual level of starting pay. Only

28.1% of the total Fall 1978 sample believed that the military services offer a cash bonus for enlisting. The average estimate given by all respondents was \$872. This is far below the actual enlistment bonus amounts (\$1,500 to \$2,500).

Insofar as target market youths attach some degree of importance to monetary compensation and perceive it to be relatively hard to attain in the military, the level of awareness of starting pay and enlistment bonuses may represent recruiting and advertising opportunities. That is, recruiting and advertising messages directed at correcting these misperceptions may be effective.

SECTION I

NATIONAL TRENDS

FALL 1977 VS. FALL 1978

## SECTION I

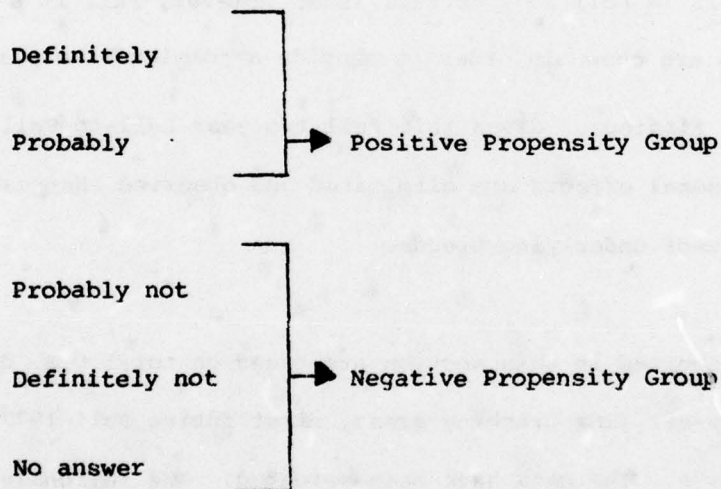
National Trends - Fall 1977 to Fall 1978

The criterion measure in this study is the rated likelihood of serving on active duty in each military service. This measure is referred to as enlistment propensity and is categorized as either being positive or negative. Section I is an examination of changes in propensity and the variables that are related to enlistment propensity. The principal time frame for the analysis is Fall 1977 to Fall 1978. However, Fall 1976 (Wave III) data also are shown in order to provide a complete two year presentation of the findings. Given this full two year Fall-to-Fall time frame, any seasonal effects are eliminated and observed changes can be viewed as indicative of underlying trends.

The data reported in this section are based on total U.S. data obtained from twenty-six (26) tracking areas, first during Fall 1977 and again in Fall 1978. The data have been weighted. The rationale for weighting the data as well as the procedure used are described in Appendix III. The sampling is described in more detail in Appendix II.

1.1 Definition of Propensity

As an attitudinal measure, propensity summarizes the degree to which young men are predisposed to joining the military. Propensity was operationally defined as follows. Respondents were asked how likely they would be to serve in the military in the next few years. The question was repeated for each of the main active duty services plus the National Guard, Reserves, and Coast Guard. A 4-point scale of likelihood was used. Respondents were classified into either positive propensity or negative propensity based on answering the question as follows:



1.2 Changes in Propensity: Fall 1977 to Fall 1978

Overall, 28.2% of the respondents interviewed in the Fall 1978 wave reported positive propensity for any active duty service. In the Fall 1977 wave this figure was 29.8%. Although the measure of propensity for military service in general has not changed significantly from Fall to Fall, the directionality of the measure is downward.

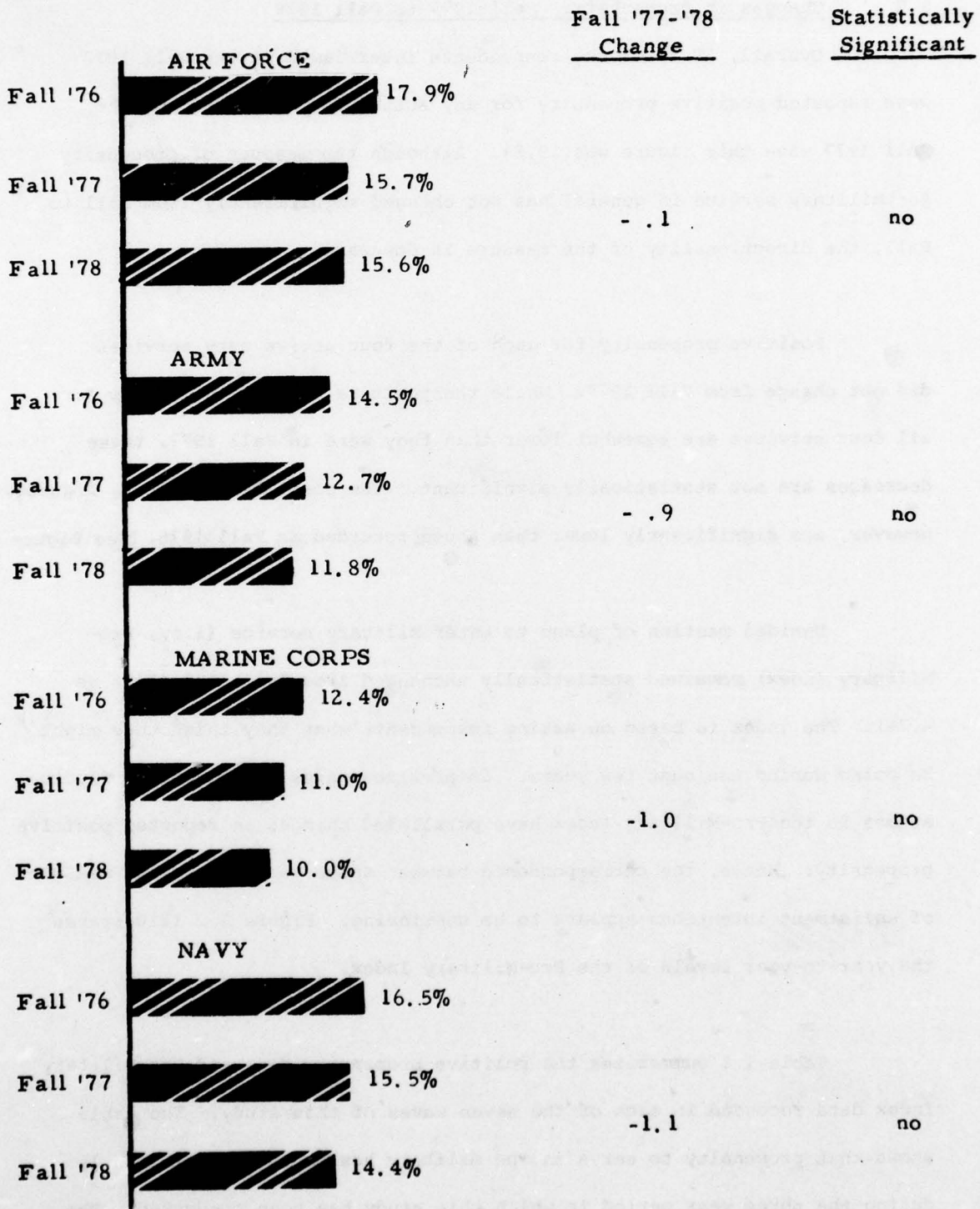
Positive propensity for each of the four active duty services did not change from Fall 1977. While the positive propensity figures for all four services are somewhat lower than they were in Fall 1977, these decreases are not statistically significant. The positive propensity figures, however, are significantly lower than those recorded in Fall 1976. (See Figure 1.1)

Unaided mention of plans to enter military service (i.e., Pro-Military Index) remained statistically unchanged from Fall 1977 (5.5% vs. 4.7%). The index is based on asking respondents what they think they might be doing during the next few years. In previous waves of the study, fluctuations in the Pro-Military Index have paralleled changes in reported positive propensity. Hence, the correspondence between these two attitudinal measures of enlistment intentions appears to be continuing. Figure 1.2 illustrates the year-to-year levels of the Pro-Military Index.

Table 1.1 summarizes the positive propensity data and Pro-Military Index data recorded in each of the seven waves of this study. The table shows that propensity to serve in the military has dropped significantly during the three year period in which this study has been conducted. The largest decreases occurred during the first year (Fall 1975 to Fall 1976)

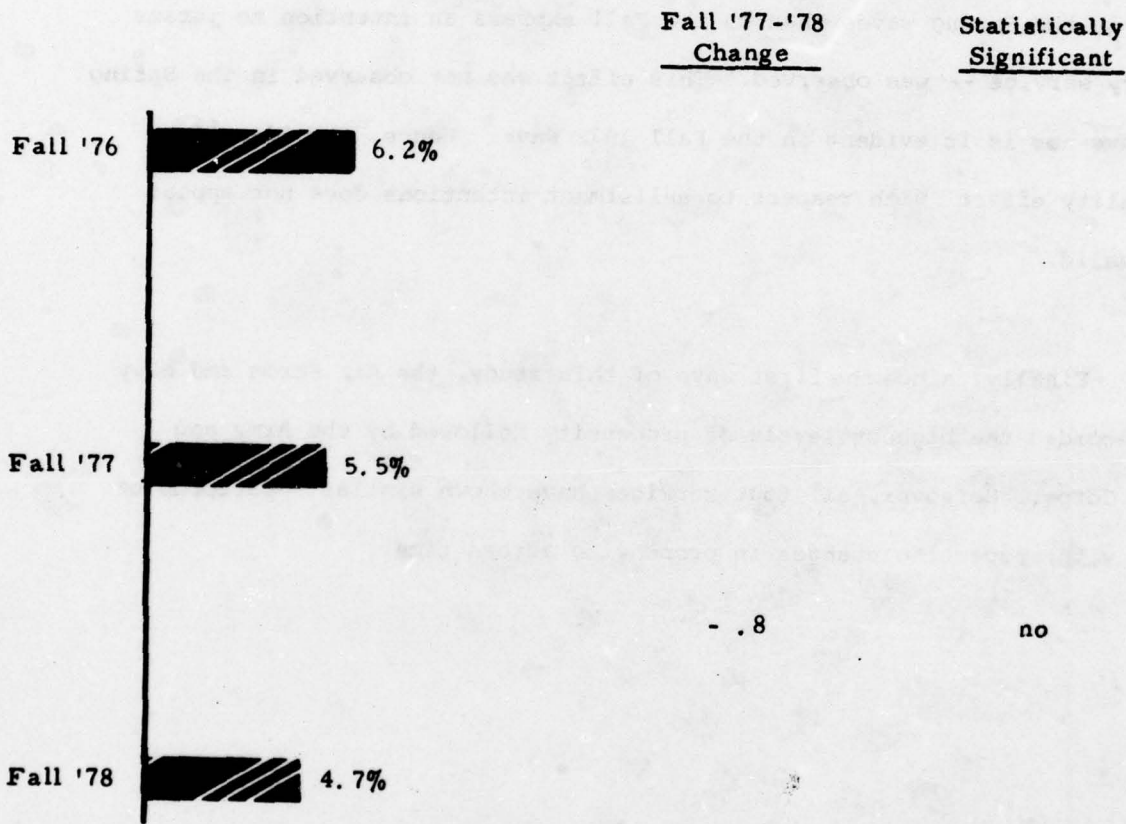
FIGURE 1.1

POSITIVE PROPENSITY TO SERVE IN SPECIFIC SERVICES



Source: Question 5a

FIGURE 1.2  
VOLUNTARY MENTIONS OF MILITARY SERVICE  
AMONG PLANS FOR THE NEXT FEW YEARS



Source: Question 3i

Since the Spring 1977 wave, propensity to enlist in the military has not changed statistically. Although the changes in propensity in recent waves have not been statistically significant, the directionality of the propensity data is downward.

In previous tracking study reports, a seasonality effect -- fewer people in the Spring waves than in the Fall express an intention to pursue military service -- was observed. This effect was not observed in the Spring 1978 wave nor is it evident in the Fall 1978 wave. Hence, the idea of a seasonality effect with respect to enlistment intentions does not appear to be valid.

Finally, since the first wave of this study, the Air Force and Navy have recorded the highest levels of propensity followed by the Army and Marine Corps. Moreover, all four services have shown similar patterns of change with respect to changes in propensity across time.

TABLE 1.1

POSITIVE PROPENSITY TO SERVE IN SPECIFIC SERVICES  
AND UNAIDED MENTION OF PLANS TO ENTER THE MILITARY

	<u>Fall</u> <u>'75</u> <u>%</u>	<u>Spring</u> <u>'76</u> <u>%</u>	<u>Fall</u> <u>'76</u> <u>%</u>	<u>Spring</u> <u>'77</u> <u>%</u>	<u>Fall</u> <u>'77</u> <u>%</u>	<u>Spring</u> <u>'78</u> <u>%</u>	<u>Fall</u> <u>'78</u> <u>%</u>
Air Force	20.4	17.5	17.9	15.7	15.7	17.0	15.6
Army	18.4	13.1	14.5	11.8	12.7	12.4	11.8
Marine Corps	14.9	11.8	12.4	10.7	11.0	11.4	10.0
Navy	19.6	16.4	16.5	15.2	15.5	15.2	14.4
Unaided Mention of Plans to Enter Military (Pro-Military Index)	8.9	5.7	6.2	4.5	5.5	4.4	4.7
Base*	(3176)	(3001)	(5475)	(5520)	(5284)	(3979)	(5199)

Source: Questions 3i and 5a

\* The bases in this and all previous reports represent weighted bases.

1.3 Changes in Variables Related to Propensity

The dynamics of propensity can be understood, in part, by observing the year-to-year levels of seven variables that have discriminated between positive and negative propensity groups throughout the seven waves of the tracking study. These variables are:

- . Contact with service recruiters
- . Talked about enlistment with influential others
- . Took Armed Forces aptitude test in school
- . Life goal perceptions
- . Perceived job attribute importance
- . Perceived job attribute attainability
- . Perceived attitudes of parents regarding military service

These variables and their Fall 1977 to Fall 1978 changes are presented in Table 1.2. The following conclusions can be drawn:

1. The proportion of young men who reported having had contact with service recruiters within the past half year did not change significantly from Fall to Fall. Recalled recruiter contact with any service over a longer period of time, however, did increase significantly. Slightly better than one-half of the young men interviewed reported that they had been in contact with service recruiters at

some time in the past. Recalled incidence of contact with recruiters from specific services did not change from Fall 1977.

2. The reported incidences of talking to influential others -- friends with military experience, parents, teachers and counselors, and girl friends and spouses -- about enlisting remained unchanged.
3. The incidence of taking the Armed Forces sponsored aptitude test in high school declined significantly from Fall 1977.
4. Life goal perceptions are reported as averages based on a five-point scale, where a value of 1 indicates that the respondent believes the life goal is much more likely to be achieved in the military and a value of 5 indicates that the goal is much more likely to be achieved in civilian life. Hence, smaller values favor the military. Year-to-year decreases in the average ratings represent "gains" for the military relative to civilian life. Increases represent "losses".

With the above in mind, the following conclusions can be drawn from the Fall 1978 data. Relative to civilian

TABLE 1.2

## CHANGES IN VARIABLES RELATED TO PROPENSITY

	Fall '76 %	Fall '77 %	Fall '78 %	Fall '77-'78 Change %	Statistically Significant
<u>Recruiter Contact (Qu. 8a &amp; 9a)</u>					
Past 5-6 months - any service	24.9	26.0	27.3	+1.3	no
Ever - any service	49.9	50.0	52.3	+2.3	yes
<u>Recruiter Contact With (Qu. 9b)</u>					
Air Force	15.5	13.5	14.3	+ .8	no
Army	24.3	23.5	23.9	+ .4	no
Marine Corps	14.9	13.0	13.7	+ .7	no
Navy	17.5	15.4	15.2	- .2	no
<u>Talked About Enlistment With (Qu. 8c)</u>					
Friends with military experience	40.9	37.4	38.2	+ .8	no
Parents	36.9	32.5	33.0	+ .5	no
Teachers/Counselors	11.6	12.0	10.8	-1.2	no
Girl Friend/Wife	18.8	16.0	15.5	- .5	no
<u>Aptitude Test in High School By Armed Forces (Qu. 8c)</u>					
	18.1	18.3	16.4	-1.9	yes
Base	(5475)	(5284)	(5199)		

TABLE 1.2  
(continued)

<u>Life Goal Achievement Civilian Advantage Over Military (Qu. 10 - Average Ratings)*</u>	<u>Fall '76</u>	<u>Fall '77</u>	<u>Fall '78</u>	<u>Fall '77-'78 Change</u>	<u>Statistically Significant</u>
Adventure and excitement	2.34	2.39	2.48	+ .09	yes
Job security	2.37	2.56	2.65	+ .09	yes
Doing challenging work	2.79	2.80	2.94	+ .14	yes
Helping other people	2.87	2.95	2.96	+ .01	no
Recognition and status	2.77	2.86	3.00	+ .14	yes
Learning as much as you can	2.92	2.94	3.01	+ .07	yes
Working for a better society	2.95	3.03	3.02	- .01	no
Developing your potential	2.93	3.02	3.11	+ .09	yes
Having the respect of friends	3.02	3.06	3.14	+ .08	yes
Enjoy your job**	-	-	3.65	-	-
Being able to make own decisions on the job	3.89	3.88	3.87	- .01	no
Making a lot of money	3.92	3.94	3.92	- .02	no
Personal freedom	4.12	4.14	4.23	+ .09	yes
Base	(5475)	(5284)	(5199)		

\* Scale Value:

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

Therefore, a smaller value favors the military

\*\* Not asked in Fall 1976 and Fall 1977 waves.

TABLE 1.2  
(continued)

	<u>Fall</u> <u>'76</u>	<u>Fall</u> <u>'77</u>	<u>Fall</u> <u>'78</u>	<u>Fall</u> <u>'77-'78</u> <u>Change</u>	<u>Statistically</u> <u>Significant</u>
<u>Relative Importance of Job</u> <u>Attributes (Qu. 6a - Average Rankings)*</u>					
Provides good benefits for you/family	2.95	2.93	3.18	+ .25	yes
Gives you the job you want	2.85	2.84	3.16	+ .32	yes
Gives opportunity to better your life	2.80	2.80	3.14	+ .34	yes
Employer treats you well**	-	-	3.13	-	-
Teaches you a valuable trade or skill	2.95	2.93	3.12	+ .19	yes
Is a career you can be proud of	2.65	2.67	2.96	+ .29	yes
Pays well to start	2.69	2.77	2.94	+ .17	yes
Gives you a challenging job	2.69	2.71	2.91	+ .20	yes
Doing something for your country**	-	-	2.89	-	-
Helps you get a college education	2.68	2.58	2.81	+ .23	yes
Trains you for leadership	2.47	2.45	2.72	+ .27	yes
Has other men would like to work with	2.26	2.24	2.58	+ .34	yes
Allows you to see many countries	2.12	2.18	2.32	+ .14	yes
Base	(5475)	(5284)	(5199)		

\* Scale Value:

- 4 = Extremely important
- 3 = Very important
- 2 = Fairly important
- 1 = Not important at all

Therefore, larger values indicate greater perceived importance.

\*\* Not asked in Fall 1976 and Fall 1977 waves.

TABLE 1.2  
(continued)

Attainability of Job Attributes In the Military (Qu. 6b) <u>(% Saying "Yes")</u>	Fall	Fall	Fall	Fall	Statistically <u>Significant</u>
	'76	'77	'78	'77-'78	
	%	%	%	%	
Doing something for your country**	-	-	89.8	-	-
Teaches you a valuable trade or skill	89.9	88.1	88.2	+ .1	no
Allows you to see many different countries of the world	90.0	90.3	83.7	-6.6	yes
Gives you an opportunity to better your life	80.9	79.7	83.5	+3.8	yes
Is a career you can be proud of	84.3	82.4	83.1	+ .7	no
Trains you for leadership	84.3	81.9	82.5	+ .6	no
Gives you a job which is challenging	84.1	82.1	82.0	- .1	no
Provides good benefits for you and your family	79.6	79.7	80.7	+1.0	no
Helps you get a college education (while you serve)	83.5	82.8	80.6	-2.2	yes
Has other men you would like to work with	73.6	73.2	74.4	+1.2	no
Employer treats you well**	-	-	65.4	-	-
Gives you the job you want	71.2	70.0	63.0	-7.0	yes
Pays well to start	62.6	62.8	56.8	-6.0	yes
<b>Perceived Attitudes of Parents Toward Joining the Military (Qu. 11a)</b>					
Father in favor	30.9	30.1	28.1	-2.0	yes
Mother in favor	21.7	22.4	19.7	-2.7	yes
Base	(5475)	(5284)	(5199)		

\*\* Not asked in Fall 1976 and Fall 1977 waves.

life, respondents viewed serving in the military as better enabling them to realize these life goals: "adventure and excitement," "job security," "doing challenging work," and "helping other people." From Fall 1977 to Fall 1978 the military lost ground relative to civilian life on these 8 of 13 life goals: "adventure and excitement," "job security," "doing challenging work," "recognition and status," "learning as much as you can," "developing your potential," "having the respect of friends," and "personal freedom." At the same time, the military did not gain ground on civilian life or any of the life goals.

One life goal -- "enjoy your job" -- was added to the list of life goals in the Fall 1978 wave. The absolute level of this life goal perception indicates that respondents believe that this goal is more likely to be achieved in civilian life.

5. In each wave, respondents are asked to indicate the degree of importance they attach to a list of job attributes. The most important job attributes are reported to be: "provides good benefits for you and your family", "gives you the job you want", "gives opportunity to better your life", "employer treats you well", and "teaches you a valuable trade or skill". Four of these five attributes have consistently been perceived to be the most important. The exception is: "employer treats you well". This attribute

was added in the Fall 1978 wave. The least important attributes continue to be the following: "allows you to see many countries", "has other men would like to work with", and "trains you for leadership".

A second attribute -- "doing something for your country" -- was added in the Fall 1978 wave as a means of assessing the relative importance of patriotism as a motivating factor for enlisting. Relative to the other job attributes "doing something for your country" is of lesser importance.

The stated importance of the original 11 job attributes shifted upward significantly from Fall 1977.

6. In each wave, respondents are asked to indicate whether they feel each job attribute can be attained in military service. The majority of respondents considered every attribute to be attainable in the military. The data range from 89.8% of the respondents who felt that the military allows you to "do something for your country" to 56.8% of the respondents who felt that the services "pay well to start".

There were significant Fall-to-Fall decreases in the proportion of young men who believed that the following job

attributes can be attained in the military: "allows you to see many countries", "helps you get a college education", "gives you the job you want", and "pays well to start". There was a significant increase with respect to only one attribute: "gives you an opportunity to better your life".

"Employer treats you well" was considered to be relatively important but not readily attainable in the military.

7. The proportion of young men who perceive their parents to be in favor of their joining the military decreased from Fall 1977.

1.4 Key Demographics

The demographics of the Fall 1976, Fall 1977 and Fall 1978 samples are shown in Tables 1.3 - 1.5. The following conclusions can be drawn:

1. The data weighting procedure used in this study eliminates any sampling differences with respect to age and race by balancing the results to known "military available" statistics. Hence, all three Fall samples are identical with respect to age and race. The data weighting procedure is explained in detail in Appendix III.
2. Reported employment among the Fall 1978 sample is significantly higher than that for the Fall 1977 sample. Moreover, reported full-time employment is significantly higher in Fall 1978. The percentage of respondents employed part-time, however, did not change. Concomitant with the finding of increased full-time employment is the finding that the percentage of young men not employed and looking for a job declined significantly.
3. Both Fall samples are identical with respect to their educational levels. There were no year-to-year changes with either reported school attendance or level of education achieved.

TABLE 1.3  
AGE AND RACE

	<u>Fall '76</u>	<u>Fall '77</u>	<u>Fall '78</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>Age</u>			
16	18.5	18.6	18.5
17	18.5	18.5	18.5
18	17.5	17.5	17.5
19	16.7	16.6	16.6
20	14.8	14.8	14.8
21	14.0	14.0	14.1
<u>Race</u>			
White	85.3	85.3	85.3
Non-white	13.4	13.4	13.7
Refused	1.3	1.3	1.0
Base	(5475)	(5284)	(5199)

Source: Questions 3a and 23

TABLE 1.4  
EMPLOYMENT STATUS

	Fall '76 %	Fall '77 %	Fall '78 %	Fall '77-'78 Change %	Statistically Significant
<u>Employed (Qu. 3f, 3g)</u>	<u>61.0</u>	<u>62.1</u>	<u>65.6</u>	+3.5	yes
Full-time	35.2	35.9	38.8	+2.9	yes
Part-time	25.7	26.1	26.6	+ .5	no
<u>Not Employed (Qu. 3f, 3g)</u>	<u>38.9</u>	<u>37.9</u>	<u>34.4</u>	-3.5	yes
Looking for a job	21.5	20.9	18.4	-2.5	yes
Not looking	16.9	16.6	15.3	-1.3	no
Not specified	.5	.4	.5	+ .1	no
Base	(5475)	(5284)	(5199)		

TABLE 1.5  
SCHOOLING STATUS

<u>Attending School (Qu. 3b, 3c)</u>	<u>56.9</u>	<u>56.7</u>	<u>55.4</u>	-1.3	no
In high school	39.2	40.7	39.9	- .8	no
In vocational school	1.6	2.0	2.5	+ .5	no
In college	14.9	13.5	12.9	- .6	no
Not specified	1.2	.5	-	- .5	no
<u>Not Attending School (Qu. 3b, 3c)</u>	<u>43.1</u>	<u>43.3</u>	<u>44.6</u>	+1.3	no
High school graduate	34.2	32.7	33.6	+ .9	no
Not high school graduate	8.8	10.5	10.9	+ .4	no
<u>Quality Index (Mean)*</u>	6.36	6.38	6.30	- .08	no
Base	(5475)	(5284)	(5199)		

\* Combination of questions 19, 21 and 22

4. The quality index is a composite measure based on self-reported grades, number of math courses taken and passed in high school, and the science courses covering electronics and/or electricity taken and successively passed in high school. A 10-point scale is used to compute this index, as shown in Table 1.6.

Both Fall samples are identical with respect to quality index.

TABLE 1.6

<u>(High School Grades)</u>		<u>(Number of Math Courses in High School)</u>		<u>(Science Courses in High School)</u>	
	<u>Value</u>		<u>Value</u>		<u>Value</u>
A's & B's	3	None	1	Yes	2
B's & C's	2	One	2	No, not specified	1
C's & Below	1	Two	3		
Not Specified	0	Three	4		
		Four	5		
		Not Specified	0		

SECTION II

Performance Differences By Tracking Areas

## SECTION II

Performance Differences By Tracking Areas

The interviewing was conducted in 26 defined geographical areas referred to as tracking areas. The tracking area approach localizes the information derived from this investigation and thereby makes it possible for the individual service recruiting commands to receive feedback with respect to their performance within specific geographic areas.

This section is a discussion of the following data: propensity, recruiter contact, specific information seeking activities, job opportunity perceptions and respondent demographics. The Fall 1978 levels are shown for each of the 26 tracking areas. The data are analyzed vis-à-vis corresponding national levels. Tracking areas that deviate from the U.S. averages are highlighted.

Tables 2.1 to 2.8 summarize the key tracking area data. Interpretation of these tables has been facilitated by the following system of notation:

- . Percentages that are significantly different from the U.S. average for a particular service are . . .
- . CIRCLED if the entry is lower than the U.S. average
- . BOXED if the entry is higher than the U.S. average

### 2.1 Positive Propensity by Tracking Area

The tracking area analysis begins with an examination of the propensity data. Because the propensity measure is an index of likelihood of entering military service, the propensity data should be interpreted in a relative sense (e.g., the identification of "high" versus "low" tracking areas). Hence, the reader should not attempt to make any absolute interpretations of the propensity data. As stated in previous reports, there are various factors such as time of entry and mental and physical qualification rates that should enter into any attempt to forecast accessions based on the propensity data.

Figures 2.1 - 2.7 graphically present the propensity data for active duty services as well as the National Guard, Reserves and Coast Guard.

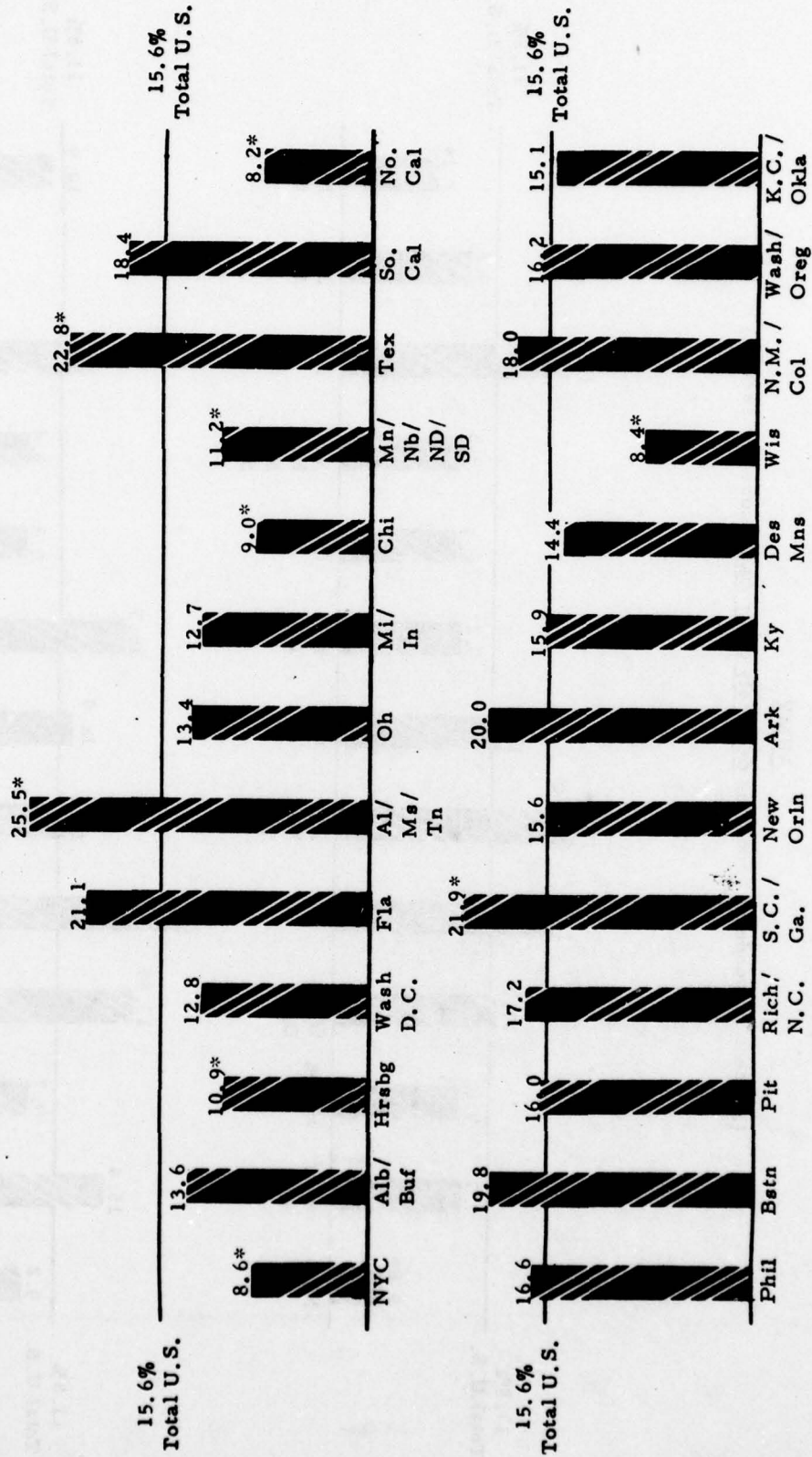
The overall rank order of the active duty services based on expressed propensity levels has remained consistent across all seven waves of this study. The Air Force is highest (15.6%), followed closely by the Navy (14.4%). The Army (11.8%) is third and the Marine Corps (10.0%) fourth.

The propensity to serve in the Reserves is 17.4%, a significant increase from Fall 1977 (15.7%). The figure for the National Guard is 16.7%; and for the Coast Guard the figure is 12.4%. Neither figure represents significant increase from Fall 1977.

FIGURE 2.1  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA

AIR FORCE

(Percent respondents endorsing definitely or probably consider serving)



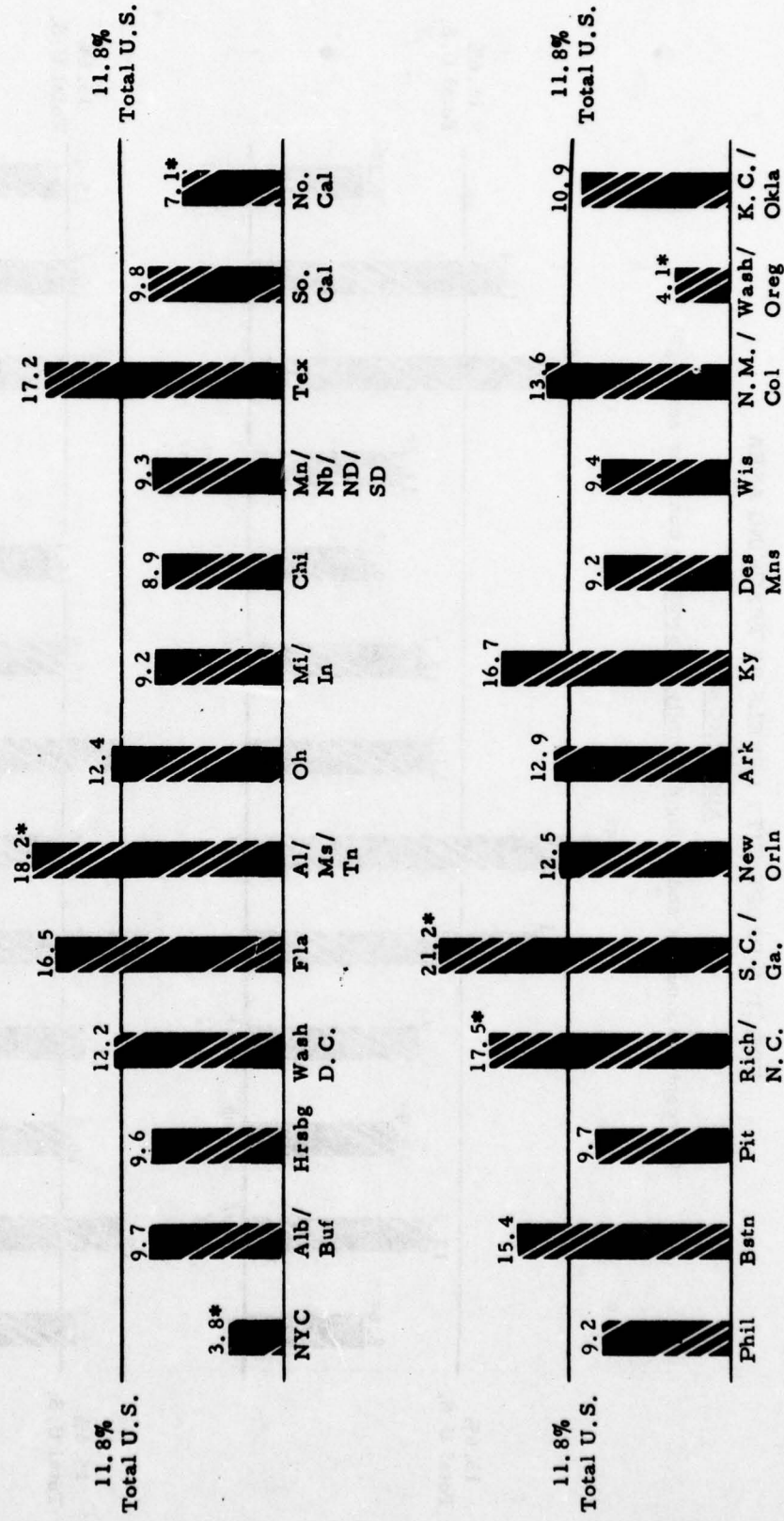
Source: Question 5a

\* Differs significantly from the total U.S.

FIGURE 2.2  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA

ARMY

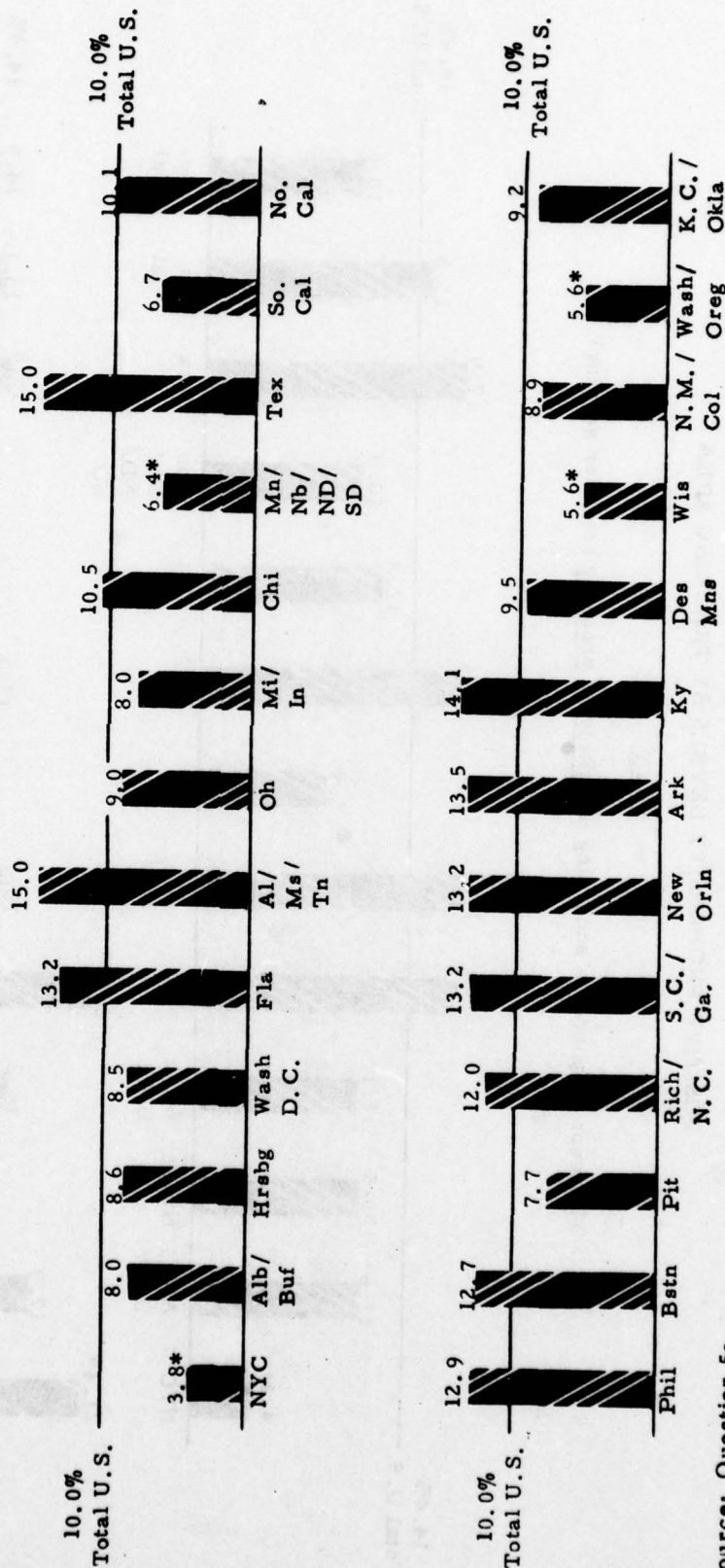
(Percent respondents endorsing definitely or probably consider serving)



Source: Question 5a

\* Differs significantly from the total U.S.

FIGURE 2.3  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA  
 MARINE CORPS  
 (Percent respondents endorsing definitely or probably consider serving)



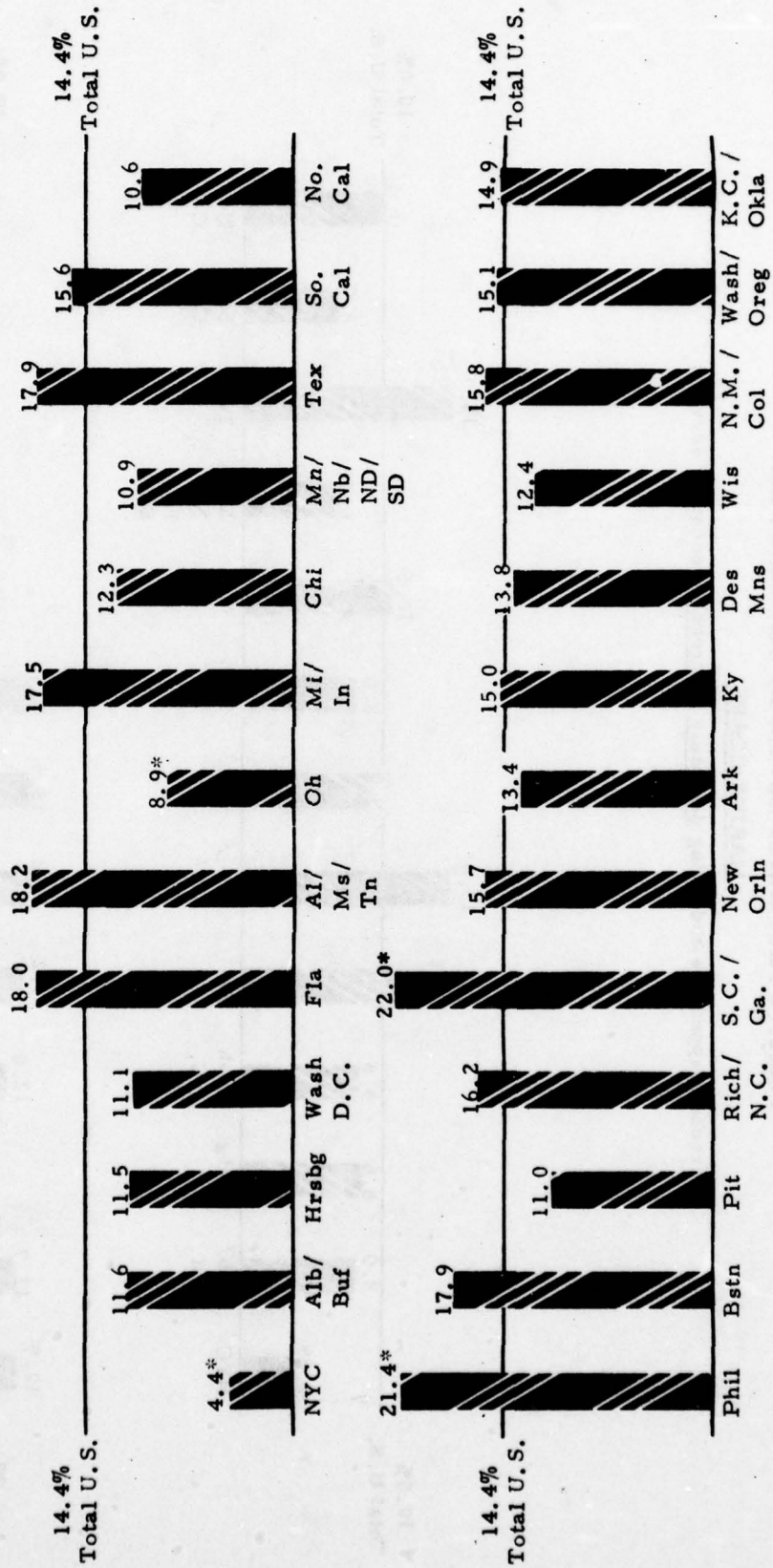
Source: Question 5a  
 \* Differs significantly from the total U.S.

FIGURE 2.4

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NAVY

(Percent respondents endorsing definitely or probably consider serving)

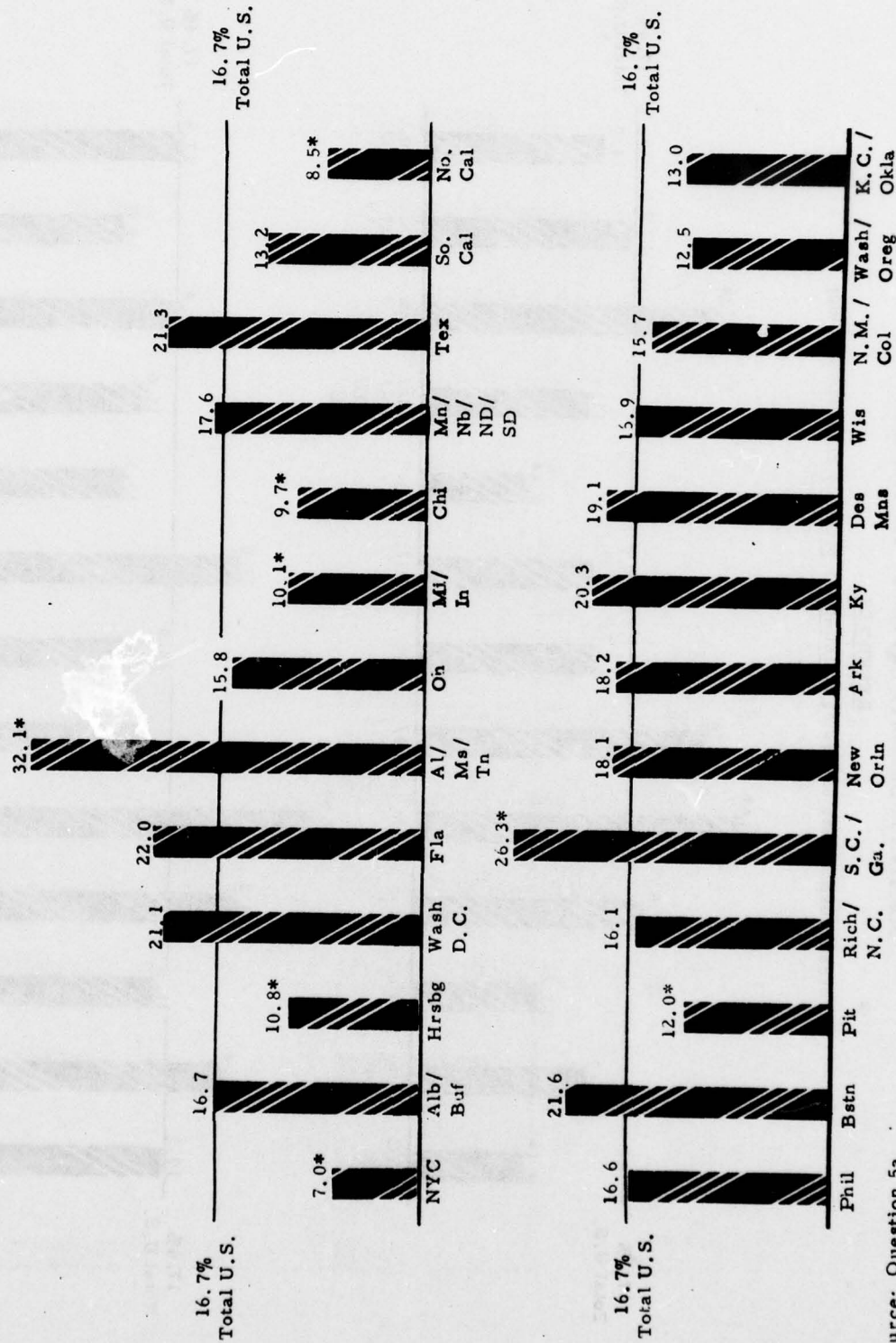


Source: Question 5a

\* Differ significantly from the total U.S.

FIGURE 2.5  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA  
 NATIONAL GUARD

(Percent respondents endorsing definitely or probably consider serving)

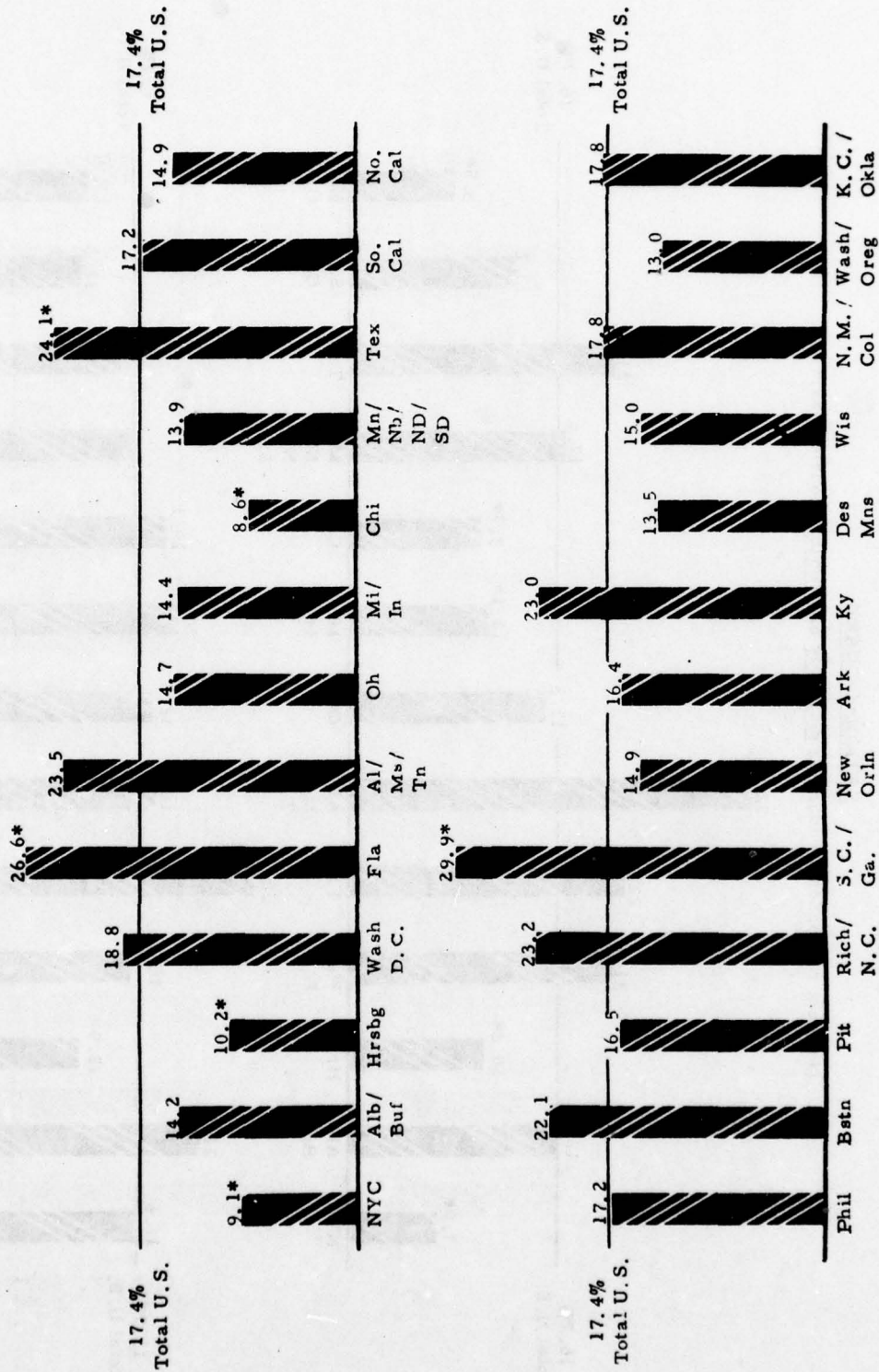


Source: Question 5a

\* Differs significantly from the total U.S.

FIGURE 2.6  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA  
RESERVES

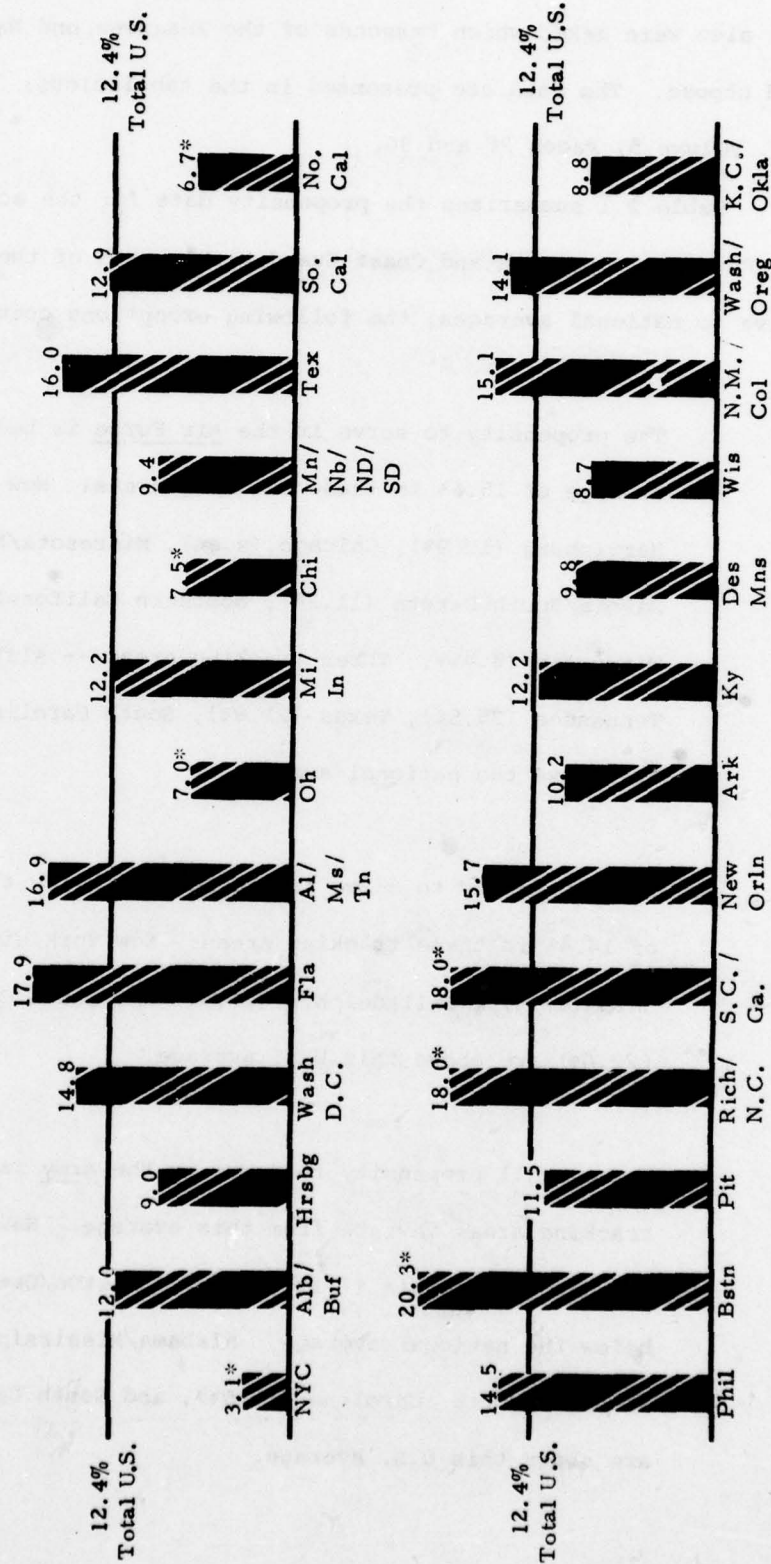
(Percent respondents endorsing definitely or probably consider serving)



Source: Question 5a  
 \* Differs significantly from the total U.S.

FIGURE 2.7  
 POSITIVE PROPENSITY LEVELS BY TRACKING AREA  
 COAST GUARD

(Percent respondents endorsing definitely or probably consider serving)



Source: Question 5a

\* Differs significantly from the total U. S.

Respondents who expressed positive propensity to serve in the Reserve Components also were asked which branches of the Reserves and National Guard they would choose. The data are presented in the tabulations: Volume 2, Pages 52-53 and 56-57, Volume 5, Pages 28 and 30.

Table 2.1 summarizes the propensity data for the active duty services, Reserve Components and Coast Guard within each of the 26 tracking areas. Relative to national averages, the following exceptions occur:

1. The propensity to serve in the Air Force is below the U.S. average of 15.6% in these tracking areas: New York City (8.6%), Harrisburg (10.9%), Chicago (9.0%), Minnesota/Nebraska/North Dakota/South Dakota (11.2%), Northern California (8.2%) and Wisconsin (8.4%). Three tracking areas -- Alabama/Mississippi/Tennessee (25.5%), Texas (22.8%), South Carolina/Georgia (21.9%) are above the national average.
2. The propensity to serve in the Navy is below the U.S. average of 14.4% in these tracking areas: New York City (4.4%) and Ohio (8.9%). Philadelphia (21.4%) and South Carolina/Georgia (22.0%) are above this U.S. average.
3. The overall propensity to serve in the Army is 11.8%. Six tracking areas deviate from this average. New York City (3.8%), Northern California (7.1%), and Washington/Oregon (4.1%) are below the national average. Alabama/Mississippi/Tennessee (18.2%), Richmond/North Carolina (17.5%), and South Carolina/Georgia (21.2%) are above this U.S. average.

4. Four tracking areas deviate from the Marine Corps' national average of 10.0%. These are New York City (3.8%), Minnesota/Nebraska/North Dakota/South Dakota (6.4%), Wisconsin (5.6%), and Washington/Oregon (5.6%) which all fall below the national average.
  
5. The Reserves with a total U.S. average of 17.4% is significantly below average in New York City (9.1%), Harrisburg (10.2%), and Chicago (8.6%). Florida (26.6%), Texas (24.1%), and South Carolina/Georgia (29.9%) are all above the U.S. average.
  
6. The propensity to serve in the National Guard is 16.7%. New York City (7.0%), Harrisburg (10.8%), Michigan/Indiana (10.1%), Chicago (9.7%), Northern California (8.5%), and Pittsburgh (12.0%) are below average. Alabama/Mississippi/Tennessee (32.1%), and South Carolina/Georgia (26.3%) are above the U.S. average.
  
7. The propensity to serve in the Coast Guard is relatively low in New York City (3.1%), Ohio (7.0%), Chicago (7.5%), and Northern California (6.7%). The propensity to serve in the Coast Guard is relatively high in Boston (20.3%), Richmond/North Carolina (18.0%), and South Carolina/Georgia (18.0%).

These data indicate that three tracking areas are relatively weak with respect to propensity to join any of the military services. These areas are New York City, Chicago, and Northern California. On the other hand, the military tends to have particular appeal in southern tracking areas. This is consistent with past waves.

**TABLE 2.1 POSITIVE PROPENSITY TO SERVE IN MILITARY SERVICES**

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Saying Definitely or Probably	Total U.S. %	NYC	Alb./ Ruf.	Hrbg.	Wash. D.C.	Fla.	Al./ Ms./ Tn.	Oh.	Mi./ In.	Chi.	Mn./ Nb./ ND/ SD	Tex.	So. Cal.	No. Cal.
		%	%	%	%	%	%	%	%	%	%	%	%	%
Air Force	15.6	8.6	13.6	10.9	12.8	21.1	25.5	13.4	12.7	9.0	11.2	22.8	18.4	8.2
Navy	14.4	4.4	11.6	11.5	11.1	18.0	18.2	8.9	17.5	12.3	10.9	17.9	15.6	10.6
Army	11.8	3.8	9.7	9.6	12.2	16.5	18.2	12.4	9.2	8.9	9.3	17.2	9.8	7.1
Marine Corps	10.0	3.8	8.0	8.6	8.5	13.2	15.0	9.0	8.0	10.5	6.4	15.0	6.7	10.1
Reserves	17.4	9.1	14.2	10.2	18.8	26.6	23.5	14.7	14.4	8.6	13.9	24.1	17.2	14.9
National Guard	16.7	7.0	16.7	10.8	21.1	22.0	32.1	15.8	10.1	9.7	17.6	21.3	13.2	8.5
Coast Guard	12.4	3.1	12.0	9.0	14.8	17.9	16.9	7.0	12.2	7.5	9.4	16.0	12.9	6.7

Base: All Respondents

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

Source: Question 5a

TABLE 2.1 POSITIVE PROPENSITY TO SERVICE IN MILITARY SERVICES

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Saying Definitely or Probably	Total U. S. %	Phil.	Bstn.	Pit.	Rich./ N. C.	S. C./ Ga.	New Orln	Ark.	Ky.	Des- Mts.	Wis.	N. M./ Col.	Wash. Oreg.	K. C./ Okla.
		%	%	%	%	%	%	%	%	%	%	%	%	%
Air Force	15.6	16.6	19.8	16.0	17.2	21.9	15.6	20.0	15.9	14.4	8.4	18.0	16.2	15.1
Navy	14.4	21.4	17.9	11.0	16.2	22.0	15.7	13.4	15.0	13.8	12.4	15.8	15.1	14.9
Army	11.8	9.2	15.4	9.7	17.5	21.2	12.5	12.9	16.7	9.2	9.4	13.6	4.1	10.9
Marine Corps	10.0	12.9	12.7	7.7	12.0	13.2	13.2	13.5	14.1	9.5	5.6	8.9	5.6	9.2
Reserves	17.4	17.2	22.1	16.5	23.2	29.9	14.9	16.4	23.0	13.5	15.0	17.8	13.0	17.8
National Guard	16.7	16.6	21.6	12.0	16.1	26.3	18.1	18.2	20.3	19.1	16.9	15.7	12.5	13.0
Coast Guard	12.4	14.5	20.3	11.5	18.0	18.0	15.7	10.2	12.2	9.8	8.7	15.1	14.1	8.8

Base: All Respondents

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

Source: Question 5a

## 2.2 Academic Achievement and Derived Quality Index

A young recruit's success in the military is contingent, in part, on his mental abilities. As in past waves of this study, the relative mental quality of respondents is determined by asking them to report several areas of academic information -- high school grades, high school education program, mathematics courses taken and passed in high school, and science courses covering electricity and/or electronics taken and successfully passed in high school. A quality index number is computed for each respondent based on his responses to these questions. High school education program (i.e., college preparatory, commercial business, and vocational) is not used in developing this index, since it is difficult to assign scalar values to this factor. The index ranges from a low score of 1 to a high score of 10. The derivation of the quality index was explained earlier in Table 1.6.

The quality index data are reported in Table 2.2. The national quality index value is 6.30 which is comparable to the Fall 1977 figure (6.38). Levels of quality index show a regional pattern. Quality index values are below average in several southern areas: Alabama/Mississippi/Tennessee, Richmond/North Carolina, and Kentucky, as well as Southern California. On the other hand, quality index values are above the U.S. average in these eastern tracking areas: New York City, Albany/Buffalo and Philadelphia, as well as Wisconsin and Washington/Oregon.

As Table 1.6 showed, the number of math courses taken and passed is an important component of the quality index. As in past waves, east coast tracking areas are superior to other areas in terms of the number of math courses reported taken and passed. Just the opposite is true in certain

southern and midwestern tracking areas (See Table 2.3).

While the high school curriculum does not figure directly into the derivation of the quality index, it contributes to an understanding of the propensity measure. For example, young men enrolled in college preparatory courses are probably less likely than the average high school student to be inclined to pursue a military career, since students who have actually attended college tend to be disinclined toward enlistment.

Table 2.4 shows that the 26 tracking areas differ widely with respect to high school education programs. Respondents in eastern tracking areas especially are more likely than their counterparts in other areas of the country to have had a college preparatory program in high school. On a national basis, the percentage of youth who report having had a college preparatory program in high school (43.2%) is comparable to Fall 1977 (42.3%). The proportion of youth who report having had either a commercial/business or vocational high school curriculum also did not change significantly from Fall 1977.

TABLE 2.2 RESPONDENT QUALITY INDEX

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	NYC	Alb./ Buf.	Hrsbg.	Wash. D.C.	Fla.	Al./ Ms./ Tn.	Oh.	Mi./ In.	Chi.	Mn./ Nb./ ND/ SD	Tex.	So. Cal.	No. Cal.
Total U.S.	6.30												
Mean index value	6.91	6.73	6.48	6.38	6.33	5.88	6.37	6.22	6.37	6.20	6.31	5.98	6.53

Base: All Respondents

Source: Quality Index (combination of Questions 19, 21 and 22)

Scale Value:

Minimum value = 1

Maximum value = 10

**TABLE 2.2 RESPONDENT QUALITY INDEX**

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Total U.S.	Phil.	Estn.	Pit.	Rich./ N.C.	S. C. / Ga.	New Orln.	Ark.	Ky.	Des-Mts.	Wis.	N.M. / Col.	Wash. Oreg.	K.C. / Okla.
6.30	6.76	6.47	6.31	5.58	6.17	6.18	6.14	5.87	6.16	6.80	6.24	6.54	6.09

Base: All Respondents

Source: Quality Index (combination of Questions 19, 21 and 22)

Scale Value:

Minimum value = 1

Maximum value = 10

TABLE 2.3 NUMBER OF MATH COURSES PASSED

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Number Of Courses	Total U. S. %	NYC %	Alb./ Buf. %	Hrsbg. %	Wash. D.C. %	Fla. %	Al./ Ms./ In. %	Oh. %	Mi./ In. %	Chi. %	Mn./ Nb./ ND/ SD %	Tex. %	So. Cal. %	No. Cal. %
	Three or more	34.2	52.1	48.9	41.1	43.3	35.1	22.5	32.1	32.8	29.0	27.9	33.0	24.3
Less than three	48.7	34.9	37.9	39.7	37.2	42.7	58.2	52.4	53.0	57.6	56.3	54.0	58.7	50.0
None	17.1	13.0	13.2	19.1	19.5	22.2	19.3	15.5	14.2	13.4	15.7	13.1	17.1	16.7

Base: All Respondents

Source: Question 21

TABLE 2.3 NUMBER OF MATH COURSES PASSED

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Number of Courses	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. / N.C. %	S.C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des-Mts. %	Wis. %	N.M. / Col. %	Wash. Oreg. %	K.C. / Okla. %
Three or more	34.2	46.0	43.0	39.1	21.5	32.2	36.5	27.7	23.9	26.0	40.0	33.0	39.6	28.3
Less than three	48.7	39.3	40.9	40.2	47.5	50.3	47.6	53.5	53.8	56.5	51.7	50.4	46.6	53.2
None	17.1	14.8	16.1	20.7	31.0	17.5	16.0	18.8	22.3	17.4	8.2	16.6	13.8	18.6

Base: All Respondents

Source: Question 21

**TABLE 2.4 HIGH SCHOOL EDUCATION PROGRAM**

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Program	Total U.S. %	NYC	Alb./ Buf.	Hrsbg.	Wash. D.C.	Fla.	Al./ Ms./ Tn.	Oh.	Mi./ In.	Chi.	Mn./ Nb./ ND/ SD	Tex.	So. Cal.	No. Cal.
		%	%	%	%	%	%	%	%	%	%	%	%	%
College Preparatory	43.2	57.3	54.0	54.6	53.0	38.5	33.3	42.0	40.5	39.8	36.6	34.0	43.2	51.2
Commercial/Business	15.1	18.0	20.4	16.4	13.8	17.8	16.1	18.0	15.5	16.4	16.0	11.3	18.4	10.0
Vocational	40.4	23.9	25.2	29.0	33.2	41.8	49.7	40.0	43.4	42.7	45.8	52.6	37.1	38.2

Base: All Respondents

Source: Question 20

**TABLE 2.4 HIGH SCHOOL EDUCATION PROGRAM**

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Naming This Program	Total U. S. %	Phil. %	Batn. %	Pit. %	Rich./ N. C. %	S. C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des- Mns. %	Wis. %	N. M. / Col. %	Wash. Oreg. %	K. C. / Okla. %
	College Preparatory	43.2	49.4	56.0	37.9	26.9	45.5	65.1	34.6	49.5	28.0	40.1	45.0	35.0
Commercial/Business	15.1	18.7	18.5	14.2	14.2	10.4	9.0	16.7	11.6	20.1	14.1	9.2	11.8	17.1
Vocational	40.4	31.3	25.5	45.9	57.2	42.2	24.4	47.8	37.9	50.6	45.0	43.1	50.1	45.1

Base: All Respondents

Source: Question 20

2.3 Recalled Recruiter Contact

Table 2.5 shows the level of recalled recent recruiter contact (past 5 to 6 months) for the total national sample and for each of the 26 tracking areas. Nationally, 27.3% of the sample report having had contact with a military recruiter within the past five to six months. New York City, Philadelphia, and New Orleans fall below this national average. Michigan/Indiana, Wisconsin, and Washington/Oregon are significantly above the average. As discussed in Section I, there is no significant Fall-to-Fall national change in this measure.

TABLE 2.5 HAD RECENT RECRUITER CONTACT

Circled and boxed 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.	Wash. D.C.	Fla.	Al./Ms./Tn.	Oh.	Mi./In.	Chi.	Mn./Nb./ND/SD	Tex.	So. Cal.	No. Cal.
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Past 5 to 6 months	27.3	16.3	24.3	28.9	26.3	25.1	29.2	26.5	34.9	29.8	30.8	30.3	28.1	30.1

Base: All Respondents

Source: Question 8a

**TABLE 2.5 HAD RECENT RECRUITER CONTACT**

Circled and boxed 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. %	Phil. %	Bstn. %	Pit. %	Rich. / N.C. %	S. C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des-Mts. %	Wis. %	N.M. / Col. %	Wash. Oreg. %	K.C. / Okla. %
Past 5 to 6 months	27.3	20.6	24.6	23.6	22.9	24.6	20.3	27.7	28.1	29.8	34.0	29.7	36.0	26.5

Base: All Respondents

Source: Question 8a

#### 2.4 Adequacy of Information Received From the Recruiter

Table 2.6 shows the percent of respondents who reported that they received inadequate information (i.e., received "very little" information desired) from the various services. On a national basis, all four active duty services did reasonably well in Fall 1978. At worst, only one-in-five respondents felt that the contacting services did not provide enough information. In the present wave, the services do not differ in providing information nor do they show much variation across tracking areas. Only the Air Force showed a significant change from Fall to Fall. That is, the proportion of respondents who felt that the Air Force did not provide enough information increased from 14.2% to 19.4%.

TABLE 2.6 PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Getting Very Little Information	Total U.S.	NYC	Alb. / Buf.	Hrsbg.	Wash. D.C.	Fla.	Al. / Ms. / In.	Oh.	Mi. / In.	Chi.	Mn. / Nb. / ND / SD	Tex.	So. Cal.	No. Cal.
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
From Air Force	19.4	17.7	19.5	4.4	12.8	18.1	25.3	12.8	18.5	21.3	10.0	19.9	19.1	12.4
From Army	21.1	13.0	25.9	17.7	25.0	4.7	13.6	18.9	38.2	22.6	13.8	26.2	28.1	4.0
From Marine Corps	18.8	35.6	8.9	12.0	16.3	13.7	13.0	19.2	26.7	13.7	15.5	17.2	22.7	21.5
From Navy	20.6	21.5	26.0	28.3	10.5	20.3	26.1	23.5	26.3	4.9	15.0	22.9	21.8	30.9

Base: Respondents having recruiter contact with specific service recruiter

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

Source: Question 9e

TABLE 2.6 PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Percent Getting Very Little Information	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich./ N.C. %	S. C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des-Mts. %	Wis. %	N.M. / Col. %	Wash. Oreg. %	K.C. / Okla. %
	From Air Force	19.4	22.6	28.7	14.9	26.3	20.9	24.2	27.3	16.6	12.6	34.2	22.3	13.4
From Army	21.1	25.7	20.4	26.5	9.5	14.7	23.3	15.5	12.4	33.1	19.0	23.8	26.9	37.2
From Marine Corps	18.8	20.6	19.6	4.4	19.2	18.3	11.0	8.4	9.1	33.0	24.7	12.0	30.9	28.3
From Navy	20.6	24.9	23.1	22.6	4.5	23.3	11.8	26.3	16.8	15.2	13.4	19.2	18.7	34.1

Base: Respondents having recruiter contact with specific service recruiter

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

Source: Question 9e

2.5 Other Activities Concerning Enlistment

The study has examined in all seven waves various behaviors related to seeking information about the military. Each respondent is asked whether or not he has undertaken a series of information seeking activities during the last six months. The data are summarized in Table 2.7 in terms of the percent of youth who say that they have undertaken a particular activity.

Enlistment-oriented activities are presented below in descending order of mention for the total U.S. sample. There have been no major shifts in the pattern of these data since the first wave of the study.

• Talked with friends in or out of service	38.2%
• Talked with one or both parents	33.0%
• Taken aptitude test in high school given by Armed Services	16.4%
• Talked with wife/girlfriend	15.5%
• Asked for information by mail	11.7%
• Talked with teacher or guidance counselor	10.8%
• Physically or mentally tested at military examining station	4.1%
• Made toll-free call to get information	2.1%

There are some differences across tracking areas with respect to seeking information about the military. New York and Minnesota/Nebraska/North Dakota/South Dakota respondents were somewhat less likely than youth in other areas of the country to seek information about enlistment. On the other hand, Alabama/Mississippi/Tennessee and Arkansas youth were somewhat more likely to have sought information.

TABLE 2.7 OTHER ACTIVITIES CONCERNING ENLISTMENT

Circled and boxed 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. %	Wash. D.C. %	Fla. %	Al. / Ms. / In. %		Oh. %	Mi. / In. %	Chi. %	Mn. / Nb. / ND / SD %	Tex. %	So. Cal. %	No. Cal. %
						In. %	In. %							
Percent Answering "Yes"														
Talked with friends in or out of service	38.2	24.9	36.8	40.7	44.6	51.8	41.1	38.4	45.1	34.3	34.3	44.1	35.8	37.5
Talked with teacher or guidance counselor	10.8	7.4	13.9	11.9	10.8	11.2	12.5	8.9	5.1	11.0	11.0	10.5	13.6	7.9
Talked with wife / girlfriend	15.5	4.3	14.5	20.7	16.4	22.0	19.7	16.2	13.5	13.8	13.8	14.5	17.4	16.4
Talked with one or both parents	33.0	26.1	37.8	34.6	38.4	42.9	34.2	27.9	29.3	25.2	25.2	40.5	32.3	28.8
Taken aptitude test in high school given by armed services	16.4	4.4	16.4	13.3	18.2	22.8	14.6	15.5	15.7	5.6	5.6	21.9	22.2	20.1
Made toll-free call to get information	2.1	2.8	2.1	2.2	3.0	2.4	1.9	1.6	2.9	1.6	1.6	3.5	4.3	1.9
Asked for information by mail	11.7	11.2	10.1	12.7	16.9	15.5	10.9	14.1	14.8	7.6	7.6	14.1	10.8	13.1
Physically or mentally tested at military examining station	4.1	.6	3.2	3.7	6.0	2.3	4.4	3.7	6.4	4.7	4.7	5.6	5.8	6.5

Base: All Respondents

Source: Question 8c

TABLE 2.7 OTHER ACTIVITIES CONCERNING ENLISTMENT

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. / N.C. %	S.C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des-Mns. %	Wis. %	N.M. / Col. %	Wash. Oreg. %	K.C. / Okla. %
Percent Answering "Yes"	38.2	35.7	32.2	32.8	40.6	40.9	31.3	47.4	33.5	35.6	36.1	32.0	41.3	41.2
Talked with friends in or out of service	10.8	10.2	15.7	8.8	7.9	13.5	10.3	11.0	9.1	13.6	11.4	12.1	11.6	8.1
Talked with teacher or guidance counselor	15.5	17.8	12.7	10.4	17.9	18.2	12.8	21.9	15.8	15.5	11.9	11.5	13.7	18.1
Talked with one or both parents	33.0	36.5	34.5	34.0	30.1	34.7	24.1	38.9	35.1	29.8	26.3	34.7	39.3	28.8
Taken aptitude test in high school given by armed services	16.4	9.5	16.1	14.8	17.2	26.2	19.4	16.4	21.1	11.0	17.4	15.8	19.2	19.6
Made toll-free call to get information	2.1	4.4	1.3	1.8	0.7	1.8	1.9	1.5	2.3	2.7	1.1	0.7	1.1	1.3
Asked for information by mail	11.7	16.1	11.7	9.4	8.3	15.4	9.2	15.3	11.0	9.7	9.9	12.5	9.9	10.8
Physically or mentally tested at military examining station	4.1	6.2	3.3	2.5	1.8	3.7	2.5	6.1	4.3	1.2	3.4	5.3	7.7	4.1

Base: All Respondents

Source: Question 8c

2.6 Perceived Difficulty of Obtaining a Full Time Job

Labor market factors can be expected to have an effect on enlistment. Unemployment rates typically vary from region-to-region and for men of different ages, and people's impressions of the job market may have a greater role in career choice than the actual labor situation. In the survey respondents regularly have been asked how difficult they felt it was to get a full time job.

Table 2.8 summarizes young men's perceptions of the market for full time jobs. Nationwide, 29.2% of the sample felt that for a person their age getting a full time job in their area was very difficult or almost impossible, and 68.2% felt that it was somewhat difficult, or not difficult at all. These figures are significantly different from Fall 1977 figures. That is, respondents in Fall 1978 are more optimistic about their chances for employment. Several tracking areas depart in one direction or the other from the national averages. Respondents in New York City and Pittsburgh are especially pessimistic about the employment market. Just the opposite is true of young men in Texas, South Carolina/Georgia, Des Moines, Wisconsin, and Kansas City/Oklahoma.

TABLE 2.8 PERCEIVED DIFFICULTY OF OBTAINING FULL TIME JOB

Circled and boxed entries are those where total U. S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

	NYC	Alb./ Buf.	Hrsbk.	Wash. D.C.	Fla.	Al./ Ms./ Tn.	Oh.	Mi./ In.	Chi.	Mn./ Nb./ ND/ SD	Tex.	So. Cal.	No. Cal.
Total U.S.	%	%	%	%	%	%	%	%	%	%	%	%	%
Almost impossible/ very difficult	45.5	28.2	35.1	32.1	35.3	33.0	29.9	28.0	29.7	23.3	17.7	32.9	28.3
Somewhat difficult/ not difficult at all	47.9	65.6	63.2	64.1	60.6	64.2	69.4	68.6	68.2	73.6	78.5	66.1	70.4
Don't know/no answer	6.5	6.2	1.7	3.8	4.1	2.8	.8	3.3	2.1	3.2	3.9	1.0	1.4

Base: All Respondents

Source: Question 31

TABLE 2.8 PERCEIVED DIFFICULTY OF OBTAINING FULL TIME JOB

Circled and boxed entries are those where total U.S. falls beyond the range of two Standard Errors of the Tracking Area Estimate

Total U.S. %	Phil. %	Bstn. %	Pit. %	Rich. / N.C. %	S. C. / Ga. %	New Orln. %	Ark. %	Ky. %	Des-Mrs. %	Wis. %	N.M. / Col. %	Wash. Oreg. %	K.C. / Okla. %
29.2	35.6	34.9	44.0	29.6	22.2	24.1	28.5	33.8	23.3	21.3	26.3	29.0	10.9
68.2	59.2	63.1	53.7	70.0	75.9	74.2	70.0	66.2	73.8	75.1	73.1	69.7	86.5
2.6	5.1	2.0	2.3	.4	1.9	1.6	1.5	-	2.9	3.6	.7	1.2	2.7

Almost impossible/  
very difficult

Somewhat difficult/  
not difficult at all

Don't know/no answer

Base: All Respondents

Source: Question 31

SECTION III

ANALYSIS OF TARGET MARKETS

SECTION III

Analysis of Target Markets

For the convenience of the reader, the background for the analyses discussed in this section is reprinted below from previous reports.

Through the use of the propensity measure, we are in effect segmenting the pool of "military available" young men into those men who are likely to be more receptive to the military's recruiting efforts and those who will not. It is important to have an understanding of what is related to one man's willingness to consider the military as a career option and another man's willingness to exclude the service from his career options. Such an understanding should help the services to maximize the effectiveness of their recruiting.

The present section first examines the relationship between propensity and a number of demographic, attitudinal, and behavioral factors. The intent of this analysis is to identify those factors that discriminate between positive and negative propensity groups and it is undertaken for propensity for military service in general as well as for the individual services.

The following variables are included in this analysis:

Demographic Variables

- . Age (Qu. 3a)
- . Employment Status (Qu. 3f, 3g, 3h)
- . Race (Qu. 23)
- . Educational Status (Qu. 3b, 3c, 3d, 3e)
- . Education of Father (Qu. 18)
- . Quality Index (See Section I)

Importance of Job Attributes (Qu. 6a)

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

Information Sources Actions Taken

- . Persons Spoken To/Actions Taken (Qu. 8c)
- . Recruiter Contact (Qu. 8a, 9a, 9b, 9c, 9d, 9e, 9f, 9h)

Influencers (Qu. 11a, 11b, 11c, 12)

Advertising Recall (Qu. 7a, 7b, 7c, 7d, 7e)

Following this analysis of the positive and negative propensity groups, this section examines the demographic, attitudinal and behavioral characteristics of young men who have graduated from high school and are not currently attending school.

### 3.1 Probability of Serving

The criterion measure in this study is propensity -- the stated likelihood of enlisting. As discussed in Section I, propensity is measured on a four-point scale of likelihood. An analysis of the distribution of responses within the measure provides some insight into the strength of respondents' enlistment intentions. Table 3.1 presents the propensity measure broken down into each of its response alternatives.

Reference to Table 3.1 leads to several conclusions:

1. Across all four services, approximately 89% of the positive propensity responses fall into the category of probably enter military service. Hence, among the great majority of positive propensity respondents the intention to enlist is at best tentative.
2. Negative enlistment intentions, however, are less tentative. The largest single category consists of respondents who said that they will definitely not enlist.
3. As in previous waves, there is a substantial group of young men (approximately 45% to 50%) who consider themselves as either probably likely or probably not likely to enlist. The fact that these young men are neither strongly for or against serving in the military may make them a prime recruiting target.

TABLE 3.1

## DISTRIBUTION OF RESPONSES FOR MEASURE OF PROPENSITY

<u>Response</u>	<u>Air Force</u> <u>%</u>	<u>Navy</u> <u>%</u>	<u>Army</u> <u>%</u>	<u>Marine Corps</u> <u>%</u>
Definitely	1.8	1.6	1.3	.8
Probably	13.8	12.8	10.5	9.3
Probably Not	36.6	36.0	35.4	34.2
Definitely Not	45.3	47.3	50.8	53.6
Don't know/Not sure	2.5	2.2	2.0	2.2
Base	(5199)	(5199)	(5199)	(5199)

Source: Question 5a

### 3.2 Demographic Variables

In each wave of this study, the positive and negative propensity groups have differed markedly with respect to their demographics. Table 3.2 profiles the positive and negative propensity groups in terms of 12 demographic variables. The two groups differ significantly on each variable. These differences have been consistent across all seven waves of the study.

The two propensity groups differ as follows:

1. Positive propensity youths are younger.
2. Twice as many positive propensity youths are unemployed and looking for work.
3. Blacks and other non-White youths make up a greater proportion of the positive propensity group than they do of the negative propensity group.
4. High school students comprise a greater proportion of the positive propensity group than of the negative propensity group. College students and high school graduates who are not currently in school, however, are more likely to be in the negative propensity group.
5. Using father's education as an index of socio-economic status, it appears that positive propensity youths come

TABLE 3.2

ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY  
DEMOGRAPHIC PROFILE<sup>+</sup>

<u>Variable</u>	<u>Positive Propensity</u>	<u>Negative Propensity</u>
Average age*	17.80	18.56
Not employed/looking for work	28.1%	14.6%
Blacks	17.4%	5.7%
Other non-white	6.8%	3.7%
Students	59.9%	53.3%
10th grade	16.4%	5.8%
11th grade	38.1%	26.2%
1-2 years of college	9.3%	29.7%
High school graduate, not in school	60.7%	30.6%
Education of father*	2.62	3.31
Quality index*	5.76	6.52
A's and B's in high school	20.9%	30.7%
Base	(1466)	(3661)

\* Mean scale values shown.

+ The two propensity groups differ significantly on all variables.

from lower socio-economic backgrounds. Father's education is explained below.\*

6. Positive propensity youths have weaker academic backgrounds as indicated by the quality index and their reported high school grades.

---

\* Education of father was measured on an eight point scale:

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

Table 3.3 profiles the demographics of the positive propensity groups for each of the four active duty services and the Reserve Components. Only the positive propensity profiles are shown since the negative propensity profiles are comparable to the overall negative propensity group shown in Table 3.2.

The following conclusions can be drawn based on a statistical analysis of the positive propensity data for each service versus the data for its respective negative propensity group:

1. The positive propensity group for each of the services differs significantly from its corresponding negative propensity group on virtually all demographic variables. The two variables that are exceptions are the proportion of students in general and the proportion who are in the 11th grade.
2. The differences between the two propensity groups within each service parallel the differences between overall positive and negative propensity groups described in Table 3.2.
3. The positive propensity profiles of each service are comparable. As in previous waves, therefore, it appears that the services are attracting youths with fairly similar demographic profiles.

TABLE 3.3

DEMOGRAPHIC PROFILES OF  
POSITIVE PROPENSITY GROUPS<sup>+</sup>

## INDIVIDUAL SERVICES

	<u>Air Force</u>	<u>Army</u>	<u>Marines</u>	<u>Navy</u>	<u>National Guard</u>	<u>Reserves</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Average Age*	17.85	17.78	17.81	17.91	18.21	18.11
Not employed/ looking for work	28.9	29.1	30.6	27.4	24.0	25.0
Blacks	18.2	22.5	20.6	18.4	18.2	16.3
Other non-white	6.9	8.3	9.3	5.9	5.6	6.5
Students	57.9 <sup>1</sup>	58.1 <sup>1</sup>	60.9	58.9	52.5	57.6 <sup>1</sup>
10th grade	16.3	19.2	20.0	16.0	14.7	13.4
11th grade	37.7	39.9	34.0	36.9	33.9 <sup>1</sup>	33.9
1-2 years of college	9.0	5.5	6.3	10.4	13.1	14.6
High school graduate	63.2	51.4	60.3	64.9	68.1	68.8
Education of father*	2.73	2.32	2.48	2.60	2.60	2.82
Quality index*	5.90	5.45	5.61	5.77	5.79	6.07
A's and B's in high school	21.8	16.8	19.4	20.6	20.4	24.4
Base	(802)	(609)	(519)	(745)	(862)	(893)

\* Mean scale values shown.

+ The positive propensity group for each service differs significantly from its corresponding negative propensity group on virtually all variables, except where noted.

<sup>1</sup> Not statistically significant.

3.3 Importance of Job Attributes

In each wave of the study, respondents are asked to indicate how important they consider certain job attributes to be if they were considering joining the service. The relative importance of these job attributes as perceived by all respondents was discussed in Section I. In the past, positive and negative propensity respondents have differed with respect to the importances they attached to all of these attributes. In the Fall 1978 wave, the two groups differ on 11 of 13 attributes.

Table 3.4 compares the two propensity groups on these job attribute importances. Relative to negative propensity youth, positive propensity men rated all of the attributes as more important. The two groups differ the greatest on the issues of pride ("is a career you can be proud of") and patriotism ("doing something for your country").

Like negative propensity respondents, positive propensity youths considered certain long-term economic benefits (e.g., "opportunity to better your life", "good benefits for you and your family", etc.) as more important than such things as travel, friendships, and leadership training.

Just as the individual services do not appear to differ with respect to the demographic profiles of their respective propensity groups, it also appears that all of the services draw upon young men with similar job attribute values. That is, a statistical analysis of the data reveals that differences between positive and negative propensity groups tend to be general and not service specific.

TABLE 3.4

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

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Difference</u>
Gives opportunity to better your life	3.29	3.08	+ .21
Provides good benefits for you/family	3.28	3.13	+ .15
Teaches you a valuable trade or skill	3.26	3.06	+ .20
Gives you the job you want	3.22	3.13	+ .09
Is a career you can be proud of	3.20	2.86	+ .34
Employer treats you well	3.14	3.13	+ .01**
Doing something for your country	3.13	2.79	+ .34
Gives you a challenging job	3.03	2.87	+ .16
Pays well to start	2.98	2.93	+ .05**
Helps you get a college education	2.90	2.77	+ .13
Trains you for leadership	2.90	2.64	+ .26
Has other men would like to work with	2.70	2.53	+ .17
Allows you to see many countries	2.54	2.22	+ .32
Base	(1466)	(3661)	

Source: Question 6a

\* Scale Value:

- 4 = Extremely important
- 3 = Very important
- 2 = Fairly important
- 1 = Not important at all

Therefore, larger values indicate greater perceived importance. The two propensity groups differ significantly on all job attributes except where indicated.

\*\* Not statistically significant.

In addition to rating the relative importance of each job attribute, respondents are asked to indicate ("yes" or "no") whether they believe that each attribute can be realized in the service.

For an attribute to be an enlistment motivation, individuals must perceive it to be both relatively important and attainable in the military. Figure 3.1 illustrates this comparison for positive propensity respondents in the form of a two-by-two matrix. Specifically, the 13 job attributes are categorized into four groupings. Each category represents a combination of perceived attainability and perceived importance, done by rank ordering each attribute on both perceptual dimensions. A similar analysis was done for negative propensity youths and is illustrated in Figure 3.2.

FIGURE 3.1

POSITIVE PROPENSITY RESPONDENTS

	Relatively Easy to Attain*	Relatively Hard to Attain *
Relatively Important	Teaches valuable trade Opportunity to better life Career you can be proud of Doing something for country	Good benefits for you and your family Job you want
Relatively Less Important	Trains for leadership Opportunity for travel	Helps you get a college education Pays well to start Challenging job Employer treats you well Men you would like to work with

\* Based on a rank ordering of percentages of respondents who feel the attribute can be achieved in the military (Qu.6b).

Positive propensity youths considered four attributes to be both relatively important and attainable in the military. At the same time, two important attributes -- "good benefits for you and your family" and "job you want" -- were perceived to be relatively hard to attain in the military.

Negative propensity youths considered "teaches you a valuable trade or skill" and "opportunity to better your life" to be important and attainable in the military.

FIGURE 3.2

NEGATIVE PROPENSITY RESPONDENTS

	Relatively Easy to Attain*	Relatively Hard to Attain*
Relatively Important	Teaches valuable trade Opportunity to better life	Good benefits for you and your family Job you want Pays well to start Employer treats you well
Relatively Less Important	Trains for leadership Opportunity for travel Career you can be proud of Doing something for country	Helps you get a college education Challenging job Men you would like to work with

\* Based on a rank ordering of percentages of respondents who feel the attribute can be achieved in the military (Qu. 6b).

While both propensity groups agree on the relative attainability of each attribute, they differ with respect to the perceived importance attached to four attributes. Both groups perceived "career you can be proud of" and "doing something for country" as relatively easy to attain in the military. However, only positive propensity youths considered these attributes to be important. Moreover, both groups considered "pays well to start" and "employer treats you well" as relatively hard to attain in the military. Only negative propensity respondents perceived these attributes to be important.

It should be noted that both positive and negative propensity respondents consider "provides good benefits for you and your family" and "gives you the job you want" to be important and hard to obtain in the military. These job attributes represent recruiting and advertising opportunities and, therefore, have important implications for recruiting and advertising message design. As discussed in Section IV, respondents tend to recall advertising messages about valued job attributes (e.g., "job you want," "benefits") less often than messages about less valued job attributes.

The patterns of job attribute evaluations among both propensity groups have remained fairly constant across time.

3.4 Achievability of Life Goals

Presumably the decision whether or not to enlist in the military is based, in part, on the individual's perceptions with respect to where certain key life goals can be more readily achieved -- military or civilian life. A key question in each wave of the study is life goal perceptions. In the Fall 1978 wave, respondents were asked to rate 13 life goals in terms of whether they could be more readily achieved in military or civilian life. A five-point scale was used. An average rating less than 3.00 indicates that the goal is perceived to be more achievable in the military; a rating above 3.00 indicates that the goal is perceived to be more achievable in a civilian career.

Table 3.5 summarizes the life goal perception data. Relative to the negative propensity group, positive propensity respondents considered the military as better enabling the achievement of all 13 life goals, especially "developing your potential," "learning as much as you can," "adventure and excitement," and "doing challenging work." The absolute levels of the perception data indicate that positive propensity individuals did not view the military as a means to "enjoy your job," "making a lot of money," "being able to make your own decisions on the job," and "personal freedom." At the same time, negative propensity men viewed two life goals -- "adventure and excitement" and "job security" -- as more attainable in the military.

An analysis of these perception data by positive and negative propensity groups within each service indicates that the differences between propensity groups are general and not service specific.

TABLE 3.5

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

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Difference</u>
Adventure and excitement	2.07	2.64	-.57
Job security	2.37	2.76	-.39
Doing challenging work	2.54	3.11	-.57
Learning as much as you can	2.59	3.19	-.60
Developing your potential	2.63	3.30	-.67
Recognition and status	2.65	3.14	-.49
Helping other people	2.66	3.09	-.43
Working for a better society	2.70	3.15	-.45
Having respect of friends	2.81	3.27	-.46
Enjoy your job	3.28	3.81	-.53
Making a lot of money	3.46	4.10	-.64
Being able to make own decisions on the job	3.55	4.01	-.46
Personal freedom	3.88	4.37	-.49
Base	(1466)	(3661)	

Source: Question 10

\* Scale Value:

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

Therefore, a smaller value indicates relatively greater military likelihood. The two propensity groups differ significantly on all goals.

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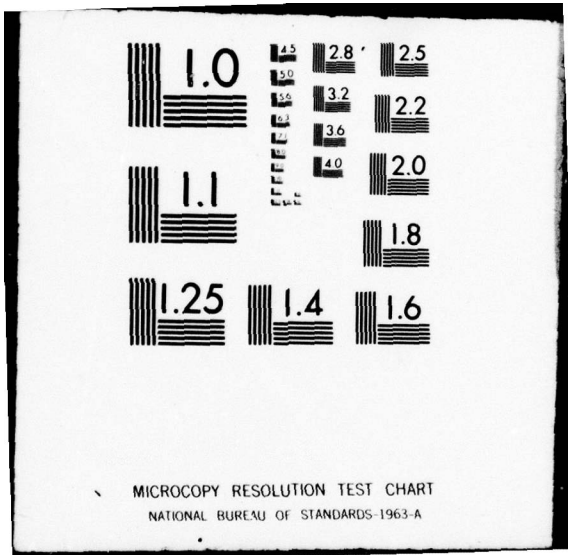
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3.5 Information Sources, Actions Taken, Recruiter Contact, Influencers

Propensity to serve in the military may be understood, in part, by considering a number of information-oriented activities. Some of these activities may be self-initiated (e.g., talking with influential persons, asking for information by mail, etc.). In other cases, the individual may be a passive recipient of information (e.g., advertising, etc.). Table 3.6 compares the positive and negative propensity groups in terms of a series of information-oriented activities. Throughout each wave of this study, the two propensity groups have differed significantly on most of these measures. The Fall 1978 wave is no exception.

Compared to their negative propensity counterparts, the positive propensity group is more likely to have talked about enlisting with their parents, friends who have served in the military, teachers and counselors, and wives and girlfriends.

Positive propensity men also are more likely than others to have asked for information about the services by mail, made toll-free telephone calls to the services, and be physically and mentally tested by the services. The two groups, however, do not differ with respect to taking the Armed Services aptitude test in high school.

More than twice as many positive propensity men perceived their parents to be in favor of their enlisting. More fathers than mothers in both propensity groups were perceived to support their idea of serving in the military. It is usually the respondent in either propensity group who initiates the discussion about military service.

Significantly more positive propensity men reported having had contact with service recruiters at some time in the past. Reported recruiter contact within the past six months is significantly higher among positive propensity men. Among respondents who reported having recruiter contact, approximately one-third to one-half of positive propensity respondents indicated that the contact was self-initiated. The comparable figures among negative propensity youths are significantly lower. The great majority of respondents in both propensity groups considered the information provided by recruiters to be adequate. However, a considerably greater proportion of positive propensity men indicated that they felt more favorable about joining a particular service after talking to a recruiter. This may have been due, in part, to the fact that more positive propensity men initiated the contact with the recruiter.

In the Fall 1978 wave, respondents were asked to name the people and/or events that motivated them to talk to service recruiters. Of particular interest is the degree to which service advertising was named as the motivating factor for self-initiated recruiter contact. As Table 3.6 shows, only 3% to 8% of the respondents named advertising. Influential others (e.g., parents, friends, etc.) were named most often. The two propensity groups do not differ with respect to this issue.

Positive and negative propensity youths do not differ with respect to recalling advertising for the military in general and advertising for each of the services in particular.

TABLE 3.6

## ANALYSIS OF PROPENSITY TO SERVE IN THE MILITARY

(Information sources, action taken, recruiter contact, advertising recall)

	<u>Positive Propensity</u> %	<u>Negative Propensity</u> %	<u>Statistically Significant</u>
<u>Information Sources (Qu. 8c)</u>			
Talked with one or both parents	52.8	25.1	yes
Talked with friends already in the service or who have been in the service	53.2	32.2	yes
Talked with teacher or guidance counselor	19.1	7.4	yes
Talked with wife or girlfriend	25.2	11.6	yes
<u>Actions Taken (Qu. 8c)</u>			
Asked for information by mail	20.3	8.3	yes
Made toll-free call to get information	3.5	1.5	yes
Physically or mentally tested at a military examining station	6.6	3.2	yes
Taken aptitude test in high school given by Armed Services	17.9	15.7	no
<u>Influential Sources in Favor of Enlistment (Qu. 11a)</u>			
Father	44.5	21.5	yes
Mother	33.7	14.0	yes
<u>Initiator of Parental Discussion (Qu. 12)*</u>			
Respondent	73.4	66.9	yes
Parents	22.8	24.1	no
Both Respondent & Parents	3.9	9.0	yes
Base	(1466)	(3661)	

\* Base equals respondents who have discussed enlistment with parents.

TABLE 3.6

(continued)

	<u>Positive Propensity</u> %	<u>Negative Propensity</u> %	<u>Statistically Significant</u>
<u>Recruiter Contact: Ever (Qu. 9a)</u>	57.4	50.6	yes
<u>Recruiter Contact: Past 5-6 Months (Qu. 8a)</u>	34.5	24.6	yes
<u>Recruiter Contact Initiated by Respondent (Qu. 9d)**</u>			
Air Force	55.2	32.3	yes
Army	44.0	22.7	yes
Marine Corps	42.7	21.7	yes
Navy	44.4	24.3	yes
<u>Recruiter Information Considered Adequate (Qu. 9e)**</u>			
Air Force	82.4	79.4	no
Army	78.7	78.2	no
Marine Corps	82.5	79.8	no
Navy	78.8	79.1	no
<u>Felt More Favorable About Joining After Talking to (service) Recruiter (Qu. 9f)**</u>			
Air Force	49.3	25.7	yes
Army	32.7	18.7	yes
Marine Corps	37.6	16.7	yes
Navy	38.7	23.7	yes

\*\* Base equals respondents having contact with specific service.

TABLE 3.6  
(continued)

	<u>Positive Propensity</u> %	<u>Negative Propensity</u> %	<u>Statistically Significant</u>
<u>Self-Initiated Recruiter Contact</u>			
<u>Motivated by Advertising (Qu. 9h)*</u>			
Air Force	3.0	3.7	no
Army	8.0	3.4	no
Marine Corps	7.2	.8	no
Navy	4.5	6.4	no
<u>Self-Initiated Recruiter Contact</u>			
<u>Motivated by Influential Others (Qu. 9h)*</u>			
Air Force	40.9	41.3	no
Army	45.4	38.5	no
Marine Corps	47.5	49.2	no
Navy	39.4	40.9	no
<u>Advertising Recall: % Recall</u>			
<u>Seeing/Hearing (Qus. 7a, 7d)**</u>			
Air Force	61.5	59.8	no
Army	69.5	71.0	no
Marine Corps	66.8	64.2	no
Navy	64.3	63.8	no
All Services (Net)	82.4	80.7	no

\* Base equals respondents having contact with specific service.

\*\* Base equals respondents asked question for specific service.

3.6 Relationship Between Propensity and Recruiter Contact

Table 3.7 relates propensity for each service to contact with a recruiter from that service. The proportion of respondents expressing a positive attitude toward a particular service and who also reported that they had contact with a recruiter from that service ranges from 21% to 36%. The comparable figures among negative propensity individuals are significantly lower in all cases. The fact that positive propensity youths report significantly higher levels of recruiter contact calls into question the causal relationship between propensity and recruiter contact. Whether recruiter contact produces the propensity attitude or just the opposite is true is not clear. Presumably the causal direction of this attitude-behavior relationship operates in both directions among the total sample of respondents for this study.

TABLE 3.7

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

	<u>Propensity for Individual Service</u>		
	<u>Positive</u>	<u>Negative</u>	<u>Difference</u>
	<u>%</u>	<u>%</u>	<u>%</u>
Air Force	21.4	12.9	8.5
Army	35.8	22.5	13.3
Marine Corps	20.8	12.9	7.9
Navy	21.9	14.2	7.7

\* Bases are the appropriate positive and negative propensity groups for each service.

Source: Question 9b

### 3.7 Enlistment Decision Process

It appears that the four active duty services are drawing from a common pool of military available males, rather than from distinct segments. Table 3.8 shows that positive propensity individuals, on the average, felt positive about more than two services. For example, almost one-half (47.9%) of the young men who expressed positive propensity for the Air Force also expressed positive propensity for the Navy. In total, 53% of positive propensity youths express positive propensity for two or more military services.

The conclusion drawn from Table 3.8 is consistent with the within-and-across service analysis of demographic variables, life goal perceptions, and job attribute perceptions discussed earlier. In earlier reports, it was reasoned that the enlistment decision involves a two-step process. First the individual decides upon the military and then chooses among the different services. This is comparable to the classic marketing paradigm where the consumer chooses to buy the product and then chooses among alternative brands. The Fall 1978 data presented in Table 3.8 suggest that this hypothesis remains valid.

TABLE 3.8

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

	<u>Air Force</u>	<u>Army</u>	<u>Marine Corps</u>	<u>Navy</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>Also Show Positive Propensity for These Services:</u>				
Air Force	100.0	47.1	50.1	51.9
Army	35.8	100.0	49.5	37.0
Marine Corps	32.2	41.9	100.0	36.8
Navy	47.9	45.1	52.8	100.0
 <u>Average Number of Active Duty Services</u>				
	2.16	2.34	2.52	2.26
 Base	(802)	(609)	(519)	(745)

Source: Question 5a

3.8 High School Graduates Not in School

The services are particularly interested in attracting high school graduates who have elected not to pursue a college or vocational education. Their attractiveness is at least two-fold. First, they tend to be more able mentally and more mature than high school dropouts. Secondly, they are likely to be responsive to the job-oriented training that the services offer; vocational training that they otherwise may not be able to acquire.

In the Fall 1978 wave, 33.6% of the sample are individuals who have graduated high school and are not currently in school. Tables 3.9 and 3.10 examine this group in terms of their demographics, attitudes, and behavior vis-a-vis the total sample. The following conclusions can be drawn about this group:

1. Demographically, the group of high school graduates who are not in school are below the U.S. averages for 16-to-21 year-old males with respect to these characteristics: not employed and looking for work, father's education, and reported high school grades. On the other hand, they do not differ with the total national population of 16-to-21-year-old males with respect to race and mental abilities as measured by the quality index.
2. This target market is below the U.S. averages with respect to propensity to join the military.

TABLE 3.9

## DEMOGRAPHIC PROFILE OF HIGH SCHOOL GRADUATES NOT IN SCHOOL

<u>Variable</u>	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistically Significant<sup>+</sup></u>
	<u>%</u>	<u>%</u>	
Not employed/looking for work	8.9	18.4	yes - Lower
Blacks	8.6	9.1	no
Other non-white	3.8	4.6	no
Quality Index*	6.27	6.30	no
Education of father*	2.80	3.11	yes - Lower
A's and B's in high school	22.0	27.9	yes - Lower
Base	(1746)	(5199)	

\* Mean scale values shown.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.10

ATTITUDINAL/BEHAVIORAL PROFILE OF  
HIGH SCHOOL GRADUATES NOT IN SCHOOL

(Propensity to serve in the military, information sources, action taken,  
recruiter contact, advertising recall, life goal and job attribute perceptions)

<u>Positive Propensity (Qu. 5a)</u>	<u>High School Graduates</u> %	<u>Total Sample</u> %	<u>Statistically Significant</u> <sup>+</sup>
Air Force	12.3	15.6	yes - Lower
Army	7.5	11.8	yes - Lower
Marine Corps	7.0	10.0	yes - Lower
Navy	11.4	14.4	yes - Lower
 <u>Information Sources (Qu. 8c)</u>			
Talked with one or both parents	28.2	33.0	yes - Lower
Talked with friends already in the service or who have been in the service	38.9	38.2	no
Talked with teacher or guidance counselor	7.4	10.8	yes - Lower
Talked with wife or girlfriend	16.4	15.5	no
 <u>Actions Taken (Qu. 8c)</u>			
Asked for information by mail	9.0	11.7	yes - Lower
Made toll-free call to get information	2.1	2.1	no
Physically or mentally tested at a military examining station	4.9	4.1	no
Taken aptitude test in high school given by Armed Services	19.3	16.4	yes - Higher
Base	(1746)	(5199)	

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.10

(continued)

	<u>High School Graduates</u> %	<u>Total Sample</u> %	<u>Statistically Significant</u> <sup>+</sup>
<u>Recruiter Contact: Ever (Qu. 9a)</u>	61.3	52.3	yes - Higher
<u>Recruiter Contact: Past 5-6 Months (Qu. 8a)</u>	25.9	27.3	no
<u>Recruiter Contact Initiated By Respondent (Qu. 9d)*</u>			
Air Force	37.0	39.4	no
Army	24.2	29.0	yes - Lower
Marine Corps	23.2	28.4	yes - Lower
Navy	26.8	30.3	no
<u>Recruiter Information Considered Adequate (Qu. 9e)*</u>			
Air Force	78.8	80.6	no
Army	83.9	78.9	yes - Higher
Marine Corps	82.1	81.2	no
Navy	80.6	79.3	no
<u>Felt More Favorable About Joining After Talking To (Service) Recruiter (Qu. 9f)*</u>			
Air Force	28.3	33.1	no
Army	20.0	22.8	no
Marine Corps	21.3	23.1	no
Navy	21.5	28.4	yes - Lower

\* Base equals respondents having contact with specific service.

+ Statistical significance based on total U. S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U. S. estimate.

TABLE 3.10  
(continued)

	<u>High School Graduates</u> %	<u>Total Sample</u> %	<u>Statistically Significant</u> †
<u>Influential Sources in Favor of Enlistment (Qu. 11a)</u>			
Father	26.1	28.1	no
Mother	18.0	19.7	no
<u>Initiator of Parental Discussion (Qu. 12)**</u>			
Respondent	68.2	69.6	no
Parents	23.3	23.6	no
Both Respondent & Parents	8.5	6.9	no

\*\* Base equals respondents who have discussed enlistment with parents.

† Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. estimate.

TABLE 3.10  
(continued)

	<u>High School Graduates</u> %	<u>Total Sample</u> %	<u>Statistically Significant</u> †
<u>Self-Initiated Recruiter Contact</u>			
<u>Motivated By Advertising (Qu. 9h)*</u>			
Air Force	3.3	3.4	no
Army	3.7	5.4	no
Marine Corps	7.7	3.8	no
Navy	3.8	5.6	no
<u>Self-Initiated Recruiter Contact Motivated</u>			
<u>By Influential Others (Qu. 9h)*</u>			
Air Force	43.3	41.3	no
Army	38.2	41.2	no
Marine Corps	38.8	48.4	no
Navy	35.0	40.2	no
<u>Advertising Recall: % Recall</u>			
<u>Seeing/Hearing (Qus. 7a, 7d)**</u>			
Air Force	56.9	60.3	no
Army	67.2	70.4	no
Marine Corps	62.6	65.1	no
Navy	63.0	63.9	no
All Services (Net)	79.6	81.1	no

\* Base equals respondents having contact with specific service.

\*\* Base equals respondents asked question for specific service.

+ Statistical significance based on total U. S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U. S. estimate.

TABLE 3.10  
(continued)

	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistically Significant†</u>
<u>Life Goal Achievement</u>			
<u>Civilian Advantage Over Military</u>			
<u>(Qu. 10) Average Rankings*</u>			
Adventure and excitement	2.53	2.48	no
Job security	2.75	2.65	yes - Higher
Helping other people	3.02	2.96	yes - Higher
Doing challenging work	3.06	2.94	yes - Higher
Recognition and status	3.06	3.00	yes - Higher
Learning as much as you can	3.08	3.01	yes - Higher
Working for a better society	3.08	3.02	yes - Higher
Developing your potential	3.20	3.11	yes - Higher
Having the respect of friends	3.24	3.14	yes - Higher
Enjoy your job	3.75	3.65	yes - Higher
Being able to make own decisions on the job	3.91	3.87	no
Making a lot of money	3.99	3.92	yes - Higher
Personal freedom	4.32	4.23	yes - Higher
Base	(1746)	(5199)	

\* Scale Value:

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

Therefore, a smaller value favors the military.

† Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 3.10  
(continued)

<u>Relative Importance of Job Attributes (Qu. 6a - Average Rankings)*</u>	<u>High School Graduates</u>	<u>Total Sample</u>	<u>Statistically Significant†</u>
Provides good benefits for you/family	3.22	3.18	no
Employer treats you well	3.19	3.13	yes - Higher
Gives you the job you want	3.16	3.16	no
Teaches you a valuable trade or skill	3.12	3.12	no
Gives opportunity to better your life	3.10	3.14	no
Pays well to start	3.00	2.94	yes - Higher
Is a career you can be proud of	2.92	2.96	no
Gives you a challenging job	2.90	2.91	no
Doing something for your country	2.84	2.89	yes - Lower
Trains you for leadership	2.71	2.72	no
Helps you get a college education	2.67	2.81	yes - Lower
Has other men would like to work with	2.56	2.58	no
Allows you to see many countries	2.28	2.32	no
Base	(1746)	(5199)	

\* Scale Values:

- 4 = Extremely important
- 3 = Very important
- 2 = Fairly important
- 1 = Not important at all

Therefore, larger values indicate greater perceived importance.

- † Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

3. Consistent with their below average levels of propensity is the fact that high school graduates who are not in school are below average with respect to talking to their parents and school personnel about enlistment and asking for recruiting information by mail. They are above the U.S. average, however, with respect to having taken the Armed Services aptitude test in high school. As discussed in Section I, the incidence of taking this test is down significantly for the total sample.
  
4. With respect to reported recruiter contact, the high school graduate group is above the U.S. average. This may reflect the interest service recruiters have in these individuals. With respect to the reported recruiter contact during the past six months, however, this group is on par with the U.S. average. High school graduates do differ from others, however, with respect to reported self-initiated recruiter contact with the Army and Marine Corps. In both cases, these youths are below U.S. averages.
  
5. High school graduates who are not in school are on par with the U.S. averages with respect to the perceived adequacy of information provided by Air Force, Marine Corps and Navy recruiters, but above average with respect

to the Army. This group is no more likely than others to feel more favorable about enlisting after talking to recruiters. The Navy is the one exception. High school graduates are below average with respect to feeling more favorable about joining the Navy after talking to Navy recruiters.

6. High school graduates do not differ from others with respect to what they perceived to be the attitudes of their parents about enlisting and with respect to who initiated parental discussion.
7. High school graduates are on par with U.S. averages with respect to sources motivating self-initiated recruiter contact.
8. This target market is as likely as others to have recalled service advertising.
9. High school graduates who are not in school differ from the U.S. averages with respect to all but two life goal perceptions. Specifically, they view civilian life as better enabling the achievement of virtually all of the life goals addressed in this study. They are on par with U.S. averages, however, with respect to "adventure and excitement" and "being able to make own decisions on the job."
10. High school graduates attached above average importance

to these job attributes: "pays well to start" and "employer treats you well" and below average importance to "helps you get a college education" and "doing something for your country."

In general, the Fall 1978 profile of high school graduates who are not in school has not changed from past waves.

This profile of the high school graduate group's demographics, attitudes and behavior vis-a-vis national averages indicates that this group is generally on par with the total population of 16 to 21 year old males. As such, the data do not reveal any recruiting or advertising opportunities that could be directed at this group for the purpose of enhancing their accession levels.

SECTION IV

ADVERTISING AWARENESS

SECTION IV

Advertising Awareness

Advertising has been an integral part of the efforts aimed at accomplishing accessions to the all-volunteer force. Starting in the Spring 1977 wave, questions were added to the survey to assess respondents' recall of individual service advertising and, therefore, provide one type of information to the Services on the relative effectiveness of their campaigns toward developing awareness. The Fall 1978 wave provides a baseline period for assessing the success of the first large scale joint service advertising campaign, to be initiated in January 1979. Specifically, a question about recall of joint service advertising was added to the survey. This question is similar to that asked about individual service advertising. A discussion of the Fall 1978 levels of advertising awareness follows.

4.1 Top-of-Mind Awareness of Specific Services

One measure of advertising is "top-of-mind" awareness, or the initial associations an individual has with a given concept. Accordingly, respondents were asked to indicate which branch of service they thought of first, when the terms "Armed Services" or "military" are mentioned.

Table 4.1 presents the results. As in the past waves, the Army was the service mentioned first most often. The Air Force, Navy, and Marine Corps followed in that order. When first, second, and all other mentions are combined, the proportion of respondents naming any one service ranges from approximately one-half (Marine Corps) to three-quarters (Army and Navy). On the average, each respondent named 2.8 services.

The relationship between "top-of-mind" awareness (first association) of each service and propensity to join that service is examined in Table 4.2. As in past waves, the two measures appear to be related. That is, people with positive propensity for a particular service tend to name that service first in response to the terms "Armed Services" and "military". The relationship appears strongest for the Army. More than one-half of the young men who expressed positive propensity for the Army first associated Army with the two terms. For the convenience of the reader the circled values in Table 4.2 highlight these associations. No statistical significance is implied by this notation.

TABLE 4.1

## BRANCH OF SERVICE NAMED IN RESPONSE TO "ARMED SERVICES"

<u>Service Mentioned</u>	Percent of Respondents Who Mentioned Specific Services			
	<u>First Mention</u>	<u>Second Mention</u>	<u>All Other Mentions</u>	<u>All Mentions Combined</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Army	37.5	21.9	15.8	75.2
Air Force	24.0	21.0	22.9	67.9
Navy	19.5	32.4	22.2	74.1
Marine Corps	13.0	15.7	25.1	53.8
Coast Guard	2.0	1.9	7.9	11.8
None	4.0	2.9	20.5	27.4

Base: All Respondents

Source: Questions 4a, 4b and 4c

TABLE 4.2  
 RELATIONSHIP OF BRANCH OF SERVICE FIRST ASSOCIATED WITH  
 "ARMED SERVICES" AND PROPENSITY\*

First Association	Air Force		Army		Marine Corps		Navy	
	Positive Propensity %	Negative Propensity %	Positive Propensity %	Negative Propensity %	Positive Propensity %	Negative Propensity %	Positive Propensity %	Negative Propensity %
Air Force	44.7	20.2	16.1	25.2	19.1	24.8	20.1	24.8
Army	26.6	39.6	52.1	35.5	26.3	38.7	26.8	39.4
Marine Corps	11.0	13.3	12.8	13.0	33.0	10.6	10.4	13.5
Navy	13.0	20.6	13.5	20.2	16.8	19.8	37.7	16.2

Base: All Respondents

Source: Question 4a

\* The magnitude of the relationship between positive propensity and "first association" is limited because (1) the positive propensity group of each service consists of individuals with positive propensity for other services and (2) respondents can give only one "first association".

4.2 Advertising Content Recall

Table 4.3 summarizes respondents' recall of advertising for the individual services and recall of the joint service advertising campaign. The data presented are based on asking respondents to recall everything they remember seeing or hearing in advertising for either a specific service or in an advertisement featuring all four services. Respondents' comments have been coded into a set of categories to facilitate interpretation and provide continuity over time. The following conclusions can be drawn from Table 4.3:

1. The overall level of advertising recall for Fall 1978 is 81.1%. This is the proportion of respondents who remember seeing or hearing some military advertising either for one or more individual services or the joint service campaign. This is a significant decrease from the Spring 1978 figure (85.5%).
2. Advertising recall for the Air Force remained unchanged from Fall to Fall. However, the percentage of young men who could not recall specific advertising content decreased significantly.

The most memorable advertising content appear to have been scenes of equipment with or without men and messages urging enlistment.

The recall of these copy points increased significantly from Fall 1977: equipment without men, want you to join/enlist, praised service and other benefits.

The recall of these copy points decreased significantly from Fall 1977: teaching/learning a trade, educational benefits, variety of jobs, and slogans.

3. Advertising recall for the Army increased significantly (+6.0% points) from Fall 1977. This was the largest year-to-year increase in advertising awareness. Moreover, the level of awareness of Army advertising is the highest of the four services. This finding is consistent with the last two waves of the study. At the same time that advertising recall increased, a larger proportion of Fall 1978 respondents were able to remember specific copy points. The most memorable copy point is messages about travel.

Significant year-to-year increases occurred with respect to these copy points: travel, men with equipment, want you to join, praised service, men in training, and fun/recreation. Recall of messages about good starting pay, however, decreased from Fall 1977.

4. Fall-to-Fall advertising awareness for the Marine Corps remained unchanged. However, a larger proportion of Fall 1978 respondents were able to recall specific advertising content.

As in previous waves, the most memorable advertising copy points are the slogans featured in Marine Corps advertising. Approximately one-in-five respondents recalled hearing or seeing such slogans as "The few, the proud, the Marines." This represents a significant Fall-to-Fall increase.

Other significant Fall-to-Fall changes in advertising content recall include these increases: praised service, men in training, travel, men with and without equipment, and men with flag; and these decreases: educational benefits and variety of jobs.

5. Advertising recall for the Navy remained unchanged from Fall 1977. However, the percentage of respondents who were able to recall specific advertising content increased significantly.

As in the past, travel and adventure messages were remembered most often. The percentage of respondents recalling content about adventure nearly doubled from year to year.

Recall of these copy points increased significantly from Fall to Fall: equipment with and without men, teaching/learning a trade, and praised service. Significant decreases in recall occurred for one copy point: educational benefits.

TABLE 4.3

## RECALL OF ADVERTISING FOR THE AIR FORCE

	<u>Fall</u> <u>'77</u> <u>%</u>	<u>Fall</u> <u>'78</u> <u>%</u>	<u>Change</u> <u>%</u>	<u>Statistically</u> <u>Significant</u>
<u>Have Seen/Heard Advertising</u>	<u>59.1</u>	<u>60.3</u>	<u>+1.2</u>	<u>no</u>
Equipment without men	3.5	9.6	+6.1	yes
Men with equipment	5.5	7.1	+1.6	no
Want you to join/enlist	4.2	6.8	+2.6	yes
Praised service	1.5	4.9	+3.4	yes
Opportunities	6.1	4.8	-1.3	no
Teaching/learning a trade	8.4	4.4	-4.0	yes
Travel/see the country/world	4.6	4.4	- .2	no
Educational benefits	5.0	3.2	-1.8	yes
Variety of jobs	5.3	2.3	-3.0	yes
Good pay/good starting pay	2.6	2.1	- .5	no
Men in uniform	1.2	1.2	-	-
Adventure	1.4	1.1	- .3	no
Men in training	1.5	.7	- .8	no
Slogans (e.g., Fly with the Air Force)	2.6	.5	-2.1	yes
Fun/recreation	.6	.4	- .2	no
Men with flag	.1	-	- .1	no
Men with guns	.1	-	- .1	no
Other benefits (e.g., health)	1.7	3.4	+1.7	yes
Other miscellaneous mentions	3.3	6.9	+3.6	yes
Don't recall content	28.8	22.9	-5.9	yes
<u>Have Not Seen/Heard Advertising</u>	<u>40.9</u>	<u>39.7</u>	<u>-1.2</u>	<u>no</u>
Base*	(1743)	( 857)		

Source: Question 7a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

TABLE 4.3

(continued)

## RECALL OF ADVERTISING FOR THE ARMY

	Fall '77 %	Fall '78 %	Change %	Statistically Significant
<u>Have Seen/Heard Advertising</u>	<u>64.4</u>	<u>70.4</u>	<u>+6.0</u>	<u>yes</u>
Travel/see the country/world	6.6	11.0	+4.4	yes
Men with equipment	3.9	8.6	+4.7	yes
Want you to join/enlist	5.4	8.0	+2.6	yes
Teaching/learning a trade	8.1	7.9	- .2	no
Praised service	1.6	7.8	+6.2	yes
Men in training	3.2	7.7	+4.5	yes
Opportunities	6.5	6.5	-	-
Educational benefits	7.4	6.0	-1.4	no
Variety of jobs	6.7	5.2	-1.5	no
Slogans (e. g. , Uncle Sam needs you)	3.9	3.0	- .9	no
Men in uniform	2.7	2.8	+ .1	no
Adventure	1.5	2.6	+1.1	no
Good pay/good starting pay	4.0	2.3	-1.7	yes
Equipment without men	.9	1.8	+ .9	no
Fun/recreation	.3	1.3	+1.0	yes
Men with guns	.1	.2	+ .1	no
Men with flag	.1	.1	-	-
Other benefits (e. g. , health)	3.3	3.8	+ .5	no
Other miscellaneous mentions	8.8	14.8	+6.0	yes
Don't recall content	26.2	16.7	-9.5	yes
<u>Have Not Seen/Heard Advertising</u>	<u>35.6</u>	<u>29.6</u>	<u>-6.0</u>	<u>yes</u>
Base*	(1960)	( 880)		

Source: Question 7a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

TABLE 4.3  
(continued)

## RECALL OF ADVERTISING FOR THE MARINE CORPS

	Fall '77 %	Fall '78 %	Change %	Statistically Significant
<u>Have Seen/Heard Advertising</u>	<u>63.0</u>	<u>65.1</u>	<u>+2.1</u>	<u>no</u>
Slogans (e. g., The few, the proud, the Marines)	16.7	19.9	+3.2	yes
Praised service	2.8	8.3	+5.5	yes
Men in training	3.7	6.0	+2.3	yes
Travel/see the country/world	3.5	5.9	+2.4	yes
Men in uniform	4.6	5.1	+ .5	no
Men with equipment	2.0	4.9	+2.9	yes
Want you to join/enlist	3.6	4.5	+ .9	no
Teaching/learning a trade	5.0	4.4	- .6	no
Opportunities	4.1	4.1	-	-
Education benefits	4.3	2.0	-2.3	yes
Variety of jobs	3.9	2.0	-1.9	yes
Adventure	.9	1.4	+ .5	no
Equipment without men	.4	1.4	+1.0	yes
Good pay/good starting pay	1.4	1.4	-	-
Fun/recreation	.6	.8	+ .2	no
Men with flag	.1	.6	+ .5	yes
Men with guns	.3	.4	+ .1	no
Other benefits (e. g., health)	1.3	2.3	+1.0	no
Other miscellaneous mentions	3.9	5.1	+1.2	no
Don't recall content	25.6	17.8	-7.8	yes
<u>Have Not Seen/Heard Advertising</u>	<u>37.0</u>	<u>34.9</u>	<u>-2.1</u>	<u>no</u>
Base*	(1597)	(1729)		

Source: Question 7a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

TABLE 4.3

(continued)

## RECALL OF ADVERTISING FOR THE NAVY

	Fall '77 %	Fall '78 %	Change %	Statistically Significant
<u>Have Seen/Heard Advertising</u>	<u>62.0</u>	<u>63.9</u>	<u>+1.9</u>	<u>no</u>
Travel/see the country/world	14.7	14.5	- .2	no
Adventure	5.8	10.0	+4.2	yes
Equipment without men	3.8	9.5	+5.7	yes
Want you to join/enlist	5.8	7.4	+1.6	no
Men with equipment	3.4	6.3	+2.9	yes
Teaching/learning a trade	3.6	5.2	+1.6	yes
Praised service	1.6	4.2	+2.6	yes
Opportunities	3.6	3.8	+ .2	no
Variety of jobs	3.8	3.3	- .5	no
Educational benefits	3.4	1.8	-1.6	yes
Fun/recreation	1.3	1.5	+ .2	no
Good pay/good starting pay	1.0	1.3	+ .3	no
Men in uniform	1.9	1.2	- .7	no
Men in training	1.4	.5	- .9	no
Slogans (e.g., Navy makes boys into men)	.4	.1	- .3	no
Men with flag	.1	-	- .1	no
Men with guns	-	-	-	-
Other benefits (e.g., health)	1.0	1.4	+ .4	no
Other miscellaneous mentions	2.9	5.4	+2.5	yes
Don't recall content	25.8	20.2	-5.6	yes
<u>Have Not Seen/Heard Advertising</u>	<u>38.0</u>	<u>36.1</u>	<u>-1.9</u>	<u>no</u>
Base*	(1596)	(1699)		

Source: Question 7a

\* The reduced bases reflect the fact that each respondent was asked the advertising question for only one or two of the four military services, or for the joint advertising.

6. Beginning in early 1979, the services will jointly sponsor an advertising campaign. All four services will be featured in the advertising content. As a baseline measure for the future evaluation of this campaign, some respondents in the Fall 1978 wave were asked the following question:

"Will you please tell me everything you remember about an advertisement that included all of the military services that you have seen or heard recently?"

Approximately one-half of the respondents asked the question thought they had seen or heard such advertising. Hence, the baseline level of advertising awareness associated with joint service advertising is relatively high (53.1%). This reflects "noise" or confusion among young men, which is to be expected given the magnitude of military advertising targeted at the enlistment market. It is unlikely that the small scale testing of joint advertising which occurred prior to Fall 1978 could have resulted in such a relatively high level of awareness.

The perceptions and attitudes of target market youths toward the military can be directly affected by what they see and hear in service

advertising. Relating advertising content recall to job attribute perceptions, therefore, provides some indication of the effectiveness of service advertising.

Irrespective of service, the following copy points...

Were Recalled Most Often

- Travel/see the country/world
- Adventure
- Equipment without men
- Men with equipment
- Slogans
- Praised service
- Want you to join/enlist

Showed Significant Year-to-Year Increases in Recall

- Equipment without men
- Men with equipment
- Want you to join/enlist
- Praised service
- Travel/see the country/world
- Men in training
- Adventure
- Fun/recreation
- Men with flag

Showed Significant Year-to-Year Decreases in Recall

- Educational benefits
- Variety of jobs
- Good pay/good starting pay

Hence, the most memorable advertising recall tends to be messages about the military per se rather than how individuals can benefit from the service.

The discussion of job attribute perceptions in Section III revealed that both propensity groups considered "good benefits for you and your family" and "job you want" to be important attributes and relatively hard to attain in the service. Negative propensity youths also value "pays well to start" and "employer treats you well" and perceive each to be hard to attain in the service. At the same time, both propensity groups attach little importance to travel. As measured by advertising recall and significant year-to-year changes in recall, it appears that there is a degree of incongruity between the most memorable service advertising content and what target market youths consider to be most important.

Respondents aware of advertising for a specific service were asked to rate the meaningfulness to them of the advertising. A four-point scale was used. Table 4.4 shows the results.

On the average, respondents rated each service's advertising as being somewhere between "somewhat meaningful" and "not very meaningful." The services do not differ on this measure nor have the data changed significantly from Fall 1977.

TABLE 4.4  
PERSONAL REACTIONS TO ADVERTISING ABOUT  
SPECIFIC ACTIVE SERVICES

<u>Service</u>	Percent Who Believe Advertising to Be <u>"Very/Somewhat" Meaningful</u>	<u>Average Rating*</u>	<u>Sample Base</u>
Air Force	46.8%	2.32	(319)
Army	46.8%	2.29	(470)
Marine Corps	42.7%	2.20	(817)
Navy	47.9%	2.31	(736)

Source: Question 7b

\* Scale Value:

- 4 = Advertising very meaningful
- 3 = Advertising somewhat meaningful
- 2 = Advertising not very meaningful
- 1 = Advertising not at all meaningful

SECTION V

ANALYSIS OF ENLISTMENT INCENTIVES

SECTION V

ANALYSIS OF ENLISTMENT INCENTIVES

## SECTION V

Analysis of Enlistment Incentives

The issue of enlistment incentives is of paramount importance. As part of their efforts to assure accession quality and quantity, the services have offered various incentives. Single incentives and combinations have been offered. In some cases, incentive packages have been made available across-the-board to anyone enlisting in the military. In other cases, more attractive packages have been offered to those individuals willing to serve in hard-to-fill skills (e.g., combat) and for extended enlistment terms. The job attribute perception data indicate that the military available male population primarily view military service as a means to improve oneself economically.

In the Fall 1978 wave of the tracking study, a set of questions was added about certain enlistment incentives in an attempt to learn more about their attractiveness to young males. Specifically, respondents were asked to consider the following in terms of their relative impact on enlistment propensity:

- . One year of full tuition for college  
or trade school for each year of active  
duty military service
- . Shorter (two-year) enlistment terms
- . Increases (\$50, \$100, \$150) in monthly  
starting pay

. Increases (\$1,000, \$2,000, \$3,000) in  
cash bonuses

Respondents considered all four incentives. However, each respondent considered only one of three levels of increases in starting pay, one of three levels of increases in cash bonuses, and one of four levels of shorter enlistment terms (i.e., Air Force, Army, Marine Corps, Navy). This was accomplished by printing multiple versions of the questionnaire and assigning respondents to each version on a random basis. Finally, the order of asking these questions was rotated across respondents to prevent any order bias.

In order to understand respondents' reactions to possible changes in length of enlistments, starting pay, and cash bonuses, it is necessary to also determine what they perceive the current levels of each to be. Hence, respondents also were asked what they believe was the shortest length of initial enlistment for each service, the current level of starting pay, and whether the services offered cash bonuses for enlisting and how much.

This section examines the results of these questions.

### 5.1 Knowledge of Length of Enlistment, Starting Pay, Cash Bonus

Table 5.1 summarizes the level of knowledge of positive and negative propensity respondents with respect to length of enlistment for each service, starting pay, and cash bonuses. The following conclusions can be drawn:

1. Respondents were asked to indicate what they believed to be the shortest length of initial enlistment for each service. On the average, one-in-five respondents could not answer the question. The proportion of positive and negative propensity respondents who knew the actual length of initial enlistment ranges from 22% to 31%. The two propensity groups differ only with respect to the Marine Corps.
2. Overall, 53.1% of the sample was able to provide an estimate of starting pay. This is greater than the Fall 1977 figure of 49.9%. The average estimate given by all respondents was \$431.71. This is fairly close to the actual figure of \$419.40. The degree of variation in the estimate is large, however. Approximately 11.3% of the total sample estimated monthly starting pay to be more than \$475, while 9.3% estimated it to be less than \$274 a month. In previous waves of the study, positive propensity respondents have tended to give lower estimates of monthly starting pay than those given by negative propensity youths. The Fall 1978 wave is no exception. The average estimate of positive propensity respondents was approximately \$30 less than the estimate given by those with negative propensity; a statistically significant difference.

3. Overall, only 28.5% of the total Fall 1978 sample believed that the services offer a cash bonus for enlisting. As Table 5.1 shows, the two propensity groups differ on this issue. That is, a significantly greater proportion of positive propensity youths knew that the services do offer a cash bonus. Approximately three-fourths of the respondents who believed that the services offer a cash bonus for enlisting were able to make an estimate of the level of the cash bonus. The average estimate given by all of these respondents was \$872. This is far below the actual enlistment bonus amounts (\$1,500 to \$2,500). As in the case of starting pay, there was a great degree of variation in the estimates. Approximately 11.3% of the total sample estimated the cash bonus to be under \$500, while 3.9% estimated it would be more than \$1,500. The two propensity groups do not differ on this issue.

Insofar as target market youths attach some degree of importance to monetary compensation and perceive it to be relatively hard to attain in the military, the levels of awareness of starting pay and enlistment bonuses may represent recruiting and advertising opportunities. That is, recruiting and advertising messages directed at correcting these misperceptions may be effective.

TABLE 5.1

KNOWLEDGE OF LENGTH OF ENLISTMENT,  
STARTING PAY AND CASH BONUS  
BY POSITIVE AND NEGATIVE PROPENSITY GROUPS

	<u>Positive Propensity</u>	<u>Negative Propensity</u>	<u>Statistically Significant</u>
	<u>%</u>	<u>%</u>	
<u>Percent who know shortest length of enlistment for: (Qu. 14a)*</u>			
Air Force	29.1	29.0	no
Army	31.0	28.5	no
Marine Corps	27.9	21.6	yes
Navy	29.9	28.1	no
 <u>Average estimate of starting pay (Qu. 15a)</u>	 \$411.83	 \$440.50	 yes
 <u>Percent who know services offer enlistment cash bonus (Qu. 16a)</u>	 32.2	 26.7	 yes
 <u>Average estimate of cash bonus (Qu. 16b)**</u>	 \$882.03	 \$872.83	 no
Base	(1466)	(3661)	

\* Base equals respondents asked question for specific service.

\*\* Base equals respondents who know military services offer cash bonus.

5.2 The Impact of Two-Year Enlistments on Enlistment Intent

Table 5.2 examines the relative impact of two-year enlistments on propensity to enlist in each of the active duty services. Using a four-point scale of likelihood, respondents were asked to indicate whether or not they would be more likely to consider joining each service if the length of initial enlistment were reduced from four/three years to two years.

The proportion of respondents who said they would be more likely to consider enlisting ranges from 38% to 49% across the four services. The concept of shorter initial enlistments appears to have comparable impact among three of the four services. The Marine Corps is the exception in that a smaller proportion of respondents indicated that they would be more likely to consider enlisting.

The concept of two-year enlistments appears to have some appeal to negative propensity respondents. That is, more than one-half of the respondents who indicated that they would be more likely to consider enlisting were those who had earlier (in the survey) expressed negative propensity for the military. This is true across services. The figures for each service are as follows:

	<u>Percent of those "more likely" to consider joining who are negative propensity men.</u>
Air Force	66.4%
Army	55.6%
Marine Corps	60.5%
Navy	62.1%

Reference to the average scale values in Table 5.2 indicates the

TABLE 5. 2  
EFFECT OF TWO YEAR ENLISTMENT ON  
LIKELIHOOD OF ENLISTING IN SPECIFIC SERVICES

	<u>Air Force</u>	<u>Army</u>	<u>Marine Corps</u>	<u>Navy</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
<u>More likely to join</u>	<u>49.2</u>	<u>46.2</u>	<u>37.9</u>	<u>46.8</u>
Much more likely	19.0	14.2	10.9	17.4
Somewhat more likely	17.6	17.5	15.1	18.3
Just a little more likely	12.6	14.6	11.9	11.0
 <u>Not more likely to join</u>	 <u>46.5</u>	 <u>49.8</u>	 <u>55.2</u>	 <u>49.1</u>
 Don't know	 4.3	 4.0	 6.9	 4.2
 Average*	 2.10	 1.96	 1.80	 2.04
 Base	 (1774)	 (1780)	 ( 856)	 ( 791)

Source: Question 14b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

level of intensity of these attitudes. On the average, the total sample of respondents were "just a little more likely" to consider enlisting in each service if the initial length of enlistment were reduced to two years.

Tables 5.3 - 5.6 summarize these data among key demographic groups vis-a-vis the total sample. That is, the average estimate of each sub-group is compared to the total U.S. average. Where the total U.S. average falls beyond two standard errors of the sub-group's estimate, statistical significance can be inferred. With this in mind, the following conclusions can be drawn:

1. Table 5.3 indicates that a two-year enlistment in the Air Force has particular appeal to positive propensity men. Despite the fact that the majority of those who said that that they would be more likely to consider enlisting are negative propensity men, among negative propensity men as a group, the appeal of a two-year enlistment is below the U.S. average.

While the ratings among education sub-groups do not differ from the U.S. average, the highest ratings were given by high school students (i.e., the youngest respondents) and high school dropouts.

While the ratings among racial sub-groups do not differ from the U.S. average, Black and other non-White youths gave the highest ratings to a two-year enlistment in the Air Force.

TABLE 5.3  
EFFECT OF TWO-YEAR ENLISTMENT  
ON LIKELIHOOD OF ENLISTING  
IN AIR FORCE  
DEMOGRAPHIC ANALYSIS\*

<u>Variable</u>	<u>Fall '78</u>	<u>Statistically Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>2.10</u>	
Positive propensity	2.37	yes - Higher
Negative propensity	1.99	yes - Lower
10th/11th grade	2.22	no
Senior	2.11	no
In college	2.02	no
High school graduate not in school	2.02	no
Not high school graduate	2.19	no
High quality index	2.04	no
Medium quality index	2.16	no
Low quality index	1.99	no
White	2.08	no
Black	2.27	no
Other non-white	2.22	no
Base	(1774)	

Source: Question 14b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.4  
EFFECT OF TWO-YEAR ENLISTMENT  
ON LIKELIHOOD OF ENLISTING  
IN ARMY  
DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant</u> <sup>+</sup>
<u>Total U. S. Estimate</u>	<u>1.96</u>	
<u>Variable</u>		
Positive propensity	2.48	yes - Higher
Negative propensity	1.72	yes - Lower
10th/11th grade	2.12	yes - Higher
Senior	2.00	no
In college	1.70	yes - Lower
High school graduate not in school	1.85	yes - Lower
Not high school graduate	2.24	yes - Higher
High quality index	1.74	yes - Lower
Medium quality index	2.05	yes - Higher
Low quality index	2.01	no
White	1.91	no
Black	2.27	yes - Higher
Other non-white	2.23	yes - Higher
Base	(1780)	

Source: Question 14b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U. S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U. S. average.

TABLE 5.5

**EFFECT OF TWO-YEAR ENLISTMENT  
ON LIKELIHOOD OF ENLISTING  
IN MARINE CORPS  
DEMOGRAPHIC ANALYSIS\***

<u>Variable</u>	<u>Fall '78</u>	<u>Statistically Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>1.80</u>	
<u>Positive propensity</u>	2.28	yes - Higher
<u>Negative propensity</u>	1.62	yes - Lower
<u>10th/11th grade</u>	2.01	yes - Higher
<u>Senior</u>	1.88	no
<u>In college</u>	1.57	yes - Lower
<u>High school graduate not in school</u>	1.67	no
<u>Not high school graduate</u>	2.06	no
<u>High quality index</u>	1.56	yes - Lower
<u>Medium quality index</u>	1.92	yes - Higher
<u>Low quality index</u>	1.85	no
<u>White</u>	1.77	no
<u>Black</u>	2.19	yes - Higher
<u>Other non-white</u>	2.02	no
<u>Base</u>	( 856)	

Source: Question 14b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.6  
EFFECT OF TWO-YEAR ENLISTMENT  
ON LIKELIHOOD OF ENLISTING  
IN NAVY  
DEMOGRAPHIC ANALYSIS\*

<u>Variable</u>	<u>Fall '78</u>	<u>Statistically Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>2.04</u>	
Positive propensity	2.39	yes - Higher
Negative propensity	1.90	yes - Lower
10th/11th grade	2.17	no
Senior	2.22	no
In college	2.01	no
High school graduate not in school	1.81	yes - Lower
Not high school graduate	2.39	yes - Higher
High quality index	2.09	no
Medium quality index	2.00	no
Low quality index	2.09	no
White	2.03	no
Black	2.11	no
Other non-white	2.14	no
Base	( 791)	

Source: Question 14b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

2. As shown in Table 5.4, a two-year enlistment in the Army has above average appeal to positive propensity men and below average appeal to negative propensity men.

10th/11th grade students and high school dropouts gave it above average ratings, while college students and high school graduates gave it below average ratings.

A two-year enlistment in the Army appeals most to those with average mental abilities and appeals the least to those with above average mental abilities.

With respect to race, Blacks and other non-Whites rated the concept higher than did Whites.

3. A two-year enlistment in the Marine Corps has above average appeal to positive propensity men and below average appeal to negative propensity men.

Students in the 10th/11th grades found the concept to be particularly appealing. Just the opposite is true of college students. Other education sub-groups are on par with the U.S. average.

A two-year enlistment in the Marine Corps has particular appeal among those with average mental abilities and relatively less appeal among the high mental quality index group.

The relative appeal of a two-year enlistment is above the U.S. average among Blacks. Other racial groups do not deviate from this average as shown in Table 5.5 for the Marine Corps.

4. Table 5.6 summarizes these data for the Navy. Positive propensity men are above average with respect to a two-year enlistment, while negative propensity men are below average. High school graduates not in school are below average and high school dropouts are above average with respect to this concept's effect on likelihood of enlisting. Other education sub-groups do not differ with the U.S. average.

Respondents within each mental quality group gave fairly similar ratings, none of which differ significantly from the U.S. average.

All three racial groups gave fairly comparable ratings to a two-year Navy enlistment. These ratings, moreover, do not differ from the U.S. average.

5. Although not shown in Tables 5.3 - 5.6, respondents with positive propensity for a particular service (as opposed to any service) rate a two-year enlistment in that service higher than two-year enlistments in other services. This suggests that

the two-year enlistment incentive has its strongest appeal among youths who already express positive propensity toward the service offering the incentive.

5.3 The Impact of Increased Starting Pay on Enlistment Intent

Table 5.7 examines the effect of an increase in starting pay on propensity. Three levels of starting pay increases were considered: \$50, \$100, \$150 a month.

The proportions of respondents who said that they would be more likely to consider enlisting in one of the active military services if pay were increased by \$100 or \$150 a month are significantly higher than the figure associated with a \$50 a month increase. A \$150 increase had virtually no more impact on respondents than did a \$100 a month increase (i.e., 43.0% versus 40.4%, respectively).

As in the case of shorter lengths of enlistments, negative propensity men expressed some degree of favorable intentions toward the military in response to this question. The proportion of negative propensity respondents who indicated that they would be more likely to consider joining the service if pay were increased is shown below for each level of pay increase:

	<u>Percent of those "more likely" to consider joining who are negative propensity men.</u>
\$50 a month	46.2%
\$100 a month	56.1%
\$150 a month	55.0%

While a substantial proportion of respondents reacted favorably toward the idea of a monthly pay increase, the intensity of their attitudes appears to be "soft". On the average, the total sample of young men were between "not more likely" and "just a little more likely" to consider joining one of the active military services if pay were increased from \$50 to \$150 a month.

TABLE 5. 7  
EFFECT OF INCREASE IN STARTING PAY ON  
LIKELIHOOD OF ENLISTING

	<u>Monthly Pay Increase</u>		
	<u>\$50</u> <u>%</u>	<u>\$100</u> <u>%</u>	<u>\$150</u> <u>%</u>
<u>More likely to join</u>	<u>32.9</u>	<u>40.4</u>	<u>43.0</u>
Much more likely	8.5	11.4	12.6
Somewhat more likely	12.6	17.7	19.3
Just a little more likely	11.8	11.3	11.1
<u>Not more likely to join</u>	<u>61.3</u>	<u>53.2</u>	<u>51.2</u>
Don't know	5.8	6.4	5.8
Average*	1.66	1.86	1.93
Base	(1711)	(1768)	(1721)

Source: Question 15b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

Tables 5.8 - 5.10 examine the pay increase data in terms of the important demographic variables. The following conclusions can be drawn:

1. A \$50 a month pay increase has above average appeal among positive propensity men and below average appeal among negative propensity men.

10th/11th grade students (i.e., the youngest respondents) and high school dropouts rated the concept higher than did others, while those in college and high school graduates gave below average ratings.

A \$50 a month pay increase has above average appeal to those in the low mental quality index group and below average appeal to those in above average mental abilities.

Blacks and other non-Whites are above the U.S. average. The data are shown in Table 5.8.

2. As shown in Table 5.9, a \$100 a month pay increase has above average appeal among positive propensity men and below average appeal to negative propensity men.

A \$100 a month pay increase also has above average appeal among 10th/11th grade students and high school dropouts and below average appeal among college students and high school graduates not in school.

TABLE 5.8  
EFFECT OF \$50 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>1.66</u>	
<u>Variable</u>		
Positive propensity	2.29	yes - Higher
Negative propensity	1.40	yes - Lower
10th/11th grade	1.91	yes - Higher
Senior	1.75	no
In college	1.40	yes - Lower
High school graduate not in school	1.52	yes - Lower
Not high school graduate	1.88	yes - Higher
High quality index	1.49	yes - Lower
Medium quality index	1.72	no
Low quality index	1.80	yes - Higher
White	1.61	no
Black	2.20	yes - Higher
Other non-white	2.01	yes - Higher
Base	(1711)	

Source: Question 15b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5.9  
EFFECT OF \$100 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall '78</u>	<u>Statistically Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>1.86</u>	
<u>Variable</u>		
Positive propensity	2.48	yes - Higher
Negative propensity	1.63	yes - Lower
10th/11th grade	2.15	yes - Higher
Senior	1.95	no
In college	1.62	yes - Lower
High school graduate not in school	1.68	yes - Lower
Not high school graduate	2.13	yes - Higher
High quality index	1.62	yes - Lower
Medium quality index	2.01	yes - Higher
Low quality index	1.82	no
White	1.83	no
Black	2.17	yes - Higher
Other non-white	2.09	yes - Higher
Base	(1768)	

Source: Question 15b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5. 10  
EFFECT OF \$150 A MONTH PAY INCREASE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant<sup>+</sup></u>
<u>Total U. S. Estimate</u>	<u>1.93</u>	
<u>Variable</u>		
Positive propensity	2.50	yes - Higher
Negative propensity	1.69	yes - Lower
10th/11th grade	2.15	yes - Higher
Senior	1.97	no
In college	1.59	yes - Lower
High school graduate not in school	1.77	yes - Lower
Not high school graduate	2.32	yes - Higher
High quality index	1.74	yes - Lower
Medium quality index	1.94	no
Low quality index	2.15	yes - Higher
White	1.88	no
Black	2.35	yes - Higher
Other non-white	2.24	yes - Higher
Base	(1721)	

Source: Question 15b

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U. S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U. S. average.

Those in the medium mental quality index group consider the concept particularly appealing. Just the opposite is true of those in the high mental quality index group.

Blacks and other non-Whites are above average with respect to a \$100 pay increase.

3. Table 5.10 indicates that positive propensity men are above the U.S. average with respect to a \$150 a month pay increase and negative propensity men are below this average.

The relative appeal of a \$150 a month pay increase among education, mental quality, and racial sub-groups is fairly similar to that observed for the other two levels of monthly pay increase.

#### 5.4 The Impact of Increased Cash Bonuses on Enlistment Intent

Table 5.11 summarizes the effect of an increase in cash bonuses on respondents' intentions to join one of the active duty services. Three levels of cash bonus increases were considered: \$1,000, \$2,000, \$3,000.

Approximately one-half of the respondents said that they would be more likely to consider the military if these cash bonus increases were offered. There are no differences among the three levels of increases considered. Hence, a \$1,000 cash bonus increase might be as effective as higher levels of increases.

The proportion of negative propensity men responding positively was substantial. The figures are shown below:

Percent of those "more likely" to consider joining are negative propensity men

\$1,000	55.8%
\$2,000	61.1%
\$3,000	55.2%

TABLE 5.11

EFFECT OF INCREASE IN CASH BONUS  
ON LIKELIHOOD OF ENLISTING

	<u>Bonus Increase</u>		
	<u>\$1,000</u>	<u>\$2,000</u>	<u>\$3,000</u>
	<u>%</u>	<u>%</u>	<u>%</u>
<u>More likely to join</u>	<u>51.7</u>	<u>52.3</u>	<u>51.2</u>
Much more likely	18.8	20.0	20.0
Somewhat more likely	20.5	20.8	20.6
Just a little more likely	12.4	11.5	10.6
<u>Not more likely to join</u>	<u>43.6</u>	<u>42.9</u>	<u>42.9</u>
Don't know	4.7	4.7	5.9
Average*	2.15	2.19	2.19
Base	(1650)	(1774)	(1776)

Source: Question 16c

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

According to Table 5.11, the three levels of cash bonus increases, on the average, elicited responses of "just a little more likely" to consider joining the service.

Tables 5.12 - 5.14 summarize the rating data for the three levels of bonus increases. The following conclusions can be drawn:

1. A \$1,000 increase in cash bonuses has above average ratings among positive propensity men and below average appeal among negative propensity men.

Students in the 10th/11th grades and high school dropouts are above average and those with a high school education or beyond are below average with respect to the appeal of a \$1,000 increase in cash bonuses.

The idea of a \$1,000 bonus increase has particular appeal among those with average or below average mental abilities. On the other hand, those in the high mental quality index group are below the U.S. average.

A \$1,000 cash bonus increase is particularly appealing among Blacks and other non-Whites. White respondents, however, do not differ from the U.S. average. The data are shown in Table 5.12.

TABLE 5.13

EFFECT OF \$2,000 INCREASE IN CASH BONUS  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>2.19</u>	
<u>Variable</u>		
Positive propensity	2.81	yes - Higher
Negative propensity	1.95	yes - Lower
10th/11th grade	2.51	yes - Higher
Senior	2.28	no
In college	1.98	yes - Lower
High school graduate not in school	2.00	yes - Lower
Not high school graduate	2.35	no
High quality index	2.00	yes - Lower
Medium quality index	2.27	yes - Higher
Low quality index	2.24	no
White	2.12	yes - Lower
Black	2.80	yes - Higher
Other non-white	2.64	yes - Higher
Base	(1774)	

Source: Question 16c

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5. 12  
EFFECT OF \$1,000 INCREASE IN CASH BONUS  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>2.15</u>	
 <u>Variable</u>		
Positive propensity	2.81	yes - Higher
Negative propensity	1.86	yes - Lower
10th/11th grade	2.49	yes - Higher
Senior	2.24	no
In college	1.69	yes - Lower
High school graduate not in school	1.98	yes - Lower
Not high school graduate	2.50	yes - Higher
High quality index	1.87	yes - Lower
Medium quality index	2.25	yes - Higher
Low quality index	2.30	yes - Higher
White	2.09	no
Black	2.67	yes - Higher
Other non-white	2.50	yes - Higher
Base	(1650)	

Source: Question 16c

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

TABLE 5. 14  
EFFECT OF \$3, 000 INCREASE IN CASH BONUS  
ON LIKELIHOOD OF ENLISTING

DEMOGRAPHIC ANALYSIS\*

<u>Variable</u>	<u>Fall '78</u>	<u>Statistically Significant<sup>+</sup></u>
<u>Total U. S. Estimate</u>	<u>2. 19</u>	
Positive propensity	2. 94	yes - Higher
Negative propensity	1. 86	yes - Lower
10th/11th grade	2. 53	yes - Higher
Senior	2. 35	yes - Higher
In college	1. 95	yes - Lower
High school graduate not in school	1. 94	yes - Lower
Not high school graduate	2. 35	no
High quality index	1. 91	yes - Lower
Medium quality index	2. 33	yes - Higher
Low quality index	2. 22	no
White	2. 14	no
Black	2. 67	yes - Higher
Other non-white	2. 49	yes - Higher
Base	(1776)	

Source: Question 16c

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U. S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U. S. average.

2. A \$2,000 increase in cash bonuses has above average appeal to positive propensity individuals and below average appeal to negative propensity men.

Among education sub-groups, a \$2,000 cash bonus increase has particular appeal among 10th/11th grade students. Just the opposite is true among college students and high school graduates.

Mental quality is also a discriminating variable with respect to the appeal of a \$2,000 cash bonus. High quality index respondents are below the U.S. average, while medium mental quality index individuals are above this average.

A \$2,000 cash bonus increase is particularly appealing to Blacks and other non-Whites. Whites, on the other hand, are below the U.S. average. The data are shown in Table 5.13.

3. As shown in Table 5.14, a \$3,000 increase in cash bonuses has particular appeal to positive propensity men. Negative propensity men, however, are below the U.S. average.

High school students are above average and college students and high school graduates are below average with respect to the appeal of a \$3,000 bonus increase.

Those in the high mental quality index group are below average and those in the medium mental quality index group are above average with respect to the appeal of a \$3,000 bonus increase.

A \$3,000 cash bonus increase is particularly appealing among Blacks and other non-Whites. White respondents do not differ from the U.S. average. The data are shown in Table 5.14.

### 5.5 The Impact of Educational Assistance on Enlistment Intent

Table 5.15 summarizes the effect of tuition assistance on respondents' intentions to join one of the active duty services. As Table 5.15 shows, 51% of the total sample said that they would be more likely to consider joining the service in return for tuition for college or trade school. Among this subset of the sample, a majority (58.5%) were those who had expressed negative propensity for the military.

The apparent impact on enlistment intent is softened by the fact that respondents, on the average, were "just a little more likely" to consider joining an active duty service.

Table 5.16 shows the relative appeal of educational assistance among demographic groups. The following conclusion can be drawn:

- o Educational assistance has above average ratings among positive propensity men and below average appeal among negative propensity men.
  
- o High school students are above average and high school graduates and high school dropouts are below average with respect to the appeal of educational assistance.
  
- o Respondents in the medium mental quality index group are above average and those in the high mental quality index group are below average with respect to educational assistance.

TABLE 5.15  
EFFECT OF EDUCATIONAL ASSISTANCE ON  
LIKELIHOOD OF ENLISTING

	Fall '78 <u>%</u>
<u>More likely to join</u>	<u>51.0</u>
Much more likely	19.8
Somewhat more likely	18.9
Just a little more likely	12.3
<u>Not more likely to join</u>	<u>43.7</u>
Don't know	5.4
Average*	2.16

Base: All Respondents

Source: Question 13

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

TABLE 5.16  
EFFECT OF EDUCATIONAL ASSISTANCE  
ON LIKELIHOOD OF ENLISTING

## DEMOGRAPHIC ANALYSIS\*

	<u>Fall</u> <u>'78</u>	<u>Statistically</u> <u>Significant<sup>+</sup></u>
<u>Total U.S. Estimate</u>	<u>2.16</u>	
<u>Variable</u>		
Positive propensity	2.77	yes - Higher
Negative propensity	1.91	yes - Lower
10th/11th grade	2.48	yes - Higher
Senior	2.33	yes - Higher
In college	1.85	yes - Lower
High school graduate not in school	1.96	yes - Lower
Not high school graduate	2.27	no
High quality index	2.09	yes - Lower
Medium quality index	2.21	yes - Higher
Low quality index	2.09	no
White	2.12	yes - Lower
Black	2.55	yes - Higher
Other non-white	2.40	yes - Higher
Base	(5199)	

Source: Question 13

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

+ Statistical significance based on total U.S. estimate falling beyond the range of two standard errors of the individual variable estimate. Where statistical significance is indicated, the variable estimate is either higher or lower than the U.S. average.

- o Educational assistance has particular appeal among Blacks and other non-Whites. On the other hand, White youths do not differ from the U.S. average.

All in all, it appears that the four incentives affect enlistment intent in fairly similar ways. That is, approximately one-half of the sample indicated that they would be more likely to consider enlisting (albeit "just a little more likely") if any of the incentives were offered. In all cases, those with negative propensity make up the majority of those who express this intention. Nevertheless, negative propensity men as a group are, on the average, less favorable than positive propensity men toward these incentives. Finally, each incentive has particular appeal among those individuals for whom the military is already attractive: the youngest, the least educated, those with average to below average mental ability as measured by the quality index, and Blacks and other non-Whites.

5.6 Effect of Two-Year Enlistments, Monthly Pay Increases, Cash Bonus Increases, Educational Assistance: Demographic Summary

In the previous sections, the relative impact of various incentives on the likelihood of enlisting was examined. This analysis focused on each incentive and examined where it appeared to have particular appeal or lack of appeal among demographic sub-groups. This section, by contrast, focuses on each demographic sub-group and highlights which incentives appear to appeal the most to that particular group. For purposes of this analysis, average ratings given by each demographic group to each incentive are summarized in Table 5.17. The three highest ratings given by each demographic group are underlined to indicate relatively "high appeal." There is no statistical significance, however, implied by this notation.

The following conclusions can be drawn from Table 5.17.

1. Irrespective of demographic grouping, of the four enlistment incentives considered, increases in cash bonuses appear to generate the most appeal (i.e., based on the frequency of highest ratings). Educational assistance is second. Monthly pay increases and a two-year enlistment in the Marine Corps appear to be the least appealing.
2. Positive propensity individuals react most favorably to increases in cash bonuses. A two-year Air Force enlistment is most appealing to those in the negative propensity group followed by a \$2,000 increase in cash bonuses and educational assistance.
3. High school students, for the most part, are attracted by cash

bonus increases. Two-year enlistments in either the Air Force or Navy are the most appealing to college students. High school graduates rate a two-year Air Force enlistment and cash bonus increases highest. High school dropouts tend to find cash bonus increases to be most appealing.

4. Two-year enlistments in either the Navy or Air Force and educational assistance are most appealing to those in the high mental quality index group. Cash bonus increases, on the other hand, appeal most to those in lower mental quality index groups.
5. Whites rate both cash bonus increases and educational assistance highest. Blacks and other non-Whites rate cash bonus increases highest.

All in all, while cash bonus increases have wide-spread appeal, educational assistance appears to have particular appeal to the following target markets: negative propensity individuals, high school seniors, high mental quality index individuals, and Whites.

TABLE 5.17

EFFECT OF VARIOUS ENLISTMENT INCENTIVES ON LIKELIHOOD OF ENLISTING  
WITHIN DEMOGRAPHIC GROUPS\*

	Two Year Enlistment			Monthly Pay Increase			Bonus Increase			Educa- tional/ Assistance	
	Air Force	Army	Marine Corps	Navy	\$50	\$100	\$150	\$1000	\$2000		\$3000
Positive propensity ***	2.37	2.48	2.28	2.39	2.29	2.48	2.50	2.81**	2.81	2.94	2.77
Negative propensity***	<u>1.99</u>	1.72	1.62	1.90	1.40	1.63	1.69	1.86	<u>1.95</u>	1.86	<u>1.91</u>
10th/11th grade	2.22	2.12	2.01	2.17	1.91	2.15	2.15	2.49	2.51	2.53	2.48
Senior	2.11	2.00	1.88	2.22	1.75	1.95	1.97	2.24	2.28	2.35	2.33
In college	2.02	1.70	1.57	2.01	1.40	1.62	1.59	1.69	1.98	1.95	1.85
High school graduate	<u>2.02</u>	1.85	1.67	1.81	1.52	1.68	1.77	1.98	2.00	1.94	1.96
Not high school graduate	2.19	2.24	2.06	2.39	1.88	2.13	2.32	2.50	2.35	2.35	2.27
High quality index	2.04	1.74	1.56	2.09	1.49	1.62	1.74	1.87	2.00	1.91	2.09
Medium quality index	2.16	2.05	1.92	2.00	1.72	2.01	1.94	2.25	2.27	2.33	2.21
Low quality index	1.99	2.01	1.85	2.09	1.80	1.82	2.15	2.30	2.24	2.22	2.09
White	2.08	1.91	1.77	2.03	1.61	1.83	1.88	2.09	2.12	2.14	2.12
Black	2.27	2.27	2.19	2.11	2.20	2.17	2.35	2.67	2.80	2.67	2.55
Other non-white	2.22	2.23	2.02	2.14	2.01	2.09	2.24	2.50	2.64	2.49	2.40
TOTAL U.S.	2.10	1.96	1.80	2.04	1.66	1.86	1.93	2.15	2.19	2.19	2.16

\* Mean scale values shown

Scale Value:

- 4 = Much more likely
- 3 = Somewhat more likely
- 2 = Just a little more likely
- 1 = Not more likely

Therefore, larger values indicate greater perceived likelihood.

\*\* The underlines denote the three highest averages for each demographic subgroup. This notation does not imply any statistical significance.

\*\*\* Refers to propensity for any service.

APPENDIX I  
STATISTICAL RELIABILITY

Because respondents are weighted unequally it is not correct to assess standard errors by methods which would be appropriate with unweighted data.

Hence, standard errors were computed for all those variables reported at the national level using a replicated sample procedure developed by W.E. Deming for use with weighted data (Proceedings of the ASQC, June 5, 1961).

Standard errors estimated in this way averaged 10 percent greater than those obtained by applying the procedures ordinarily used with unweighted data.

The accompanying tables provide 95% confidence intervals for percentages observed in this study which are ten percent larger than those obtained by ordinary binomial methods.



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

At the 95% level of confidence

Sample Size	Magnitude of Expected or Observed Percent				
	10%	20%	30%	40%	50%
	<u>90%</u>	<u>80%</u>	<u>70%</u>	<u>60%</u>	<u>50%</u>
100	6.4	8.7	9.8	10.6	10.8
200	4.8	6.2	6.9	7.5	7.6
400	3.3	4.3	5.0	5.2	5.4
600	2.6	3.5	4.1	4.3	4.5
1000	2.1	2.8	3.1	3.3	3.4
2000	1.4	2.0	2.2	2.4	2.4
2600	1.3	1.7	2.0	2.1	2.1
3000	1.2	1.6	1.8	2.0	2.0

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

\*\* Observed percent  $\pm$  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 95% level of confidence

of Each Sample	Average of the Two Observed Percents				
	10%	20%	30%	40%	50%
	<u>90%</u>	<u>80%</u>	<u>70%</u>	<u>60%</u>	<u>50%</u>
100	9.2	12.2	14.0	14.9	15.2
200	6.4	8.7	9.8	10.6	10.8
400	4.6	6.2	6.9	7.5	7.6
600	3.7	5.0	5.8	6.2	6.3
1000	2.9	3.8	4.5	4.7	4.9
2000	2.1	2.8	3.1	3.3	3.4
2600	1.8	2.4	2.8	2.9	3.0
3000	1.7	2.2	2.5	2.8	2.8

\* 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 limit the number of Army District Recruiting Commands, Navy Recruiting Districts, Air Force Recruiting Detachments (Squadrons) and Marine Corps Recruiting Stations to three each or less per Tracking area, 2) 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 3) to represent regionally meaningful clusters of recruiting districts for the Services.

For purposes of this research, 26 TA's were defined which account for every county in the Continental United States. This strategy provides for national conclusions to be drawn from the survey findings, as well as individual findings for the 26 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 26 areas the cumulative overlap is 13 percent.

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

<u>Number of TA's</u>	<u>Percent Military Available</u>
Top 5	28.7
Top 10	52.9
Top 13	65.1
Top 15	72.2
Top 18	81.2
Top 20	86.8
All 26	100.0

SUMMARY STATISTICS FOR TRACKING AREAS

Proposed Tracking Area	% MA Accounted for by Counties			% Tracking Area MA Falling Outside DRC			No. of DRC's				
	MA% of Total U.S. Services	Common to 4	Remainder	A	N	AF	MC	A	N	AF	AC
22 Michigan/Indiana	7.41	82	18	15	15	8	5	3	2	3	2
14 Alabama/Mississippi/Tennessee	6.76	94	6	8	8	1	18	3	3	2	2
03 New York City	6.31	77	23	19	21	10	15	2	1	1	2
10 Richmond/North Carolina	6.12	62	38	12	33	14	27	4	2	2	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	5.07	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
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
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	1.98	62	38	29	20	45	0	1	1	1	1
Total (Cum.)	113.42	(72)	(28)	(14)	(14)	(15)	(14)	(61)	(43)	(37)	(47)

U.S. (Excluding HI, AK, PR VII 10,190,300

### APPENDIX III

#### WEIGHTING OF RESPONDENTS

The need to compare characteristics of individual tracking areas leads naturally to a study design in which the numbers of respondents in each tracking area are approximately equal. However, since the tracking areas contain unequal numbers of military availables, we cannot estimate national statistics by simply adding up the data for all the respondents; respondents in larger tracking areas should be weighted more heavily than those in smaller tracking areas.

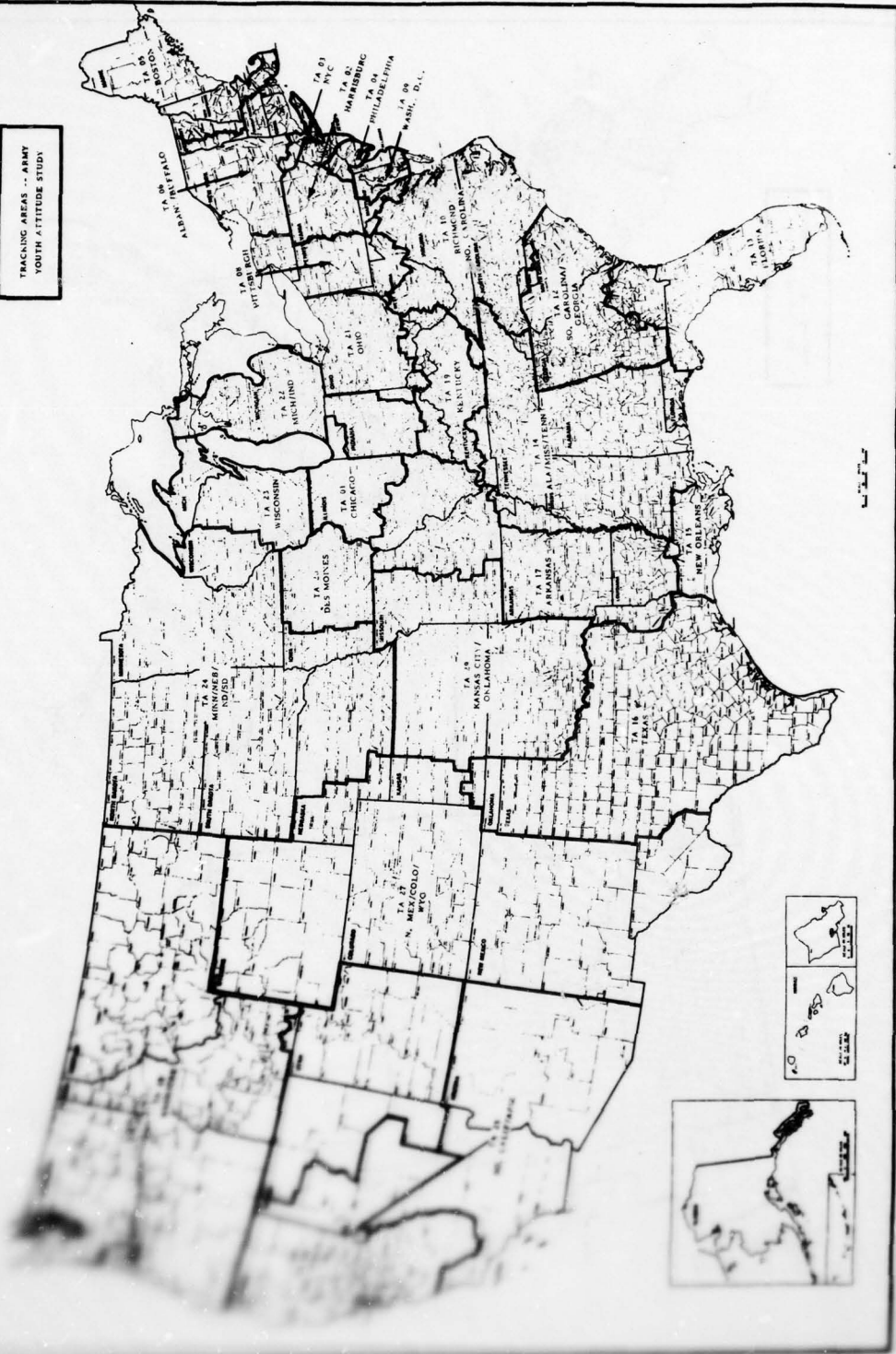
The respondent weighting system used in this wave represents an improvement over that of earlier waves. In the first two waves each respondent was classified into one of 156 cells on the basis of tracking area, age, and race (13 tracking areas X 6 age categories X 2 races = 156 cells). The actual number of military availables corresponding to each cell was estimated from census data. The weight for respondents in a cell was then simply the estimated number of military availables corresponding to that cell divided by the number of respondents in the cell.

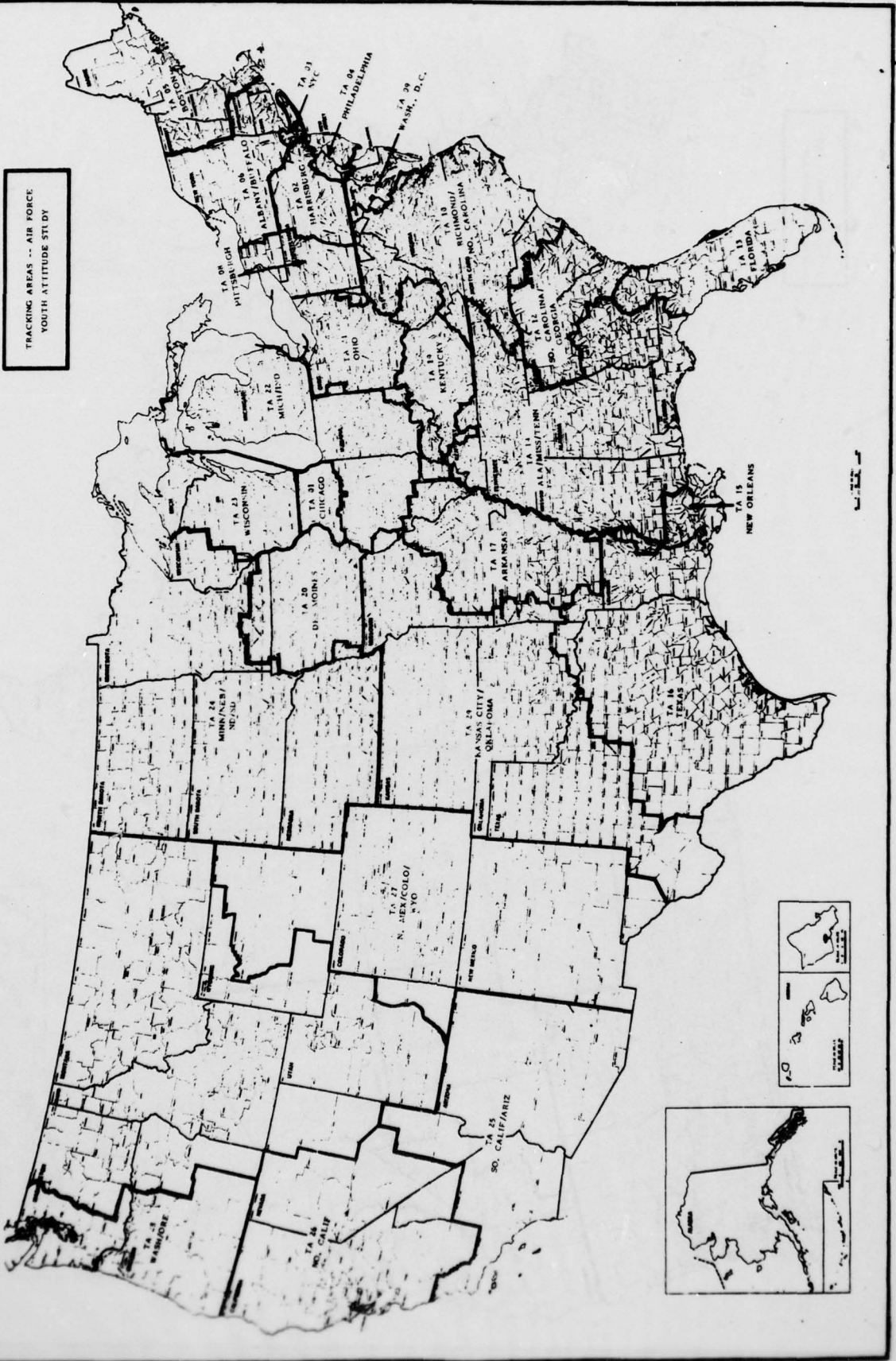
The problem with that weighting method was that for some cells with few respondents (such as blacks in certain age categories in certain tracking areas) the denominator of the weighting fraction was quite variable. This led to weights that varied considerably from cell to cell, an undesirable property since it leads to some loss of statistical precision in the data.

The weighting system used since the Fall 1976 wave is somewhat different in principle, in that fewer weights are required. One weight is computed for each tracking area and another for each age/race combination. The weighting constant for each cell is simply the product of the appropriate tracking area and age/race weights.

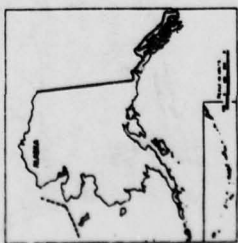
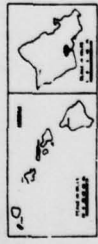
Since fewer weights are computed by this method (26 tracking areas plus 12 age/race combinations = 38) than by the old method ( $12 \times 26 = 312$ ) they are much more stable and the variation between effective weights applied to individual cells is reduced substantially. This should lead to some increase in statistical precision.

TRACKING AREAS -- ARMY  
YOUTH ATTITUDE STUDY

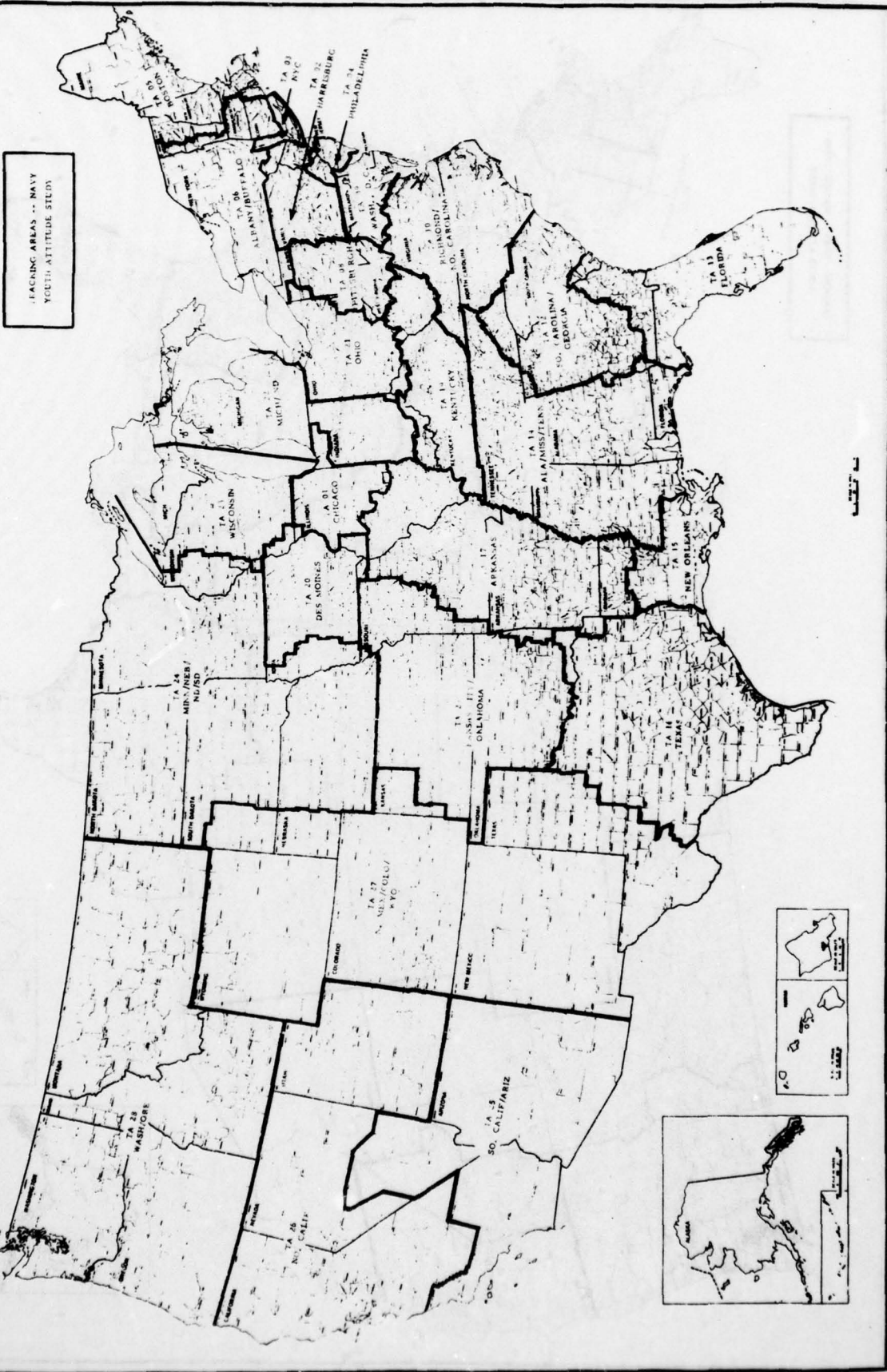




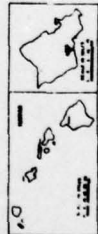
TRACKING AREAS -- AIR FORCE  
YOUTH ATTITUDE STUDY



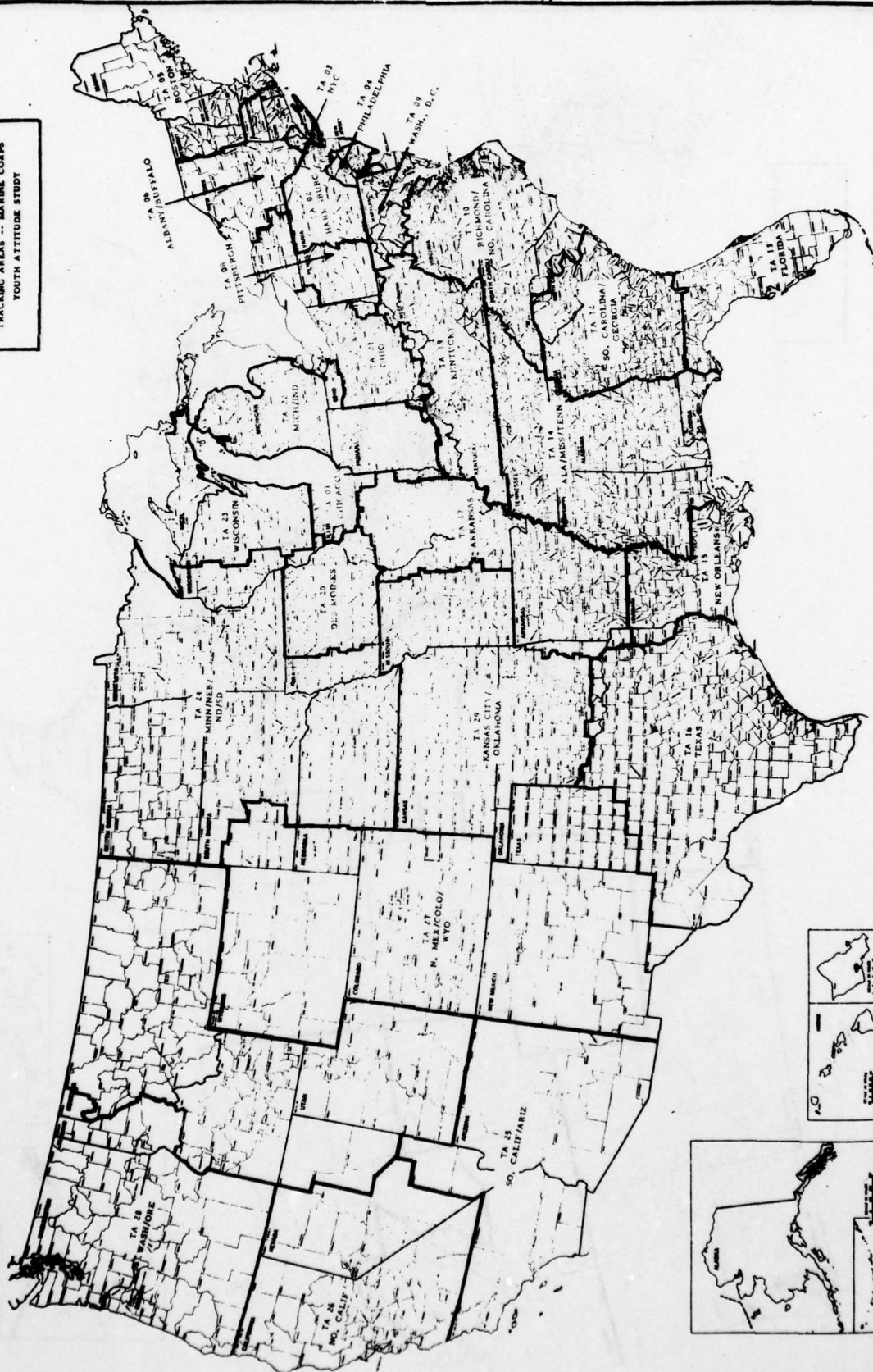
TA 01 WASH/D.C.  
 TA 02 PHILADELPHIA  
 TA 03 PITTSBURGH  
 TA 04 ALBANY/BUFFALO  
 TA 05 HARRISBURG  
 TA 06 ALA./MISSISSIPPI  
 TA 07 MISSOURI  
 TA 08 OHIO  
 TA 09 KENTUCKY  
 TA 10 ARIZONA  
 TA 11 ARKANSAS  
 TA 12 MISSISSIPPI  
 TA 13 ALA./MISSISSIPPI  
 TA 14 S. CAROLINA  
 TA 15 NEW ORLEANS  
 TA 16 TEXAS  
 TA 17 OKLAHOMA  
 TA 18 OKLAHOMA  
 TA 19 OKLAHOMA  
 TA 20 ILLINOIS  
 TA 21 WISCONSIN  
 TA 22 MICHIGAN  
 TA 23 ILLINOIS  
 TA 24 MINN./NEB./NEB.  
 TA 25 CALIF./ARIZ.  
 TA 26 CALIF.  
 TA 27 N. MEX./COLO./N.Y.C.  
 TA 28 ILLINOIS  
 TA 29 ILLINOIS  
 TA 30 ILLINOIS  
 TA 31 ILLINOIS  
 TA 32 ILLINOIS  
 TA 33 ILLINOIS  
 TA 34 ILLINOIS  
 TA 35 ILLINOIS  
 TA 36 ILLINOIS  
 TA 37 ILLINOIS  
 TA 38 ILLINOIS



FACING AREAS -- NAVY  
YOUTH ATTITUDE STUDY



TRACKING AREAS -- MARINE CORPS  
YOUTH ATTITUDE STUDY



APPENDIX IV

THE QUESTIONNAIRE

Respondent Name \_\_\_\_\_

MILITARY SERVICE STUDY  
 - Questionnaire -

Card 2

Date 1     6  
 Month Day Year

Respondent Number 7    10

Version Number  11 Interviewer Number 12    14

Time Interview Began \_\_\_\_\_ AM/PM Interview Time 15    17

(IF CONTINUING SURVEY FROM SCREENER, CIRCLE RESPONDENT'S AGE UNDER QU. 3a AND BEGIN INTERVIEW WITH QU. 3b.)

REINTRODUCE YOURSELF AND PURPOSE OF THE SURVEY IF TALKING WITH NEW RESPONDENT:

Hello, I'm \_\_\_\_\_ of Market Facts. May I please speak with \_\_\_\_\_?  
 (RESPONDENT'S NAME)

We are conducting a survey to find out young men's attitudes toward future occupations and would like to have your opinion. Your household has been chosen by chance. Any information you give us is completely confidential. There is an outside chance you may be called by my employer just to check that I did speak with you. Do you have some time to be interviewed now on this survey? (IF NOT, REQUEST SPECIFIC APPOINTMENT AND RECORD ON SCREENER.) (18-24 open)

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

- Under 16. . .  1 → (TERMINATE)
- 16 . . . . .  2
- 17 . . . . .  3
- 18 . . . . .  4
- 19 . . . . .  5
- 20 . . . . .  6
- 21 . . . . .  7
- 22 & over .  8 → (TERMINATE)

3b. Are you attending school now?

- Yes 1
- No 2 → (SKIP TO QU. 3d)

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

- 10th Grade (High School) . . . . . 1 (27)
- 11th Grade (High School) . . . . . 2
- 12th Grade (High School) . . . . . 3
- First year of special training in vocational or trade school . . . . . 4
- Second year of special training in vocational or trade school . . . . . 5
- 1st year of 4-year college (Freshmen) . . . . . 6
- 2nd year of 4-year college (Sophomore) . . . . . 7
- 1st year of Junior/Community college . . . . . 8
- 2nd year of Junior/Community college . . . . . 9
- 3rd year of college . . . . . 0
- 4th year of college or more . . . . . 1 (28)

(SKIP TO QU. 3f)  
 (TERMINATE)

3d. Are you a high school graduate?

- Yes 1 → (SKIP TO QU. 3f)
- No 2 →

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

- Less than 1 year of High School. . . . . 1
- 1 year of High School . . . . . 2
- 2 years of High School. . . . . 3
- 3 years of High School. . . . . 4

3f. Are you currently employed?

- Yes 1 →
- No 2 →

3g. Are you working full time or part time?

- Full time 1
- Part time 2 (32)

3h. Are you currently looking for a job, or not?

- Yes 1
- No 2 (33)

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.)

- Going to school. . . 1
- Working. . . 2
- Joining the service. . . 3
- Doing nothing. . . 4
- Other (DESCRIBE): \_\_\_\_\_

3j. IF RESPONSE ABOVE IS "JOIN THE SERVICE", ASK: You mentioned that you might be joining the service, which branch would that be? (RECORD UNDER 3j)

3k. Which type of service would that be: Active Duty, Reserves, (or National Guard)? (RECORD ONLY ONE ANSWER UNDER 3k BELOW.)

3j. Branch of Service (35)	3k. Type of Service				(36)
	Active Duty	Reserves	National Guard	Don't Know Type	
Air Force . . . . . 1	1	2	3	4	(36)
Army . . . . . 2	1	2	3	4	(37)
Coast Guard . . . . . 3	1	2	-	3	(38)
Marine Corps . . . . . 4	1	2	-	3	(39)
Navy . . . . . 5	1	2	-	3	(40)
Don't Know Branch . . . . . 6	1	2	3	4	(41)

3l. 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.)

3m. 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.)

	3l, Full Time	3m, Part Time
Almost impossible . . . . .	1 (42)	1 (43)
Very difficult . . . . .	2	2
Somewhat difficult . . . . .	3	3
Not difficult at all . . . . .	4	4
(DON'T READ) Don't know . . . . .	5	5

4a. When I mention "Armed Services" or "military", which branch of Service do you think of first? (DO NOT READ ALTERNATIVE ANSWERS. RECORD BELOW UNDER QU. 4a.)

4b. What is the next branch you think of? (DO NOT READ ALTERNATIVE ANSWERS. RECORD BELOW UNDER QU. 4b.)

4c. Are there any others that come to mind? (DO NOT READ ALTERNATIVE ANSWERS. RECORD BELOW UNDER QU. 4c.)

	QU. 4a First Mention (44)	QU. 4b Second Mention (45)	QU. 4c All Other Mentions (46)
Air Force . . . . .	1	1	1
Army . . . . .	2	2	2
Coast Guard . . . . .	3	3	3
Marine Corps . . . . .	4	4	4
Navy . . . . .	5	5	5
None . . . . .	6	6	6

5a. 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	
START Working as a laborer on construction jobs . . .	1	2	3	4	5	(47)
AT "X" Working at a desk in a business office . . . . .	1	2	3	4	5	(48)
(SEE Serving in the military . . . . .	1	2	3	4	5	(49)
INSTRUC- Working as a salesman . . . . .	1	2	3	4	5	(50)
TIONS) ( ) Serving in the National Guard . . . . .	1	2	3	4	5	(51)
( ) (Is that the Air Nat. Guard <input type="checkbox"/> 1 or the Army Nat. Guard <input type="checkbox"/> 2? Don't Know <input type="checkbox"/> 3)						(52)
( ) Serving in the Reserves . . . . .	1	2	3	4	5	(53)
( ) (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)						(54)
( ) Serving in the Air Force (Active Duty) . . . . .	1	2	3	4	5	(55)
( ) Serving in the Army (Active Duty) . . . . .	1	2		4	5	(56)
( ) Serving in the Coast Guard (Active Duty) . . . . .	1	2		4	5	(57)
( ) Serving in the Marine Corps (Active Duty) . . . . .	1	2		4	5	(58)
( ) Serving in the Navy . . . . .	1	2		4	5	(59)

6a. 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 AT "X" (SEE INSTRUCTIONS)	Qu. 6a						Qu. 6b			
	How Important						True of			
	Extremely Imp.	Very Imp.	Fairly Imp.	Not At All	Don't Know		Yes	No	Don't Know	
( ) Employer treats you well	1	2	3	4	5	(60)	1	2	3	(11)
( ) Doing something for your country.....	1	2	3	4	5	(61)	1	2	3	(12)
( ) Gives you an opportunity to better your life.....	1	2	3	4	5	(62)	1	2	3	(13)
( ) Trains you for leadership...	1	2	3	4	5	(63)	1	2	3	(14)
( ) Teaches you a valuable trade or skill.....	1	2	3	4	5	(64)	1	2	3	(15)
( ) Helps you get a college education.....	1	2	3	4	5	(65)	1	2	3	(16)
( ) Allows you to see many different countries of the world.....	1	2	3	4	5	(66)	1	2	3	(17)
( ) Provides good benefits for you and your family ..	1	2	3	4	5	(67)	1	2	3	(18)
( ) Is a career you can be proud of .....	1	2	3	4	5	(68)	1	2	3	(19)
( ) Has other men you would like to work with.....	1	2	3	4	5	(69)	1	2	3	(20)
( ) Gives you the job you want ..	1	2	3	4	5	(70)	1	2	3	(21)
( ) Gives you a job which is challenging.....	1	2	3	4	5	(71)	1	2	3	(22)
( ) Pays well to start.....	1	2	3	4	5	(72)	1	2	3	(23)
						(73-78 open)				(24-27 open)
						79 012 80				
						Card 3				
						Dup 1-10				


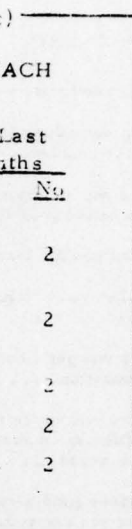
6b. I'm going to read the statements again. The first one is... (READ). Do you think this is true of any of the services, or not?

(GO TO YELLOW OPEN END ANSWER SHEET)

Now, let's go on to another subject.

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8a. In the last six months, have you had any contact with a military recruiter representing the active military?

Yes 1  No 2 (SKIP TO QU. 8c)  (29)

8b. How were you in contact with the recruiter? (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

START  
 AT "X"  
 (SEE INSTRUCTIONS)

	In the Last Six Months		
	<u>Yes</u>	<u>No</u>	
( ) Have you gone to a recruiting station and talked to a recruiter . . . . .	1	2	(30)
( ) Have you talked face-to-face with a recruiter somewhere other than at a recruiting station . . .	1	2	(31)
( ) Have you heard a recruiter give a talk at your high school . . . . .	1	2	(32)
( ) Have you talked to a local recruiter by telephone . .	1	2	(33)
( ) Have you received recruiting literature in the mail .	1	2	(34)

8c. (ASK EVERYONE) In the last six months (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)  (35-40 open)

	<u>Yes</u>	<u>No</u>	
( ) Have you discussed the possibility of enlistment with friends already in the service or who have been in the service . . . . .	1	2	(41)
( ) Have you talked with a teacher or guidance counselor at school about possible enlistment. . . . .	1	2	(42)
( ) Have you talked with your girl friend or wife about possible enlistment . . . . .	1	2	(43)
( ) Have you talked with one or both parents about possible enlistment . . . . .	1	2	(44)
( ) Have you taken an aptitude or career guidance test in high school given by the armed services . . . . .	1	2	(45)
( ) Have you made a toll-free call for information about the military. . . . .	1	2	(46)
( ) Have you asked for information about the military by mail . . . . .	1	2	(47)
( ) Have you been physically or mentally tested at a military examination station . . . . .	1	2	(48)

I have several more questions about military recruiters. (IF "NO" TO QU. 8a, ASK QU. 9a. OTHERWISE, SKIP TO QU. 9b.)

9a. Have you ever had any contact with any military recruiter?  
 Yes 1 No 2 (SKIP TO QU. 10) (49)

9b. 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	Don't Know
Recruiters represented	1	2	3	4	6 (50)
9c. (IF "AIR FORCE", "ARMY", OR "MARINE CORPS", ASK: Did the (NAME SERVICE) recruiter represent the (READ ALTERNATIVE ANSWERS - EXCEPT FOR "DON'T KNOW")?)	(51)	(56)	(61)		(50)
Active Air Force... <input type="checkbox"/> 1		Active Army <input type="checkbox"/> 1	Active Marines... <input type="checkbox"/> 1		
Air National Guard... <input type="checkbox"/> 2		Army National Guard... <input type="checkbox"/> 2	Marine Reserve... <input type="checkbox"/> 2		
Air Force Reserve... <input type="checkbox"/> 3		Army Reserve... <input type="checkbox"/> 3	Don't Know... <input type="checkbox"/> 3		
Don't Know... <input type="checkbox"/> 4		Don't Know... <input type="checkbox"/> 4			
(ASK QU. 9d-g FOR EACH "ACTIVE" RECRUITER CONTACT OR "DON'T KNOW" FOR THE AIR FORCE, ARMY, AND MARINE CORPS, AND FOR EACH NAVY CONTACT. ASK ALL QUESTIONS FOR A SERVICE BEFORE GOING ON TO THE NEXT.)					
9d. Did the (NAME SERVICE) recruiter contact you first, or did you contact him?	(52)	(57)	(62)	(66)	
Recruiter contacted first . . . . .	1	1	1	1	
Respondent contacted first . . . . .	2	2	2	2	
9e. How adequate was the information you got from the (NAME SERVICE) recruiter? Did he give you... (51)	(58)	(63)	(67)		
All the information you wanted . . .	1	1	1	1	
Most of it . . . . .	2	2	2	2	
Or, Very little . . . . .	3	3	3	3	
9f. Was your attitude toward joining (NAME SERVICE) more or less favorable than before you talked to the recruiter, or didn't it change? (54)	(59)	(64)	(68)		
More favorable . . . . .	1	1	1	1	
Didn't change (GO TO INSTRUCTION BEFORE QU. 9b) . . . . .	2	2	2	2	(GO TO INSTRUCTION BEFORE QU. 9b)
Less favorable . . . . .	3	3	3	3	
9g. Was that... (READ ALTERNATIVES) (55)	(60)	(65)	(69)		
Much more favorable . . . . .	1	1	1	1	
Slightly more favorable . . . . .	2	2	2	2	
Slightly less favorable . . . . .	3	3	3	3	
Much less favorable . . . . .	4	4	4	4	
(IF RECRUITER CONTACTED RESPONDENT FIRST, QU. 9d CODE "1", GO TO NEXT BRANCH OR QU. 10)					(70-73 open)
9h. Who or what influenced you to talk to a (NAME SERVICE) recruiter? (74)	(75)	(76)	(77)		
Advertising . . . . .	1	1	1	1	
Friends . . . . .	2	2	2	2	
Wife . . . . .	3	3	3	3	
Parents . . . . .	4	4	4	4	
School personnel . . . . .	5	5	5	5	
No one/nothing . . . . .	6	6	6	6	
Other (PLEASE SPECIFY) . . . . .					
Don't know . . . . .	9	9	9	9	(78 open) 79 01 80

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.)

	<u>Military</u>		Either Military or Civilian	<u>Civilian</u>		
	Much More Likely	Somewhat More Likely		Somewhat More Likely	Much More Likely	
Enjoy your job. . . . .	1	2	3	4	5	(16)
Personal freedom . . . . .	1	2	3	4	5	(17)
Developing your potential . . . . .	1	2	3	4	5	(18)
Job security, i.e., a steady job . . . . .	1	2	3	4	5	(19)
Making a lot of money . . . . .	1	2	3	4	5	(20)
Working for a better society . . . . .	1	2	3	4	5	(21)
Having the respect of friends . . . . .	1	2	3	4	5	(22)
Doing challenging work . . . . .	1	2	3	4	5	(23)
Adventure and excitement . . . . .	1	2	3	4	5	(24)
Learning as much as you can . . . . .	1	2	3	4	5	(25)
Helping other people . . . . .	1	2	3	4	5	(26)
Being able to make your own decisions on the job . . . . .	1	2	3	4	5	(27)
Recognition and status . . . . .	1	2	3	4	5	(28)

Just a few more questions. How would your parents feel if you told them you were thinking about joining any of the military services?

11a. Would your (father \mother) be in favor of your joining the service, against it, or neutral?

	<u>11a.</u> <u>Father</u> (29)	<u>11a.</u> <u>Mother</u> (32)
Don't Have. . . . .	1 → (ASK QU. 11a FOR MOTHER)	1 → (SKIP TO QU. 11d)
In Favor . . . . .	2 → (ASK QU. 11b)	2 → (ASK QU. 11b FOR MOTHER)
Against . . . . .	3 → (ASK QU. 11c)	3 → (ASK QU. 11c FOR MOTHER)
Neutral . . . . .	4 → (ASK QU. 11a FOR MOTHER)	4 → (SKIP TO QU. 11d)
Don't Know . . . . .	5 → (ASK QU. 11a FOR MOTHER)	5 → (SKIP TO QU. 11d)

11b. (IF "IN FAVOR", ASK:) Would (he \she) be very much in favor of it or slightly in favor of it?

	<u>11b.</u> <u>Father</u> (30)	<u>11b.</u> <u>Mother</u> (33)
Very Much . . . . .	1 → (ASK QU. 11a FOR MOTHER)	1 → (SKIP TO QU. 11d)
Slightly . . . . .	2 → (ASK QU. 11a FOR MOTHER)	2 → (SKIP TO QU. 11d)

11c. (IF "AGAINST", ASK:) Would (he \she) be slightly against it or very much against it?

	<u>11c.</u> <u>Father</u> (31)	<u>11c.</u> <u>Mother</u> (34)
Slightly . . . . .	1 → (ASK QU. 11a FOR MOTHER)	1 → (SKIP TO QU. 11d)
Very Much . . . . .	2 → (ASK QU. 11a FOR MOTHER)	2 → (SKIP TO QU. 11d)

11d. (ASK FOR EACH PERSON IN QU. 11a WHO WAS "IN FAVOR" OR "AGAINST") You said your (NAME PERSON) would be (IN FAVOR OF/AGAINST) your joining one of the military services. Why do you think (he/she) would feel that way? (DON'T READ ALTERNATIVE ANSWERS.)

	<u>Father</u> (35)	<u>Mother</u> (37)
<u>FAVORABLE COMMENTS</u>		
Patriotism . . . . .	1	1
Growing up/maturity . . . . .	2	2
Benefits are good . . . . .	3	3
Exciting job/career . . . . .	4	4
Job training/learning a career . . . . .	5	5
Other than the above . . . . .	6	6
<u>UNFAVORABLE COMMENTS</u> (36) (38)		
Separation/being apart . . . . .	1	1
Danger/fear of injury or death . . . . .	2	2
Loss of status of military vs. civilian status career (e.g., "You can do better than being a soldier"). . . . .	3	3
Civilian education (Going to school/continuing education) . . . . .	4	4
Negative military experience by father . . . . .	5	5
Other than the above . . . . .	6	6

12. (LOOK BACK TO QU. 8c, PAGE 4, IF "NO" TO TALKED TO ONE OR BOTH PARENTS) SKIP TO QU. 13)

In your discussions with your parents about the possibility of your joining the military, who is usually the one to bring up the subject -- you or your mother or father?

Respondent	1	Mother	2	Father	3	Not sure	4	(39)
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**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.

17. Are you married, single, separated or divorced?  
 Married 1      Single 2      Separated/Divorced/Widowed 3 (71)
18. What was the highest educational level your father completed? If you are not sure, please give me your best guess.  
 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 (72)
19. What (are/were) your average grades in high school? (READ LIST OF GRADES.)  
 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 (73)
20. What education program (are you/were you) in, in high school? (READ ALTERNATIVES)  
 College preparatory 1      Commercial or business training 2      Vocational 3 (74)
21. Which of the following mathematics courses, if any, did you take and pass in high school?  
 Elementary Algebra . . . . . 1      Intermediate Algebra . . . . . 3  
 Plane Geometry . . . . . 2      Trigonometry . . . . . 4  
 (DON'T READ) None of these . . . . . 5 (75)
22. Did you take and pass any science courses in high school which covered electricity or electronics?  
 Yes 1      No 2 (76)
23. Just to be sure we are representing all groups in our survey, please tell me whether you describe yourself as . . . (READ LIST)  
 Cuban . . . . . 1      Other Spanish . . . . . 4      Oriental . . . . . 7  
 Mexican-American . . . . . 2      American Indian . . . . . 5      White . . . . . 8  
 Puerto Rican . . . . . 3      Black . . . . . 6      Refused . . . . . 9 (77 open)  
 790HJ80

GO TO YELLOW OPEN END ANSWER SHEET, QU. 24 AND 25 TO RECORD RESPONDENT NAME, ADDRESS, TELEPHONE NUMBER AND SOCIAL SECURITY NUMBER.

MILITARY SERVICE STUDY  
PAPER & PENCIL  
OPEN END ANSWER SHEET

Card 6  
Dup 1-10

7a. Will you please tell me everything you remember about the advertising for the Active Army that you have seen or heard recently. (PROBE) What did the advertising say? What did it show?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11  
12

Have not seen advertising. . . . . 0 (SKIP TO QUESTION 7d)  
Have seen advertising, can't remember content. . . X (13-14 open)

7b. How do you feel about the advertising for the Active Army? Would you say it was, personally... (READ ANSWER ALTERNATIVES)

Very meaningful to you. . . . . 1  
Somewhat meaningful to you. . . . 2 (15)  
Not very meaningful to you. . . . 3  
Not at all meaningful to you. . . . 4 (16-55 open)

7c. Did any of the advertising you recall seeing or hearing about the Active Army include any other military services?

Yes . . . . . 1 (56)  
No. . . . . 2 (57-59 open)

IF RESPONDENT IS AWARE OF ADVERTISING FOR ACTIVE ARMY (QU. 7a) RECORD "YES" IN QU. 7d AND GO TO WHITE QUESTIONNAIRE, QU. 8a, PAGE 4.

7d. Have you seen or heard recruiting advertising for any of the active duty military services?

Yes . . . . . 1 (60)  
No. . . . . 2

GO TO WHITE QUESTIONNAIRE, QUESTION 8a, PAGE 4.

24. Name of Respondent \_\_\_\_\_  
Address \_\_\_\_\_  
City/State \_\_\_\_\_ Zip Code \_\_\_\_\_  
Telephone Number \_\_\_\_\_ / \_\_\_\_\_

25. 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 136. 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 us to re-contact you in the future regarding your decisions.

What is your Social Security Number?

61 [ ][ ][ ] / [ ][ ] / [ ][ ][ ][ ] 69 None . . . 0 Refused . . . X

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

TO MAKE THIS A VALID INTERVIEW, PLEASE RECORD THE TA, STATE AND COUNTY NUMBER FROM YOUR CALL RECORD FORM.

(TA) (STATE) (COUNTY) 77 [ ]  
70 [ ][ ] [ ][ ] [ ][ ][ ] 76 (78 open)  
79 [U16] 80

BE SURE TO RECORD "COMPLETED INTERVIEW" CODE 8 ON SCREENER UNDER RESULT OF FINAL ATTEMPT. ATTACH OPEN END ANSWER SHEET AND SCREENER TO BACK OF QUESTIONNAIRE.

Time Interview Ended \_\_\_\_\_ AM/PM

END  
DATE FILMED  
6-79  
DDC