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PARENTS' PERCEPTIONS OF THEIR INFLUENCE ON YOUTHS' ENLISTMENT DECISIONS

FINAL REPORT

MARCH 1983

Contract MDA 903-81-C-0629

Prepared for:

Office of Assistant Secretary of Defense
Manpower, Reserve Affairs, and Logistics
Washington, D.C. 20301

Unclassified
SECURITY CLASSIFICATION OF THIS PAGE

REPORT DOCUMENTATION PAGE

1a REPORT SECURITY CLASSIFICATION: Unclassified	1b RESTRICTIVE MARKINGS
2a SECURITY CLASSIFICATION AUTHORITY	3 DISTRIBUTION / AVAILABILITY OF REPORT: Approved for public release; Distribution is unlimited
2b DECLASSIFICATION / DOWNGRADING SCHEDULE	
4 PERFORMING ORGANIZATION REPORT NUMBER(S)	5 MONITORING ORGANIZATION REPORT NUMBER(S): DMDC; SMAC; R-3
6a NAME OF PERFORMING ORGANIZATION: Orkand Corp. / 6b OFFICE SYMBOL (If applicable)	7a NAME OF MONITORING ORGANIZATION: Defense Manpower Data Center
6c ADDRESS (City, State, and ZIP Code): unknown	7b ADDRESS (City, State, and ZIP Code): 1600 Wilson Blvd, Suite 400, Arlington, VA 22209
8a NAME OF FUNDING / SPONSORING ORGANIZATION: Ofc Asst Sec Defense (MRA&L) / 8b OFFICE SYMBOL (If applicable): OASD(MRA&L)	9 PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER
8c ADDRESS (City, State, and ZIP Code): Pentagon, Washington, D.C. 20301	10 SOURCE OF FUNDING NUMBERS: PROGRAM ELEMENT NO / PROJECT NO / TASK NO / WORK UNIT ACCESSION NO

11 TITLE (Include Security Classification): Parents' Perceptions of Their Influence on Youth's' Enlistment Decisions

12 PERSONAL AUTHOR(S): Anonymous

13a TYPE OF REPORT	13b TIME COVERED	14 DATE OF REPORT (Year, Month, Day)	15 PAGE COUNT
Research Rpt	FROM _____ TO _____	1983 march	228

16 SUPPLEMENTARY NOTATION

17 COSATI CODES			18 SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB-GROUP	
05	09		Market Analysis / Influencer Effects / Enlistment, Influencing Factors / Public Image

19 ABSTRACT (Continue on reverse if necessary and identify by block number)

Abstract: Results from a survey conducted to determine the nature and extent of parental influence on the military enlistment decisions of American youth revealed that, if efforts aimed at parents are undertaken, the Services should concentrate on parents whose aspirations for their children include jobs that use skills provided by Armed Services training. Overall results point to a general lack of importance of perceived parental influence on children's decisions to enlist in the Armed Services. Perceived successful influence in either direction was found relatively rarely. Only 16 percent of parents interviewed reported success in influencing their children, 12 percent toward and 4 percent away from enlistment. Moreover, for those who perceived themselves as successfully influencing their children,

20 DISTRIBUTION / AVAILABILITY OF ABSTRACT	21 ABSTRACT SECURITY CLASSIFICATION	
☒ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT ☐ DTIC USERS	Unclassified	
22a NAME OF RESPONSIBLE INDIVIDUAL: Cynthia Ann Carroll	22b TELEPHONE (Include Area Code): 202-696-5833	22c. OFFICE SYMBOL: DMDC

DD FORM 1473, 84 MAR — 83 APR edition may be used until exhausted. All other editions are obsolete.

SECURITY CLASSIFICATION OF THIS PAGE
unclassyfied

analyses suggested existence of a complex underlying phenomenon. Seven factors found to bear a statistically significant relationship to perceived successful influence toward enlistment included: sex of child, child's type of school or college, parent's aspirations for child's occupation, rating of military benefits, rating of the military as providing valuable skills, rating of the military on opportunity for advancement, and knowledge of military's two-for-one educational contribution program. The survey data was derived 2,763 interviews obtained for a national probability sample of households selected to yield telephone interviews with either the male or female parent of 16- to 21-year-old males and females who were not beyond the sophomore year of college.

TR-82W-024

PARENTS' PERCEPTIONS OF THEIR INFLUENCE ON YOUTHS' ENLISTMENT DECISIONS

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PREFACE

This report documents a study conducted under Contract MDA 903-81-C-0629 as part of the Joint Market Research Program, sponsored by the Office of the Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) -- OASD (MRA&L) -- and the Services.

Studies which can contribute to policy formation and the development of marketing approaches in the recruiting area comprise a key component of the Joint Market Research Program. Service input into the program is provided through the Joint Market Analysis and Research Committee (JMARC).

The Orkand Corporation acknowledges the efforts of several individuals in aiding the successful completion of this project. At the Defense Manpower Data Center (DMDC), Zahava D. Doering, Chief, Survey and Market Analysis Division, provided overall guidance during various stages of the effort. Also at DMDC, John Richards, Personnel Survey Branch, and Vonda Kiplinger, Market Research Branch, made considerable technical contributions. In OASD (MRA&L), we would like to thank Ronald Liveris for his extensive assistance in the development of the questionnaire. Finally, we would like to thank the members of JMARC who asked many of the questions which led to this study and who carefully reviewed the instrument.

EXECUTIVE SUMMARY

PROJECT OVERVIEW

This report describes a survey conducted to determine the nature and extent of parental influence on the military enlistment decisions of American youth. Defining the role of parents as influencers in their children's enlistment decisions may provide the Department of Defense (DoD) and the Services with information useful in allocating recruiting resources. The principal objectives of the study were to identify the conditions under which parents in the U.S.: 1) attempt to influence their 16- to 21-year-old children to enlist or not to enlist and 2) successfully influence them toward or away from enlisting in the Armed Services. The study was aimed at estimating how many parents attempt to influence their children about enlistment, how many apparently succeed, and which kinds of parents may be influential. A third objective was to examine possible differences in influence patterns between parents of Hispanic background and other parents.

DESCRIPTION OF SAMPLE AND SURVEY INSTRUMENT

A national probability sample of households was selected to yield telephone interviews with either the male or female parent of 16- to 21-year-old males and females who were not beyond the sophomore year of college. Overall, 2,763 interviews were obtained for the national probability sample, which was the primary focus of the analysis. A total of 400 Hispanic parents were interviewed, including 120 as part of the national sample and 280 from an independent sampling.

Weighting was employed for data in the national sample (but not in the Hispanic supplementary group) in order to take into account the differing probabilities of selection for each household in the national sample. A weighting scheme was developed so that the sample was representative of the population of households in the United States containing parents of 16 to 21 year-old children who are not beyond their sophomore year in college. This weighting scheme produces an "effective sample size" (the number of cases which would have been produced by a truly simple random sample design) of 2246 parents.

The requirements for the survey identified by OASD (MRA&L) and the Services included information on eight dimensions possibly related to parental influence on enlistment:

1. Demographic characteristics;

2. Perceptions of and attitudes about existing and hypothetical military programs and benefits;

3. Awareness of existing programs and benefits;

4. Awareness of and reaction to military advertising and promotional material;

5. General attitudes toward the military;

6. Attitudes expressed in discussing the military with children;

7. Information on the characteristics of potential enlistees; and

8. Parents' expectations about the educational and occupational futures of their children.

The questionnaire which was developed to collect information on these dimensions included 92 primary questions and many sub-questions.

The survey data reflect only the perceptions of parents, as they reported them in the interviews. Their children were not interviewed. Therefore, where this report discusses parental influence, encouragement, etc., the reader should supply the qualifier "perceived," even if it is not always explicitly stated in the text.

PARENTAL PERCEPTION OF INFLUENCE ON ENLISTMENT

Overview

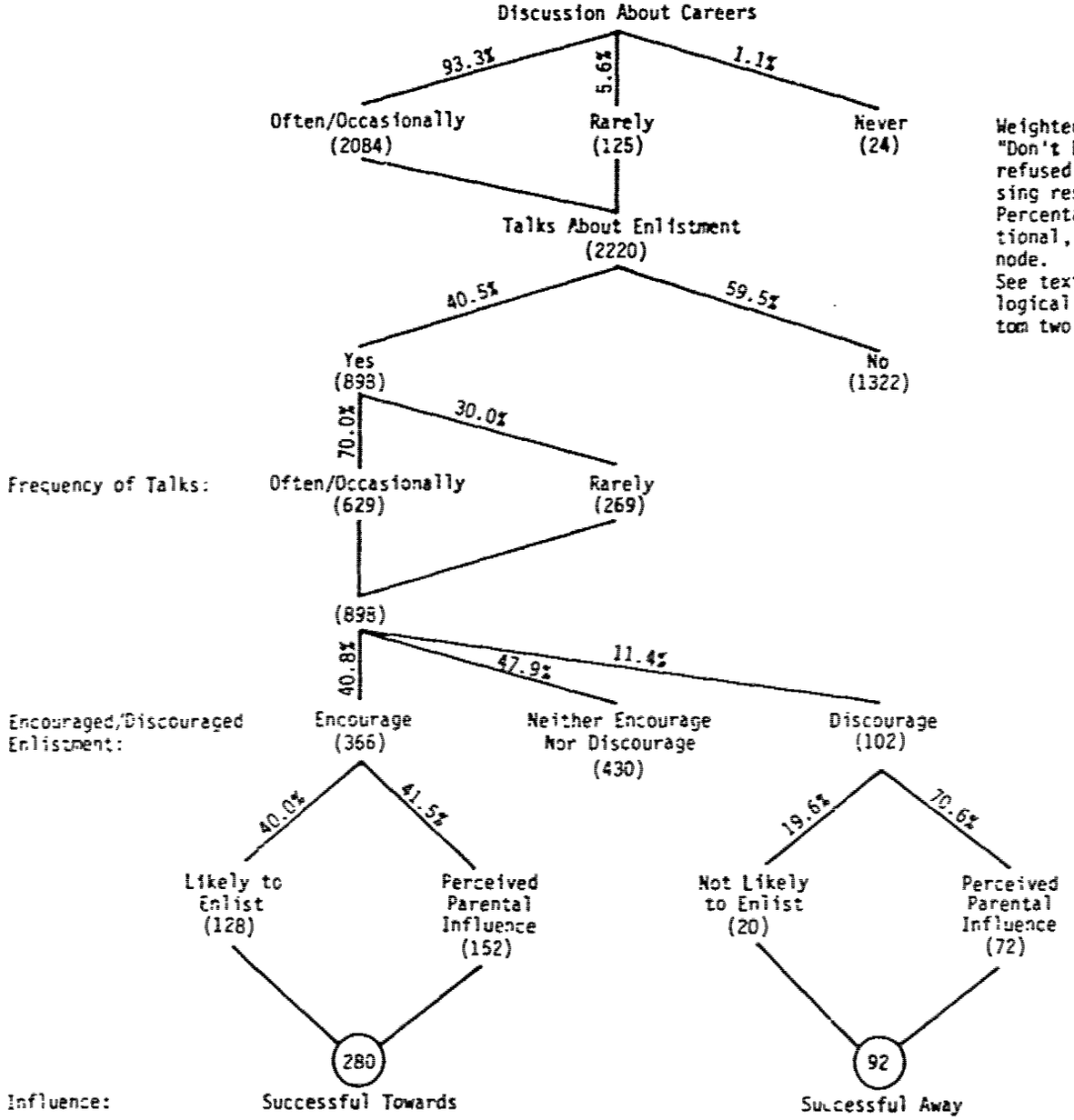
The overwhelming evidence from the analyses suggests that parents do not perceive themselves as having a major role in their children's enlistment decisions. Few parents report even attempting to influence their children about enlistment. However, the study provides potentially useful information on factors related to the likelihood and direction of perceived parental influence in the enlistment decision as well as factors which appear to be unrelated to such influence.

The interview provides a number of proxy measures of a parent's perceived or deduced influence on career choice or enlistment (i.e., occurrence of talks about enlistment, frequency of such talks, and encouragement or discouragement concerning enlistment). The data in Exhibit 1 present the major breakdown for these proxy measures. Exhibit 1 and the next paragraph contain contingent percentages, percentages of those at the previous node.

Most parents (99%) in the national sample indicate that they discuss career plans with their children. A reasonably large proportion (40%) of parents who discuss careers also say that they have discussed enlistment possibilities with their children. However, among those who have talked about enlistment, only 25 percent indicate that they have talked "often" about it and 45 percent indicate that they have "occasionally" discussed it. The

Exhibit 1

MEASURES OF PARENTAL PERCEPTIONS OF INFLUENCE ON ENLISTMENT



Weighted sample size = 2246. "Don't know" answers and refused and otherwise missing responses not shown. Percentages are conditional, based on previous node. See text for explanation of logical additivity in bottom two triangles.

remaining parents who discuss enlistment (30%) say that the topic is "rarely" raised. Among those parents who discuss enlistment with their children, many (41%) report that they have encouraged enlistment, only 11 percent say they have discouraged it, while a substantial proportion (48%) neither encourage nor discourage enlistment, as they perceive their behavior.

In terms of percentages based on the total weighted national sample of 2,246 parents, only 10 percent indicate that they have often discussed enlistment, 18 percent have discussed it occasionally, and 12 percent say that discussion about it was rare. Thus, 60 percent say that the topic of enlistment has never come up for discussion. The most common (19%) parental position in discussion about enlistment is neither to encourage nor to discourage it; 16 percent of parents encourage enlistment, and 5 percent discourage it. In terms of the entire sample, active encouragement is rare, but it is significantly more common that active discouragement.

The survey of Hispanic parents yields somewhat different results. While fewer than half (44%) report that they discuss enlistment with their children, more than 60 percent of those Hispanic parents who discuss enlistment either actively encourage (45%) or discourage (15%) it. Computing percentages on the base of the total Hispanic group, we find that 20 percent of all Hispanic parents responded that they encourage enlistment and only 6% discourage it.

The questionnaire also collected data on the perceived success of parental influence by asking the parent if the child is likely to enlist, and if the parent feels that he/she has contributed to the child's decision on enlistment.[1] These measures of perceived success of influence provide us with our final categorization in Exhibit 1: 280 (12%) of the parents perceive that they have successfully encouraged their children to enlist and 92 (4%) believe that they have successfully discouraged enlistment. These parents are of primary interest in our efforts to determine the factors related to influence on enlistment.

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[1]In 128 cases, shown in Exhibit 1, the parent reported that he/she encouraged the child to enlist and that the child was likely to do so. Successful influence toward enlistment was inferred from these responses. The remaining 238 cases of parental encouragement toward enlistment were examined for instances in which parents reported that they had influenced children; 152 were identified. The two mutually exclusive subsets (128 + 152) were considered to be the set of cases in which parents perceived and reported that they had successfuly influenced their children toward enlistment. An analogous procedure identified 92 cases of perceived successful influence away from enlistment.

Although the results of the analysis do not point to a major self-perceived role for parents as enlistment influencers a number of factors are related either to successful influence (toward or away) on enlistment or on attempts to influence, whether successful or not. However, many other factors were examined and found not significantly related to successful influence on enlistment.

Perceptions of Successful Influence

Analysis revealed that seven factors bear a statistically significant relationship to perceived successful influence toward enlistment[2]:

- o Sex of Child: parents are more likely to be successful in influencing male children than female children to enlist.

- o Child's Type of School or College: children in or expected to be in public schools or colleges are more often influenced toward enlistment than children who are or will be in private schools or colleges.

- o Parent's Aspirations for Child's Occupation: those parents who want their children to pursue blue-collar or military occupations are more likely to influence toward enlistment. (Those who want their children to pursue white collar occupations or to be housewives/househusbands are more likely to influence away from enlistment.)

- o Rating of Military Benefits: parents who rate the military as better than civilian employment on a variable combining responses about pay and benefits (educational, medical, dental, and retirement) are more likely to influence toward enlistment.

- o Rating of the Military as Providing Valuable Skills: parents who believe that the military provides better skills than the civilian sector are more likely to influence toward enlistment.

- o Rating of Military on Opportunity for Advancement: parents who rate the military as better than civilian occupations in providing an opportunity for advancement are more likely to influence toward enlistment.

- o Knowledge of Military's Two-for-One Educational Contribution Program: parents who are aware of the military's matching contribution program for education, Veterans Educational Assistance Program (VEAP), seem to be more likely to influence toward enlistment.

For parents of children who have not graduated from high school (including those attending high school when parents were interviewed) and for mothers, discriminant function analyses found significant relationships between a set

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[2]"Statistical significance" refers to results which are significant at the .05 level or better.

of independent variables and the direction of perceived influence. The independent variables enabled quite accurate classification into instances of perceived successful influence toward and away from enlistment. The same kind of analyses carried out for children who were high school graduates and for male respondents, respectively, produced less accurate classification. This does not suggest the absence of perceived parental influence by fathers or on high school graduates. Nor does it mean that mothers are more important influences than fathers or that parental influence on children who have not graduated from high school is stronger than on high school graduates. It does indicate that the independent variables used in this study were less able to explain accurately the direction of perceived successful influence for male parents and for the parents of high school graduates.

Perceptions of Attempts to Influence

Statistically significant relationships are found between seven additional factors and attempts to influence:

- Child's Type of School Program: children in vocational or trade programs are more likely to be encouraged to enlist than those in college preparatory programs.
- Parent's Education: parents with lower levels of education (high school or less) seem more likely to encourage their children to enlist.
- Parent's Racial/Ethnic Group: black parents are more likely to discuss enlistment with their children.
- Family Income: parents with lower family incomes are more likely to discuss enlistment with their children.
- Parent's Aspirations for Child's Education: parents who express a desire for their children to graduate from high school are more likely to encourage them to enlist than are parents who want their children to attend and/or graduate from college.
- Rating of Military on Providing Males and Females with Equal Opportunities: those parents who rate military as better than civilian employment on providing equal opportunities are more likely to encourage enlistment.
- Child Talks with Recruiters: children who have had some contact with military recruiters seem more likely to be encouraged by their parents about enlistment. (Contact with recruiters is likely to be an intervening variable, rather than a cause of encouragement.)

Negative Findings

Factors which were not found to be statistically related to parental perceptions of either successful or attempted enlistment influence are also important to delineate. Should the decision be made to target parents as influencers on enlistment, evidence on those factors which do not appear to

play any role in parental influence can aid in avoiding dead ends. The lack of importance of a parent's awareness of the absolute value of benefits in the military is worth noting. A set of questions dealing with a parent's estimates of military pay and other compensation-related benefits reveals that those parents who provide the highest estimates are no more likely to influence toward enlistment than those who provide the lowest estimates. In fact, such estimates tend to be inversely related to influence toward enlistment. Whether or not a parent is aware of enlistment and re-enlistment bonuses is unrelated to perceived enlistment influence, as is accurate estimation of the value of those bonuses. Other than a parent's knowledge concerning the military's two-for-one education contribution (VEAP), no other perceptions of or knowledge about educational benefits seem important. Thus, the results suggest that absolute values of military compensation are less salient to parents than the relative rating of military versus civilian pay and benefits. Finally, prior military service of the parent is unrelated to perceived enlistment influence. Parents without prior military service seem as likely to influence toward enlistment as those with prior service, including those now in the Armed Forces.

ATTITUDES TOWARD AND KNOWLEDGE ABOUT MILITARY SERVICE

Some questions addressed to parents assess their attitudes toward the military and knowledge of military benefits. Parents were asked to rate the military versus the civilian sector in terms of five compensation-related aspects of the job (pay, educational assistance, medical and dental benefits, and retirement pay). More than 45 percent of respondents believe that civilian pay is better than military; only 17 percent believe the opposite. Parents generally perceive military fringe benefits to be superior to those in the civilian sector. Of these, military retirement pay is least frequently rated as superior (although still by a majority) and medical, dental and educational benefits are clearly voted as superior in the military.

The results from a series of questions about the availability of educational benefits in the military indicate a general lack of knowledge about them on the part of parents. The major exception is the general knowledge (87%) that educational assistance is available for trade or vocational school.

Most parents consider the military superior to civilian employers in five aspects of jobs: teaching young people discipline (82%), providing job security (76%), training people to be leaders (69%), providing men and women equal pay and opportunity (58%) and furnishing the chance to learn a valuable trade or skill (54%). Fairly large percentages believe that the military is better at providing an opportunity for advancement (45%), providing a career that a person can be proud of (41%), quality of the equipment used (42%), and offering the chance for interesting and challenging work (44%). On the other hand, many parents responded that they believe that the opportunity for a good family life (57%) and "a say in what happens" (53%) are better in civilian jobs.

Parents are more often positive (84%) about the general concept of young men entering the military than about young women doing so (45%). In thinking specifically about their own children, fewer favor a military career. Among the Services, the Air Force (35%) was followed closely by the Army (32%) and then the Navy (27%) and Marine Corps (24%) as possible career choices which would be a "good idea". When parents reported which Service they would most like to see their child enter, the Air Force is a clear first choice (41%), followed by the Navy (19%), Army (12%), and Marine Corps (6%).

THE ROLE OF MEDIA

Questions asked about awareness of and reaction to military advertising and promotional material. Exhibit 2 presents the parents' rank ordering of sources of information about the military. Television was reported as the most common source, followed closely by relatives (other than spouses and children), and the respondents' own experiences. Given the limited amount of national recruiting advertising on television, and the brevity of those spots, it is likely that respondents are including interview shows, special news programs and general television coverage of the military in assigning importance to television.

Newspapers, magazines and radio are distinctly less often mentioned as sources of information, compared to those media cited above. Parents mentioned military recruiters least frequently as sources of information about the military. As with the other sources, this probably reflects lack of contact rather than the quality or accuracy of information provided.

Hispanic parents were asked about numbers of hours of exposure to media (print, radio and television) in the English language and Spanish language. For the three media, Hispanic parents devote considerably more time to English-language than to Spanish-language versions. Sizable portions of the Hispanic group indicate limited or no exposure to each medium in either English or Spanish, during a typical week.

Parents seem most readily able to recall advertisements concerning the Army, while the Navy and Air Force are recalled second and third. Advertisements for the Marine Corps are least readily recalled. About five percent of the parents in the national sample indicate that their minds were changed about enlistment by the advertisements. Almost all of these say that the advertisements had a positive effect on their feelings about military service.

CONCLUSIONS

The results of this study point to the general lack of importance of perceived parental influence on their children's decisions to enlist in the Armed Services. Perceived successful influence in either direction is relatively rare. Only 16 percent of the parents interviewed report success in influencing their children, 12 percent toward and 4 percent away from enlistment. Moreover, for those who perceive themselves as successfully

EXHIBIT 2

SOURCES OF INFORMATION
ABOUT THE MILITARY

Source	N	%
TV	394	17.5
Relatives	327	14.6
Own Experience	327	14.6
Spouse	196	8.7
Newpapers	179	8.0
Mail	166	7.4
Children	163	7.2
Magazines	131	5.8
Radio	114	5.1
Recruiters	86	3.8
Other	10	0.5
Don't Know	152	6.8
Base	2246	100.0

influencing their children, the analyses suggest a complex underlying phenomenon.

The results of the discriminant analysis for non-high school graduates (those who have left high school and those still in high school) point to several conclusions, mentioned here in the order of their importance. Parents who desire a college education for their children, and who have the means to send them to a private college, will steer them away from enlistment. The same is true of parents who believe that civilian employment offers opportunities better than or equal to military service, for their children to learn valuable skills. Clearly, parents who desire a military career for their children tend to influence them toward enlistment. Next, a parent who thinks that the opportunities for advancement in the service are no better than those in a civilian job is more likely to influence his/her child away from enlistment. If the child is male, the parent is more likely to influence toward enlistment than if the child is female. Finally, parents who are aware that the Veterans Educational Assistance Program is available to all military personnel, or who believe that it is available to some, seem prone to steer their children toward enlistment.

The dynamics underlying the direction of perceived parental influence, as we interpret them, appear to begin with the social status of the parent and the expected social status of the child. Parents will influence their children who are enrolled in or bound for the more elite and expensive colleges away from enlistment into the military enlisted pay grades, a status inconsistent with that educational status. The foundations of parents' influencing behavior also suggest that their main concern is strong preparation for a successful occupational life in the long term. The direction of parents' influence appears to depend on their perception of the long-term opportunities, rather than on the short-term rewards, that military life offers.

Given lower socio-economic aspirations for his/her child, the parent seems most interested in whether an entry-level job provides skills which will be valuable later. If a parent thinks that opportunities to learn skills in military service are no better than those in a civilian job, he/she tends to influence away from enlistment. Influence toward enlistment is exercised more frequently when the parent believes that skill acquisition opportunities are superior in the Service. (Parents who influence their children to enlist do not necessarily wish them to make careers in the military.) Parents' beliefs about opportunity for advancement in the Service, compared to those in civilian work, also affect whether they influence away from enlistment. The data indicates that they will do so, unless they are clearly convinced that advancement opportunities are superior in the military. Finally, parents who perceive that military service provides post-service educational benefits will influence their children to join, presumably in order to take advantage of these benefits.

In the context of the future-oriented motivation which is here attributed to parents, it is noteworthy that parents' rating of benefits received while in the Service (pay, health care, etc.), was not identified by the discriminant analyses as a variable contributing significantly to whether parents influence toward or against enlistment.

The negative findings of this study are useful. Its primary objective was to determine whether the DoD and the Services should target scarce advertising resources toward parents of military-aged youth, in the expectation that the former will influence the latter to enlist. The results provide considerable evidence that it may not be worthwhile to commit funds and other resources to reach youths through their parents, rather than to try to influence youths directly. It appears more productive to devote resources to direct communication with the prospects themselves. If, however, parents interviewed in the survey have underestimated their role, it may be advisable to direct some recruiting resources toward them.

This study suggests that if efforts aimed at parents are undertaken, the Services should concentrate on parents whose aspirations for their children include jobs that use skills provided by Armed Services training. Themes, in order to be successful, should focus on the benefits that military service offers in preparing young people for careers and on long-term career opportunities; short-term benefits should receive secondary emphasis. Enlistment should be portrayed as a stepping-stone to future opportunities in the Service (opportunities for advancement) or in later civilian employment (e.g., training for jobs and skills that will be valuable in civilian occupations and educational benefits after leaving the Service).

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I. BACKGROUND AND PROJECT OBJECTIVES

BACKGROUND

According to the 1981 Youth Attitude Tracking Survey (YATS)*, parents play an important role in the enlistment decisions of young people. Indeed, 57 percent of a national probability sample of 16-21 year old male youths with a positive propensity to enlist in the Armed Services had "talked with one or both parents in the last six months about possible enlistment." ("Positive propensity" is equivalent to "definitely or probably intending to enlist.") Of male youths with negative propensity, 22 percent had done the same. Combining positive and negative propensity groups, 36 percent of male youths had recently discussed enlistment with their parents. Parents were mentioned as an information source by positive propensity youth more frequently than any other source.

Of the male youths who talked about enlistment with their parents, 29 percent reported that this dicussion made them (the youth) more favorable about joining; 18 percent reported becoming less favorable; and 52 percent stated that the discussion made no difference.

Based on these findings and similar ones in previous YATS studies, The Orkand Corporation was commissioned to carry out a study of parental influence on enlistment. (In this study, the terms "parents," "mother," and "father" include natural parents and guardians, step-parents, and others acting in loco parentis.) The study, reported here, is based on interviews with a national probability sample of 2,763 parents of 16-21 year old male and female youths who had not gone beyond the sophomore year of college, supplemented by interviews with 280 parents of similar Hispanic youth. Henceforth, the former will be referred to as the national sample.

OBJECTIVES AND USES OF THIS STUDY

The Key Research Questions

Clearly, military recruiting will be facilitated if parents attempt to and succeed in influencing young people to enlist. The central research question is:

1. What are the conditions under which parents successfully influence 16-21 year-olds to enlist in the Armed Services?

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* Market Facts, Inc., Youth Attitude Tracking Survey, Fall, 1981, Arlington, VA: 1982.

A subsidiary question, considering the importance to the Armed Services of enlisting many high school graduates (HSGs) is:

1a. What are the conditions under which parents successfully influence their 16-21 year-old children who are HSGs to enlist in the Armed Services?

The second research question is:

2. Under what conditions do parents attempt to exert influence on their children to enlist, whether or not the influence attempt succeeds?

The Armed Services, and particularly the Navy, are especially interested in increasing enlistment among Hispanic youth. It was hypothesized that family influence patterns in the Hispanic community may differ from those in the general population. Thus, the study over-sampled parents of Hispanic youth in order to answer the question:

2b. What are the conditions under which Hispanic parents attempt to influence their 16-21 year-old children to enlist in the Armed Services?

Finally, we have sought to answer the question:

3. What influences the potential influencers? How can they be reached?

The key research questions deliberately use the rather general word "conditions". Such conditions shaping either successful or unsuccessful attempts at influence include the following:

- The relationship of potential influencer to the influencee (i.e., mother or father);
- Previous direct experience of the influencer with the Armed Services;
- Parental expectations and intentions about their children's education and careers;
- The influencers' sources of second-hand information about the military. These might include advertising, both by individual Services and on a joint-service basis, news stories presented by various media, and fictional portrayals of the military (again, through various media);
- Knowledge of existing military programs and benefits;
- Perceptions of and attitudes toward existing and hypothetical programs and benefits;
- Evaluations of the military as a career, compared to civilian alternatives;

- Demographic and cultural characteristics of the influencer and influencee.

Project Objectives

Thus, the primary purpose of this project is to define as clearly as possible key attributes and conditions which:

- differentiate those parents who discuss education and career plans with their children from those who do not; and
- differentiate those parents who influence their children toward enlisting from those who influence them away from enlisting.

It was expected that this effort could provide the Armed Services with valuable information about parents who are the best targets of recruiting efforts.

Potential Uses of the Information Provided by This Study

DoD and the Services can use the information provided by this study in order to:

- have some indications of the extent to which it is worthwhile (compared to the expenditure of resources for recruiters, advertising and public relations directly to potential enlistees) to expend resources for advertising, public relations, and person-to-person informational campaigns directed at parents;
- determine which kinds of parents constitute the targets which will produce the greatest payoff;
- choose the most appropriate media;
- choose the most appropriate themes (these are not necessarily the ones most effective with youths); and
- avoid themes which conjure up more controversy than understanding.

ORGANIZATION OF THIS REPORT

The remainder of this report presents: a summary of the approach (Chapter II); a descriptive overview of the national sample of parents (Chapter III); some differences between parents who frequently discuss educational and career plans with their children and those parents who do not (Chapter IV); some differences between parents who influence their children toward enlistment in the Armed Services and those who influence their children away from enlistment (Chapter V); and a description of the Hispanic parents interviewed (Chapter VI).

II. STUDY APPROACH

INTRODUCTION

This chapter summarizes the study approach developed; detailed descriptions are presented in Appendix B. Specifically, this chapter and Appendix B address sampling procedures, survey design and development, data collection, and the weighting and analysis of the data.

SAMPLING PROCEDURES

The study was planned to develop information about two groups of parents, both residing in the contiguous 48 states:

1. Parents of 16-21 year olds who have not gone beyond the sophomore year of college; and

2. Hispanic parents of such children.

A representative sample of the first group, henceforth called the national sample, was selected by the study sub-contractor, Audits & Surveys (A & S), so that the results for the sample can be projected to the national population of all parents of children characterized as above. Since interviews were conducted over the phone, the population (and its sample) were effectively limited to those parents residing in households possessing telephones; almost all households in the contiguous states do have phones. National sample parents were chosen in two ways: random digit dialing and multiplicity sampling. No attempt was made to adjust for households without telephones.

In random digit dialing, six-digit combinations of telephone area codes and exchanges were randomly chosen to represent each part of the 48 contiguous states. Then, four-digit numbers were randomly selected within each of the six-digit combinations. Those telephone numbers were called, repeatedly if necessary. Interviewers screened to see whether anyone in the household reached by the telephone number met the requirements listed under 1, above. If so, the interviewers attempted to interview either the mother or father in the household.

Clearly, only a small percentage of households contains people who meet the requirements for this survey. In order to increase the efficiency of screening in view of this low incidence, a technique known as multiplicity sampling was used. This means that when no household member met the requirements, the interviewer asked whether any household member was between 16 and 21 years of age, or had a sibling in that age range. If a household resident met either of these conditions, he/she was asked to provide the name(s) and telephone number(s) of the parent(s). One parent (randomly chosen) was then

called for an interview. As with the random digit dialing method, multiplicity sampling allows one to project from the sample to the population. Thus, statistics and relationships based on the national sample apply to the entire population from which it was drawn.

Random digit dialing was not feasible for locating Hispanic parents, because of their rare occurrence. Instead, the group of 400 Hispanic parents was built up from two subgroups. First, 120 respondents of Hispanic ethnicity from the national sample were also analyzed as part of the Hispanic group. Second, the remainder of the Hispanic group, 280 Hispanic parents, was located as follows. The four Census Divisions with the heaviest concentration of Hispanics were identified. These are the Middle Atlantic, West South Central, Mountain, and Pacific Divisions. Hispanic-surnamed people in the telephone directories of these divisions have been identified and listed. A list of names, addresses, and telephone numbers, randomly selected from this larger list was purchased from a reliable firm specializing in sampling lists. In turn, telephone numbers randomly drawn from the smaller list were called in order to identify eligible parents, either directly or through the referral process of multiplicity sampling described above.

The Hispanic parents reached and interviewed through this process are broadly representative of the population of Hispanic parents. But they cannot be considered a random sample in the strict sense of the term. Therefore, they are referred to henceforth as the Hispanic group.

INTERVIEW CONTENT

The following eight basic dimensions possibly related to parents' influence on their children's career choices or enlistments were identified, in consultation with OASD (MRA&L) and JMARC for inclusion in the questionnaire:

1. Demographic characteristics;
2. Perceptions of and attitudes about existing and hypothetical programs and benefits;
3. Awareness of existing programs and benefits;
4. Awareness of and reaction to military advertising and promotional material;
5. General attitudes toward the military;
6. Attitudes expressed in discussing the military with potential enlistees, and underlying reasons;
7. Information on the characteristics of potential enlistees; and
8. Parents' expectations about educational and occupational futures of their children.

Two focus groups sessions helped to shape the specifics in the interview guide reflecting these dimensions. Each group's discussion was focussed on a broadly defined set of topics: in this case, young people's career choices, particularly the military as a career; parents' roles in these choices; and par- ents' attitudes and sources of information about the military career. Each focus group consisted of seven to nine participants and met for about two hours. The discussions were tape-recorded and then analyzed.

The analysis indicated specific questions and answers to include in the first draft of the interview guide. It subsequently went through many drafts as a result of (1) interactions among the contractor, OASD (MRA&L), and JMARC and (2) pretests. The final version is reproduced in Appendix A, with its results. It contains 92 questions, many consisting of sub-questions. In order to stay within a 30-minute interview time, some questions were addressed to only half the sample. (This technique is called "split-sampling".)

DATA COLLECTION

Before interviewing began, interviewers were selected and attended a four-hour training session. This included practice on entering an interview into a computer-assisted telephone interviewing (CATI) system. CATI presents all questions and other material to the interviewer on a terminal and controls the entire interview process, including skip patterns (where the answer given to the present question determines which question is asked next) and split sampling. The interviewer enters the response through the terminal's keyboard. CATI has many other features and benefits, described more fully in Appendix B.

A total of 2,763 interviews were obtained in May and June 1982 for the national sample. The additional 280 Hispanic group interviews were carried out in August 1982. A response rate of 68.2 percent of eligible households was achieved. The response rate was maintained as high as possible by a set of refusal conversion procedures. Interviewers were trained to deal with initial reluctance on the part of potential respondents; respondents who refused at first to be interviewed were called by refusal conversion specialists.

Parents were asked questions (covering the eight dimensions above) about themselves and their subject child. When a parent had more than one child eligible (aged 16-21, etc.) to be their subject child, one of the eligible children was chosen randomly as the subject child to be discussed in the interview.

The interview for the Hispanic group differed from that for the national sample in two respects: (1) the former asked about exposure to Spanish- and English-language media; and (2) it was presented in a Spanish version whenever this was more convenient to the respondent.

WEIGHTING AND ANALYSIS OF THE DATA

Households reached through random digit dialing differ from those reached by referral (multiplicity sampling) in their probability of selection for a national sample. Further, the more telephone numbers for a household, the more likely that household is to be reached by random digit dialing. Thus, weighting of the national sample responses was necessary in order to project the sample's results accurately to the population. Basically, the weight for each household is inversely proportional to the number of separate telephone numbers by which that household could have been reached.

Examination of the data after applying these weights showed that the national sample over-represented (compared to the contiguous U.S. population of eligible parents) married women. An additional set of weights was used to adjust for this sampling bias. Two key concepts (effective sample size and design effect) were involved in adjusting for this phenomenon. Based on their implementation, the effective sample size for the national sample is 2,245, smaller than 2,763, the number of interviews carried out. The data presented for the national sample in subsequent chapters reflect all the weighting adjustments made and are based on an effective sample size of 2,245. In summary, these national sample results can be projected (applied) to all people who: (a) reside in the 48 contiguous states; (b) have at least one telephone; and (c) are parents of 16-21 year olds who have not gone beyond the second year of college.

Responses for the 400 Hispanic parents were not weighted since it was impossible to project them to the national population from which they were derived. More detailed discussion of weighting procedures and computation of the design effect is provided in Appendix B.

Analysis proceeded in five stages: (1) descriptive statistics; (2) generation of composite variables; (3) bivariate analyses; (4) trivariate analyses; and (5) multivariate analyses. For each stage of analysis, the statistical significance of national sample results was assessed. Since the study results are based on a sample, differences between two subgroups may arise by chance. Tests of statistical significance of differences were run in order to identify differences larger than those which might have arisen from random fluctuations in the data; that is, it is unlikely that they occurred by chance. A statistical convention required in DoD studies and often otherwise applied was adopted: differences were considered statistically significant if their probability of happening by chance was less than 5 out of 100. Unless otherwise indicated, differences pointed out in the text are statistically significant.

III. OVERVIEW OF FINDINGS IN THE NATIONAL SAMPLE

INTRODUCTION

This chapter provides an overview of the descriptive statistics for the national sample. The chapter discusses demographic characteristics, attitudes toward military Service, knowledge of military benefits, and sources of information about the military. All data are weighted; only significant differences are mentioned, unless otherwise indicated.

DEMOGRAPHIC CHARACTERISTICS

Exhibit III-1 provides the weighted discribution of responses of the National Sample of parents to questions about their sex, marital status, racial/ethnic group, income, education, occupation and military Service. In addition, Exhibit III-1 provides details concerning the selected children, including their sex, educational level, work and military status.

The sample of parents has a higher percentage of male children (54.7 %) than the population (about 50 %). We can only speculate about why this is so: perhaps some parents who had only daughters may have refused to be interviewed on the grounds that the topic of enlistment in the Services was irrelevant to their female children.

The section in Exhibit III-1 on "Racial or Ethnic Group" shows weighted responses to an initial question on this characteristic. In all, 59 people identified themselves as Hispanic on this question. When those providing responses other than "Hispanic" to this question were asked whether they considered themselves to be of Hispanic background, an additional 37 parents responded in the affirmative. These numbers, summing to 96, are weighted, as explained in Chapter II and Appendix B. In terms of unweighted sample size, 120 Hispanics were found in the national sample and their weighted responses were analyzed as part of this sample. (The ratio of weighted to unweighted numbers of Hispanics is about the same as the ratio of total unweighted national sample sample size (2,763) to its weighted sample size (2,246).) The same 120 Hispanics were also included, unweighted, in the Hispanic Group, whose responses are discussed in Chapter VI.

ATTITUDES TOWARD AND KNOWLEDGE ABOUT MILITARY SERVICE

Introduction

Of considerable interest in examining the parents in the national sample are their attitudes toward the military and knowledge of military benefits. Some questions discussed here were addressed to the entire sample; others were

Exhibit III-1

DEMOGRAPHIC CHARACTERISTICS OF NATIONAL SAMPLE
(Percentages in this and all other exhibits are weighted)

	N	%
INFORMATION ABOUT PARENTS		
Sex		
Male	660	29.4
Female	1586	70.6
Marital Status		
Married	1908	84.9
Non-Married[1]	330	14.7
Number of Children Aged 16 - 21 in Family		
One	1306	58.1
Two	679	30.2
Three	204	9.1
Four or More	58	2.6
Median: One		
Racial or Ethnic Group		
White or Caucasian	1809	80.5
Black, African	291	12.9
Hispanic	59	2.6
American Indian	30	1.3
Asian or Pacific	18	0.8
Family Income		
Less than $5,000	82	3.7
$ 5,000-10,000	201	9.0
$10,001-20,000	487	21.7
$20,001-30,000	557	24.8
$30,001-40,000	381	17.0
$40,001-50,000	162	7.2
$50,001 and above	174	7.7
Estimated Median: $25,600		

[1]Non-married includes: separated, divorced, widowed and never married. For this variable, as throughout this exhibit, percentages are not shown for "Don't Know" and "Refused" categories, since the percentages would add no information.

Exhibit III-1 (continued)

DEMOGRAPHIC CHARACTERISTICS OF NATIONAL SAMPLE

	N	%
INFORMATION ABOUT PARENTS		
Education		
Grades 1-8	143	6.4
Grades 9-11	287	12.8
High School Graduate	907	40.4
Some College	500	22.3
Four Year College Graduate	202	9.0
Some Graduate School	75	3.4
Graduate Degree	116	5.1
Median: High School Graduate		
Current or Most Recent Occupation		
Civilian Blue Collar	472	21.0
Civilian White Collar	909	40.5
Military (Active Duty)	38	1.7
Housewife/Househusband	437	19.4
Retired, Unemployed, Student	46	2.1
INFORMATION ABOUT CHILDREN		
Sex		
Male	1228	54.7
Female	1009	44.9
Current Educational Status		
In School	1438	64.0
Not in School	796	35.4
Junior High School	39	1.7
High School	920	40.9
Four Year College	292	13.0
Two Year College	134	6.0
Vocational/Bus. School	42	1.9
Other	10	0.4

Exhibit III-1 (continued)

DEMOGRAPHIC CHARACTERISTICS OF NATIONAL SAMPLE

	N	%
INFORMATION ABOUT CHILDREN		
Work Status		
Not Working	527	23.5
Working Full-Time	546	24.3
Working Part-Time	712	31.7
Looking for Work	351	15.6
Military Enlistment Status		
Enlisted	77	3.4

asked of only half the sample. (See Chapter II for an explanation of the split-sampling approach). Where differences between responses to questions are highlighted in the text, they are statistically significant at the 95 percent level of confidence, unless otherwise indicated. Comparisons between estimates (e.g., of monthly pay) and actual values, however, cannot be tested for statistical significance, because no measure of the variance of the latter exists, even conceptually; estimates of variance are necessary components of tests of significance. Almost all conclusions about statistical significance were based on the test involving confidence limits of proportions. A few, for data in Exhibit III-18, were based on sign tests.

Money-Related Job Aspects

All respondents were asked to rate the military versus the civilian sector in terms of five money-related aspects of the job (pay, educational assistance, medical benefits, dental benefits, and retirement pay) and three other aspects (opportunity to learn a valuable trade or skill; equal opportunities for men and women; and opportunity to advance). Further, half the sample was asked about 12 other job aspects. Responses to all of these are presented in Exhibit III-2. Answers to the first five are shown graphically in Exhibit III-3. As shown in Exhibit III-3, the respondents generally perceive military fringe benefits to be superior to those in the civilian sector. Of these, retirement pay is least frequently rated as superior (although still by a considerable majority) and medical, dental and educational benefits clearly voted as superior in the military. But more than 45 percent of respondents believe that civilian pay is better than military; only 17 percent believe the opposite.

Other Job Aspects

Exhibit III-2 also presents parents' perceptions about how military Service compares with civilian employment, in terms of various aspects of jobs not related to compensation. The vast majority of parents believe that they know enough about both kinds of careers, to be able to answer the question. (Whether their perceptions are accurate is another question.) In most cases only about 10 percent answered "Don't know." The proportion of such answers reached its maximum, 22 percent, in response to comparing the quality of supervision, and its minimum, 6 percent, on the aspect of teaching young people discipline. The small percentage who do not have a firm answer suggests that it would be difficult to manifestly increase the proportion with a more positive image of military than of civilian careers, since the "Don't Knows," the most easily swayed group, are small in number compared to those who have already decided on one or the other side of the issue.

Most parents appear to consider the military superior in five aspects: teaching young people discipline (82 percent), job security (76 percent), the ability to train people to be leaders (69 percent), provides men and women equal pay and opportunity (58 percent) and the chance to learn a valuable trade or skill (54 percent). Fairly large percentages believe that the military is better at providing an opportunity for advancement (45 percent), providing a career that a person can be proud of (41 percent), quality of the

Exhibit III-2

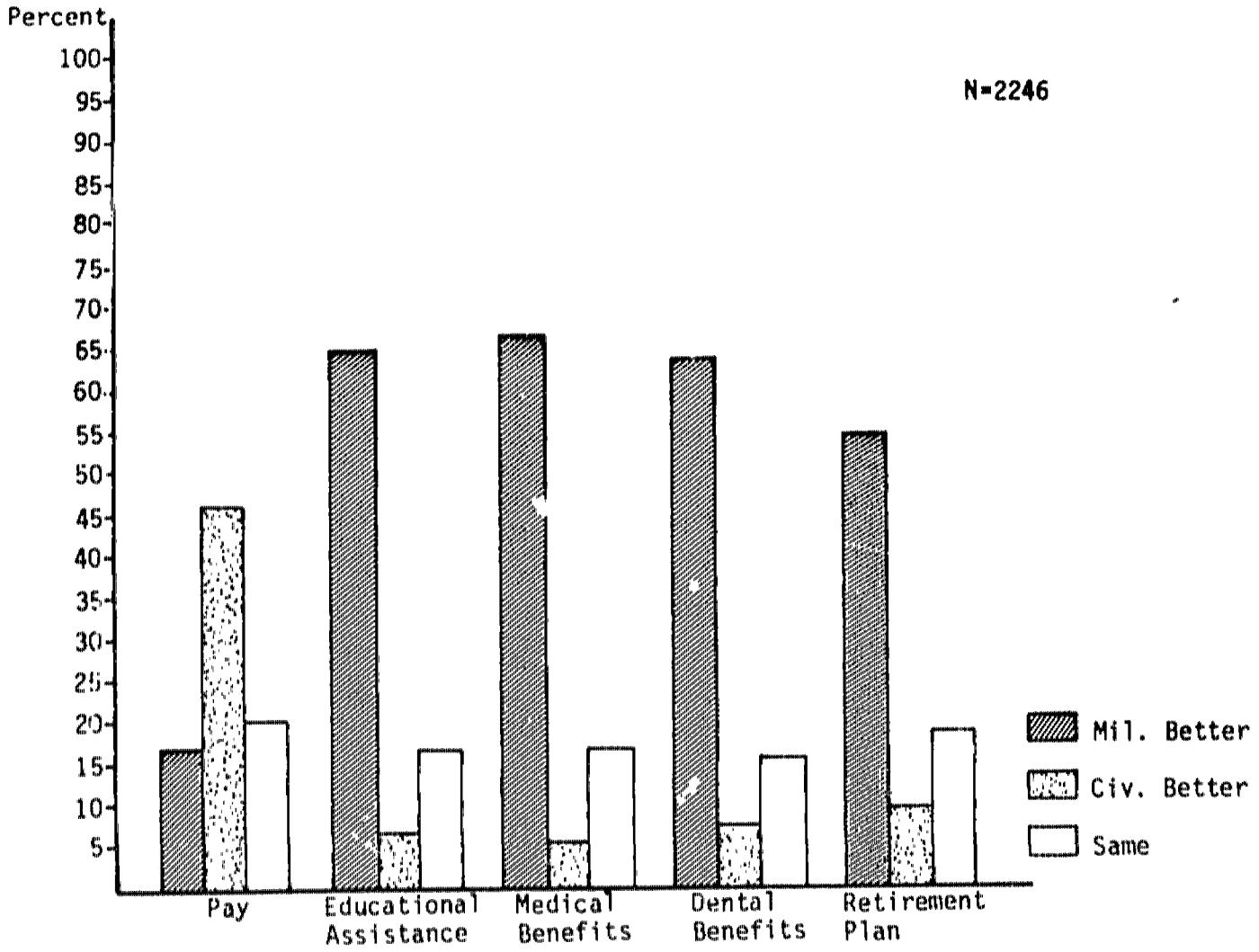
COMPARING ASPECTS OF CIVILIAN AND MILITARY EMPLOYMENT
(Percentages; Ranks in Parentheses)

Aspect	Civilian Better	About Same	Military Better	Don't Know
Pay	47.0	20.6	16.7 (17)	15.7
Educational Assistance	6.9	17.0	65.0 (5)	11.1
Medical Benefits	6.6	17.2	67.1 (4)	9.0
Dental Benefits	7.9	16.1	64.0 (6)	12.0
Retirement Pay	9.8	18.8	54.8 (8)	16.6
Learn Valuable Trade	9.9	29.9	54.3 (9)	5.9
M+F Equal Opportunity	6.8	22.6	58.4 (7)	12.2
Opportunity to Advance	14.4	32.4	44.7 (10)	8.5
Supervisors Good	22.0	40.8	15.5 (18)	21.7
Job They Want	28.0	29.8	27.4 (14)	14.9
Job Security	4.0	13.6	75.9 (2)	6.5
Proud Career	10.8	39.5	41.4 (13)	8.3
Teaches Discipline	3.9	8.7	81.8 (1)	5.7
Good Hours	24.4	35.0	25.9 (15)	14.7
Opp. For Good Family Life	56.7	21.5	14.0 (19)	7.8
Trains Leaders	6.3	18.8	68.6 (3)	6.3
A Say In What Happens	52.8	24.4	12.6 (20)	10.2
Good Equipment	10.0	33.6	42.1 (12)	14.3
Challenge	13.8	33.9	44.0 (11)	8.3
Good People	17.3	53.2	19.5 (16)	10.1

Base: 2246 for first five aspects.
2241 for next three aspects.
1152 for others (split sample).

Exhibit III-3

RATING OF MILITARY BENEFITS
(Percentage)



equipment used (42 percent), and the chance for interesting and challenging work (44 percent).

On the other hand, large proportions of parents responded that they believe that the opportunity for a good family life (57 percent) and "a say in what happens" (53 percent) are better in civilian jobs.

We can compare these results with those obtained by asking a similar question of 16-21 year-olds, as was done in the Youth Attitude Tracking Survey (YATS) in Fall 1981.* Youths (in Table 3.20 for males and Table 9.15 for females) tended to agree with parents about the aspects mentioned above. But the ordering of those considered better in the military was different in the perceptions of parents and youths. (Exact comparisons and tests of statistical significance are not possible, since the metrics used in YATS and in this study differ.) It appears that a far greater majority of parents than of youths consider that job security is better in military employment. Probably most noteworthy, a very large majority of parents favor military Service for teaching discipline. This aspect of jobs was not included in the YATS survey; we speculate that it is not salient for youth.

Educational Benefits

In another set of questions, all respondents were asked whether the military provides certain educational benefits, including:

(1) educational assistance for trade or vocational school;

(2) cash-out of educational benefits contributions upon re-enlistment, under the Veterans Educational Assistance Program (VEAP);

(3) a 2-for-1 contribution for education (VEAP);

(4) $8,000 for education after two years in Service;

(5) $12,000 for education after three years in Service;

(6) $12,000 for education after four years in Service;

(7) living expenses while in school after leaving Service; and

(8) whether all Services provide the same educational benefits.

The Services provide educational assistance for trade or vocational school; 87 percent of the parents believe that this benefit is available, while only 4 percent say they do not (the remaining 9 percent "don't know"). However, answers to the next questions indicate less common knowledge of other educational benefits. Upon re-enlistment, Servicepersons can receive refunds of their contributions to VEAP; the government's contribution is not made available. Many parents (50 percent) do not know of such a benefit; only 17

* Market Facts, Inc., Youth Attitude Tracking Survey, Fall, 1981, Arlington, VA: 1982.

percent indicated that they believe the benefit exists. The two-for-one matching contribution for education under VEAP is an existing benefit for all Service members, but 21 percent of parents say it is available to some and 42 percent say it is available to all enlisted persons. However, 10 percent do not think it is available and a large percentage (27 percent) answer that they "don't know".

Similar responses were obtained from the questions concerning $8,000 and $12,000 educational benefits under Ultra-VEAP. These benefits were, at the time of the survey, only available from the Army and only for some enlisted persons in the Army. Consequently, we would not expect a high proportion of parents to know about them. However, about 25 - 30 percent of the parents answered that these benefits were available to all, while another 21 - 22 percent answered that they were available to some.

Finally, living expenses for school, which are available under VEAP, is a benefit not widely known among parents. Over 34 percent of parents claim it is not available, while 37 percent answer that it is either available to all or to some. Another 28 percent don't know. These answers indicate a general lack of knowledge on the part of parents concerning military educational benefits. Exhibit III-4 displays the answers to these questions graphically.

An additional question asked whether parents believed that all Services provide the same educational benefits. Almost 50 percent of the parents responded that they do while 32 percent correctly responded that they do not and another 19 percent "don't know".

Absolute Value of Military Pay and Allowances

A third set of questions explored the perceived value of military pay and benefits. Parents were asked to estimate the value of:

(1) the largest possible enlistment bonus;

(2) the largest possible re-enlistment bonus;

(3) monthly pay for an entry-level Serviceperson;

(4) monthly housing allowance for an entry-level Serviceperson;

(5) monthly food allowance for an entry-level Serviceperson;

(6) monthly civilian income equivalent to that of an entry-level Serviceperson (including housing, food and tax advantages);

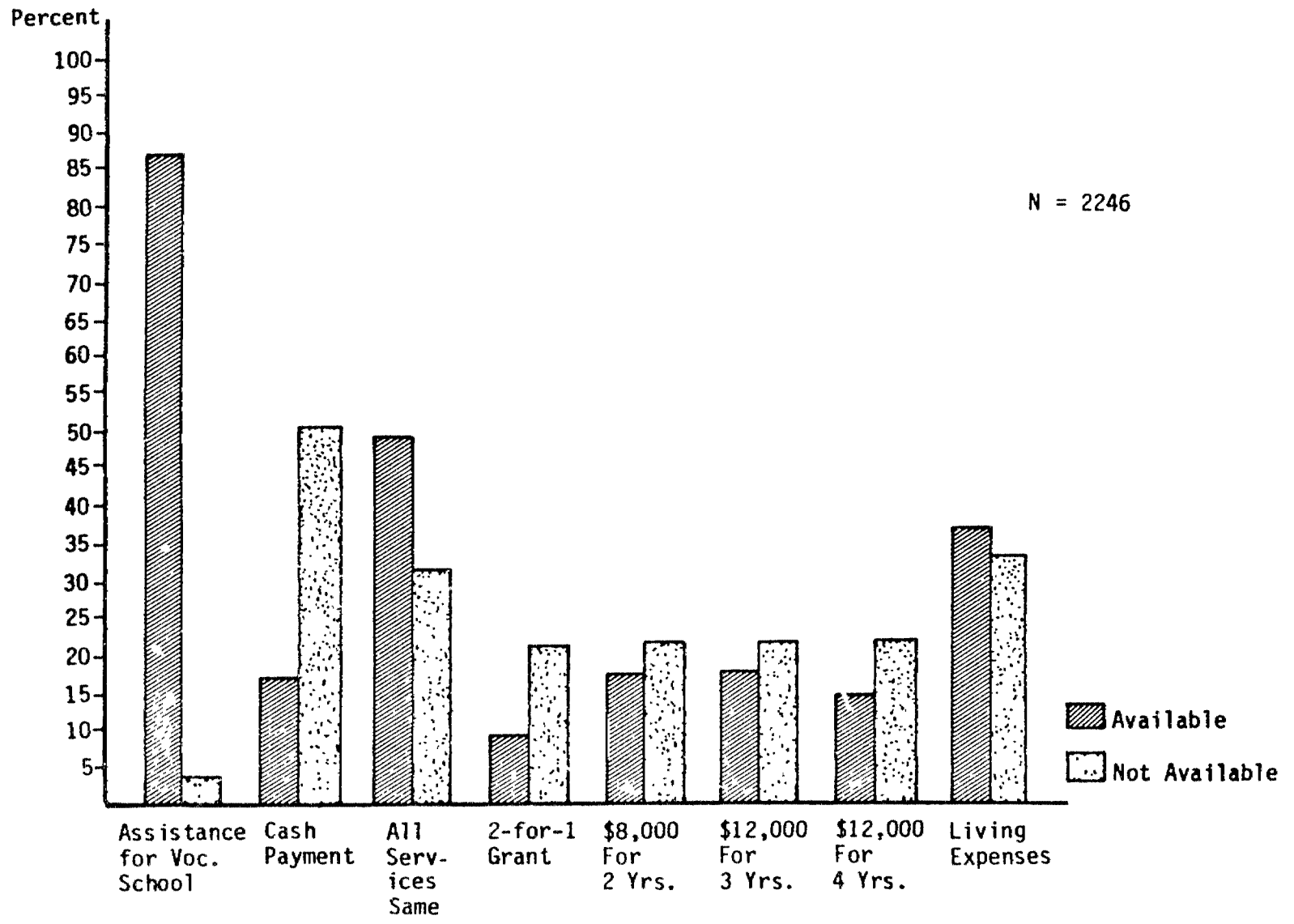
(7) monthly civilian income equivalent to that of 20-year Serviceperson;

(8) monthly retirement pay after 20 years of service.

The survey also asked parents whether or not they believe that the military provides enlistment and reenlistment bonuses. Only those who answered affirmatively were asked to make estimates of dollar values.

Exhibit III-4

PERCEIVED AVAILIBILITY OF MILITAPY EDUCATIONAL BENEFITS
(Percentages)



There is considerable doubt concerning the availability of both enlistment and re-enlistment bonuses. The proportion of parents who believe, correctly, that enlistment bonuses are available is 39 percent, while only 12 percent say that they are not available; 46 percent respond that re-enlistment bonuses are available while only 7 percent believe that they are not. However, in both cases, almost half of the parents (49 percent and 47 percent, respectively) answered "Don't know".

For those parents who indicated that the military provided enlistment and re-enlistment bonuses, there is a wide distribution of estimates of the maximum dollar value of these bonuses, as evidenced by Exhibits III-5 and III-6. Average estimates of bonuses were calculated for all parents who provided an estimate. The average estimate for the largest enlistment bonus is $824; it is $485 for the maximum re-enlistment bonus. These estimates are considerably below the actual maxima. At the time of the survey the largest bonus available for enlistment was $5000. The largest re-enlistment bonus was $20,000. Only 60, or less than 3 percent, of the parents estimated a bonus within 20 percent of the actual largest enlistment bonus. Fewer than two percent estimated a maximum re-enlistment bonus within 20 percent of the $20,000 actual number. Clearly, parents perceive the bonuses to be considerably smaller than they really are. Over 20 percent of the parents who knew that a bonus exists were unable to provide an estimate for either bonus.

Estimates for the value of monthly starting pay, housing and food allowance, comparable civilian pay, and retirement pay present another set of benchmarks against which to judge parents' knowledge of military benefits. Exhibits III-5 through III-12 illustrate the distribution of estimates for those benefits. At the time of our survey (Spring 1982), the monthly base pay for an entry-level enlisted person (in pay grade E-1) was $551. This is considerably below the parents' average estimate, $745, in Exhibit III-7. But the modal (most common) answer was between $400 and $500, lower than the actual value. Eighteen percent of the parents estimated monthly starting pay to be between $500 and $600. The parents' average estimate for the monthly housing allowance (Exhibit III-8) was $299. In fact, an E-1 received $205/month (with dependents) or $118 (without dependents), not including the Variable Housing Allowance.

Parents estimated monthly food allowance (Exhibit III-9) fairly accurately at $112, while it is actually about $139 per month (when it is provided).

Each of the other estimates tends to be lower than its actual value. The spending power of an entry-level enlisted person was estimated, on the average, at about $771, as shown in Exhibit III-10; it is actually about $900. Similarly, while monthly spending power after 20 years of military Service is actually about $2,000, the average estimate (Exhibit III-11) was about $1722. (Both this and the retirement pay discussed in the next paragraph are based on pay grade E-7, typical at the 20-year point. "Spending power" includes base pay, housing and food allowances, and the tax advantage embodied in the last two.)

Exhibit III-5

ESTIMATES OF MAXIMUM ENLISTMENT BONUS
(Percentages)

N = 419

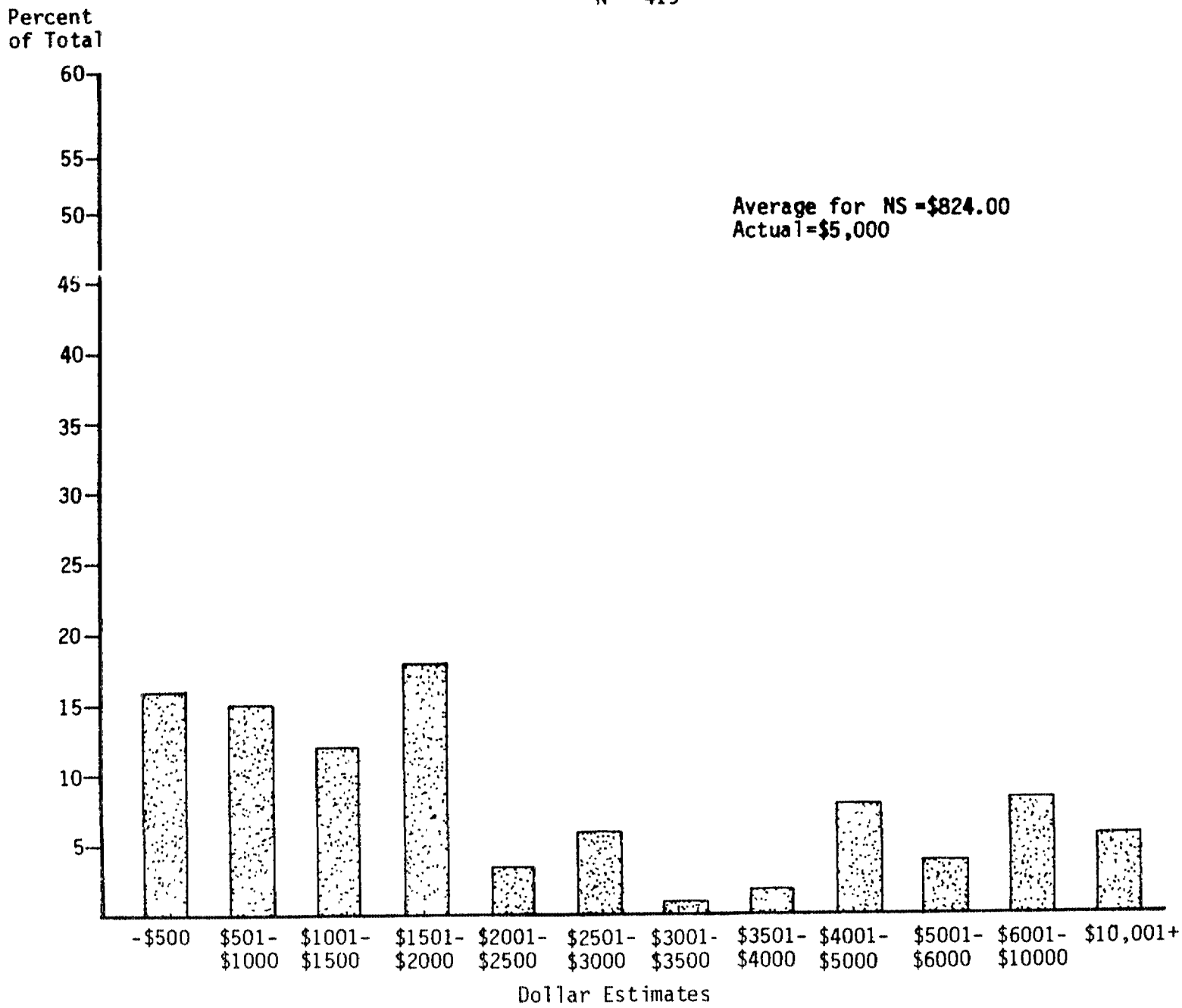


Exhibit III-6

ESTIMATES OF MAXIMUM RE-ENLISTMENT BONUS
(Percentages)

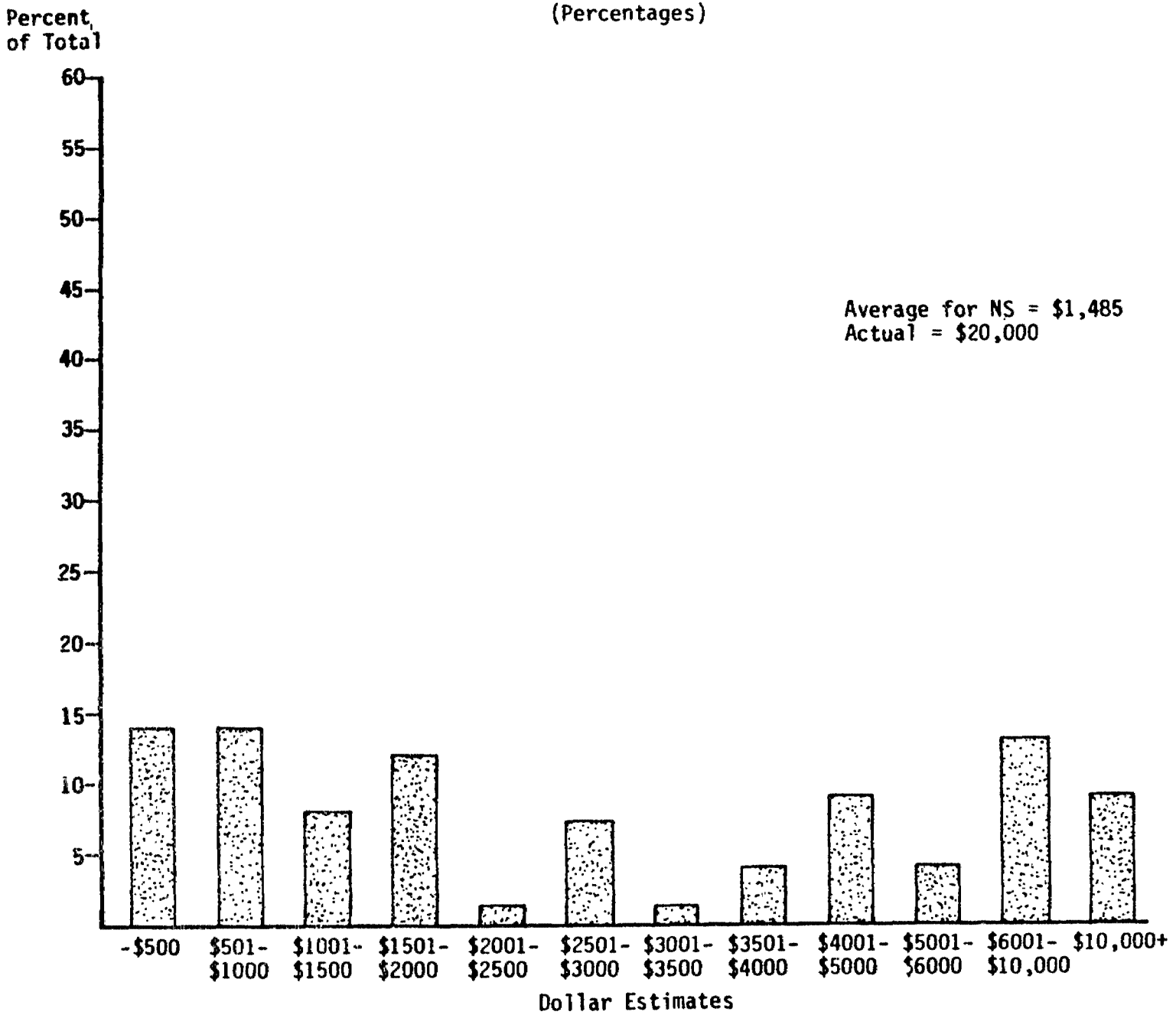


Exhibit III-7

ESTIMATES OF MONTHLY STARTING PAY
(Percentages)

N = 1,018

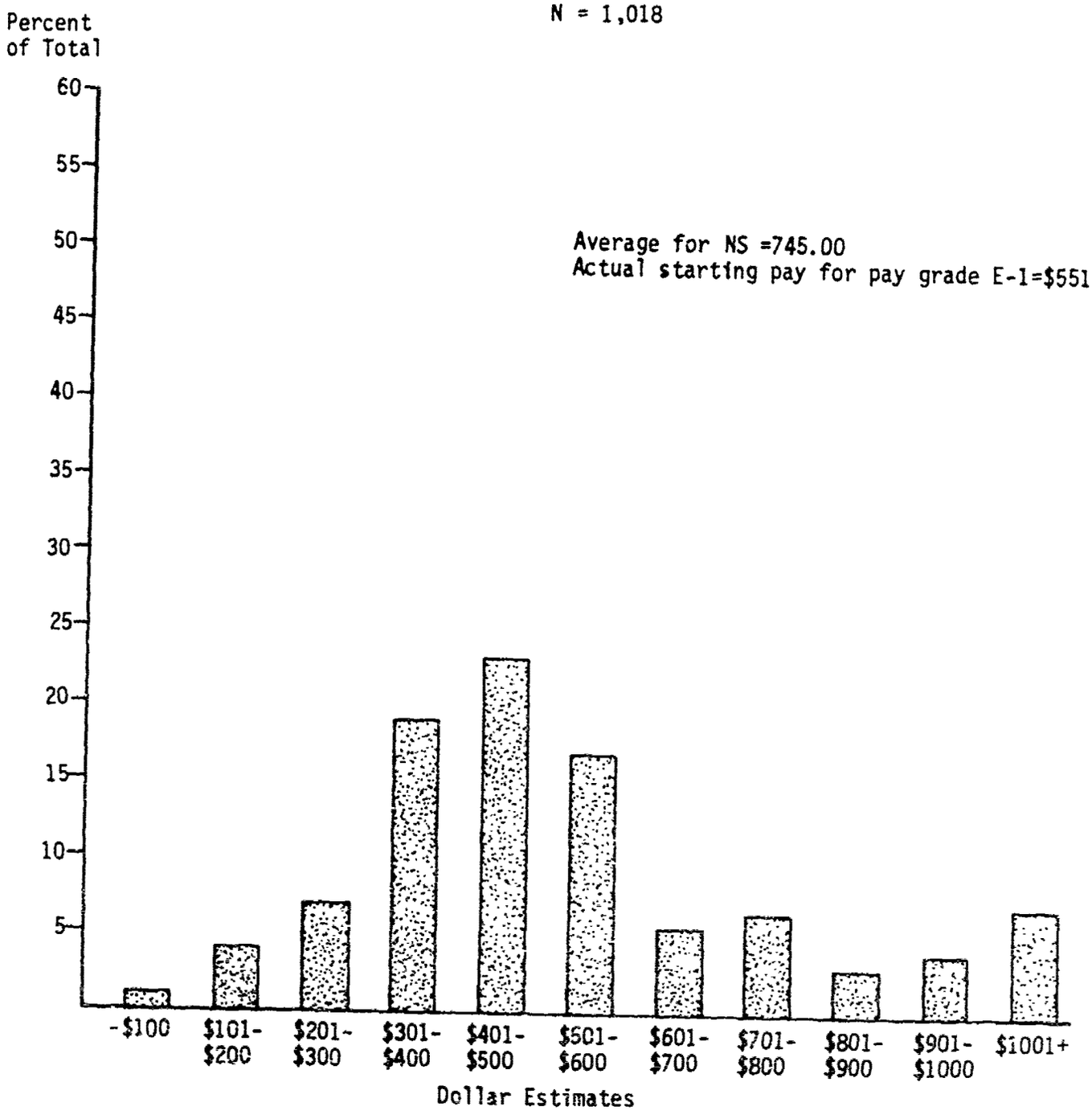


Exhibit III-8

ESTIMATES OF MONTHLY HOUSING ALLOWANCE
(Percentages)

N = 1030

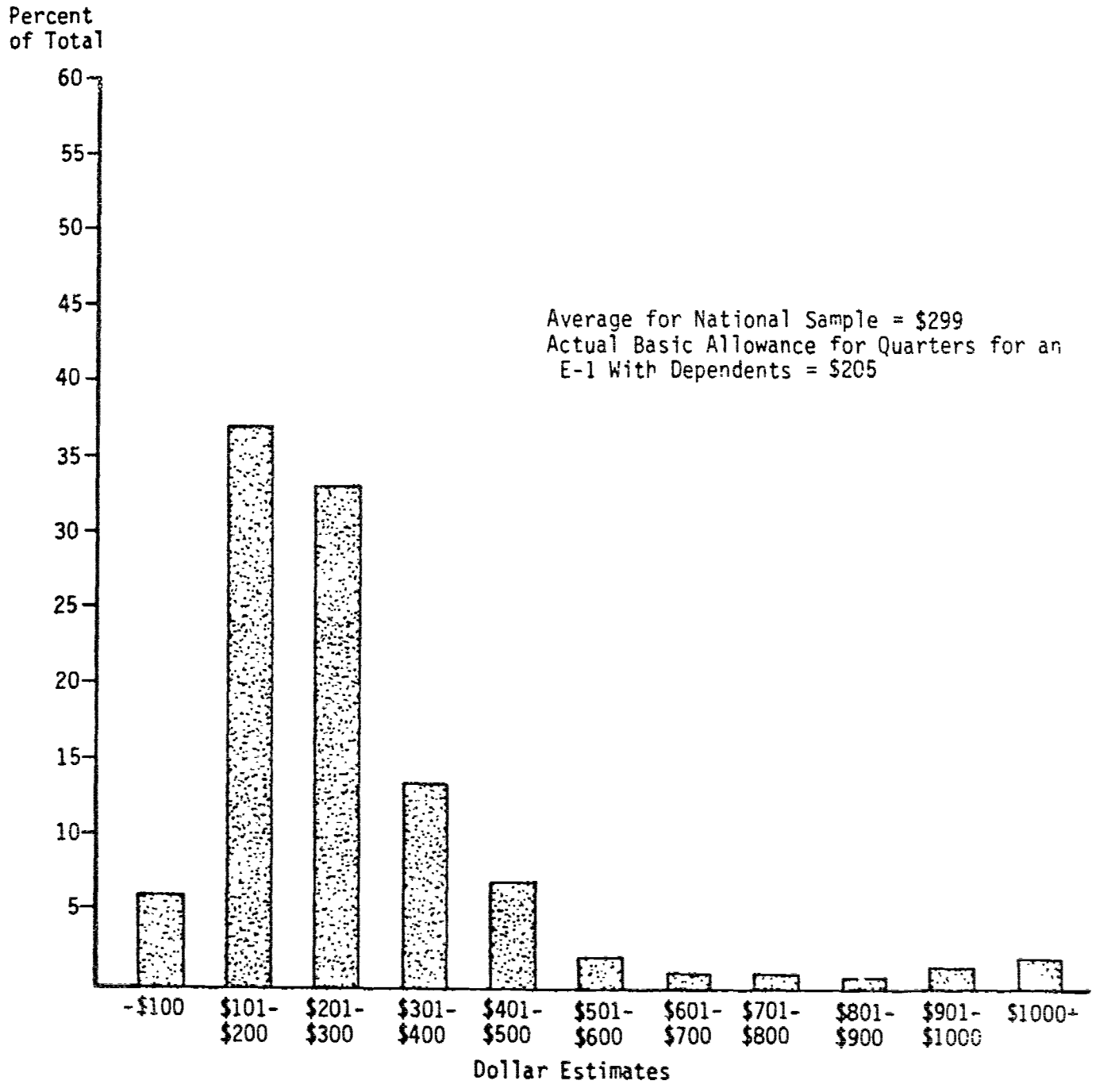


Exhibit III-9

ESTIMATES OF MONTHLY FOOD ALLOWANCE
(Percentages)

N = 1,013

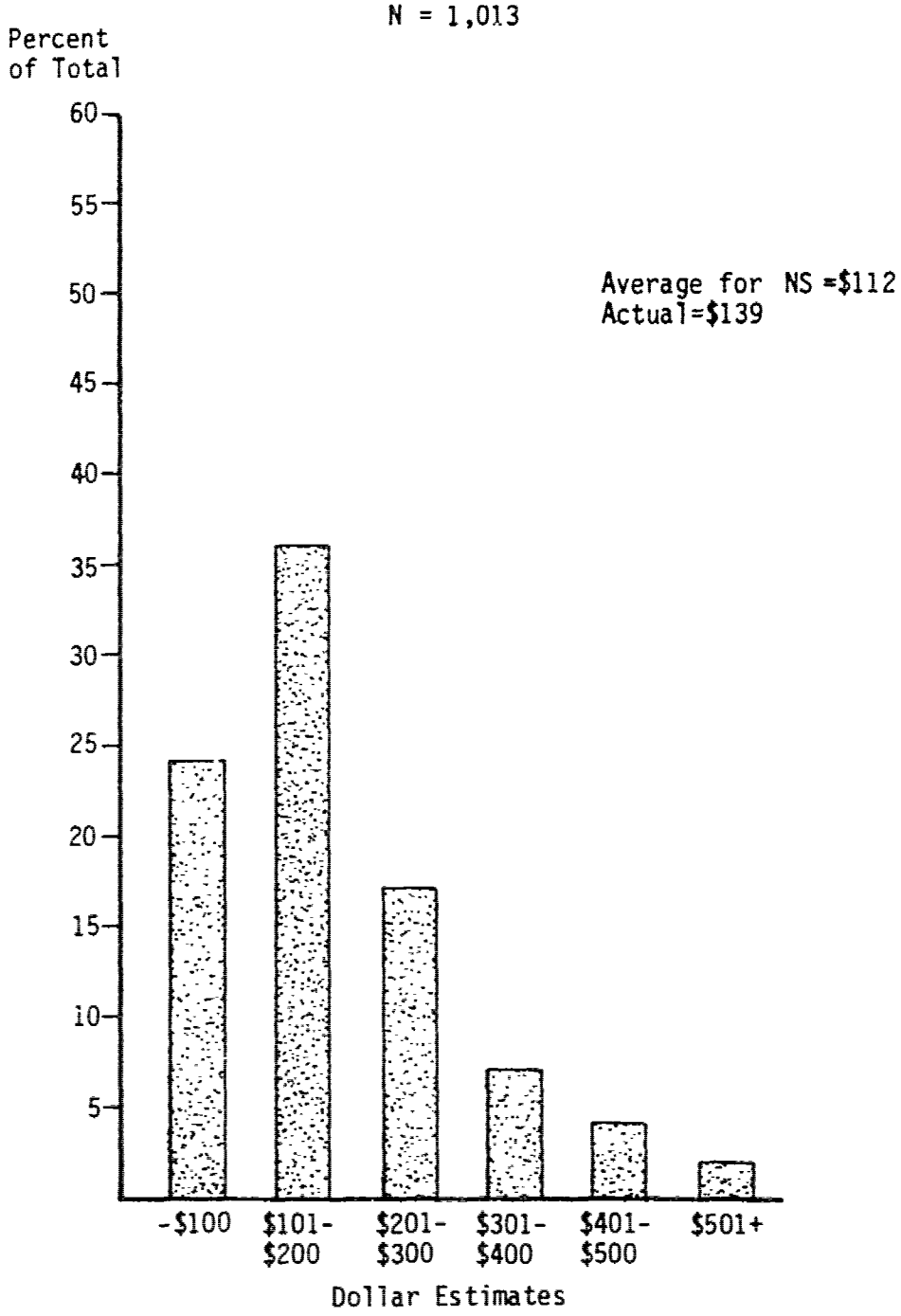


Exhibit III-10

ESTIMATES OF MONTHLY CIVILIAN INCOME EQUIVALENT TO THAT OF ENTRY-LEVEL PERSONNEL
(Percentages)

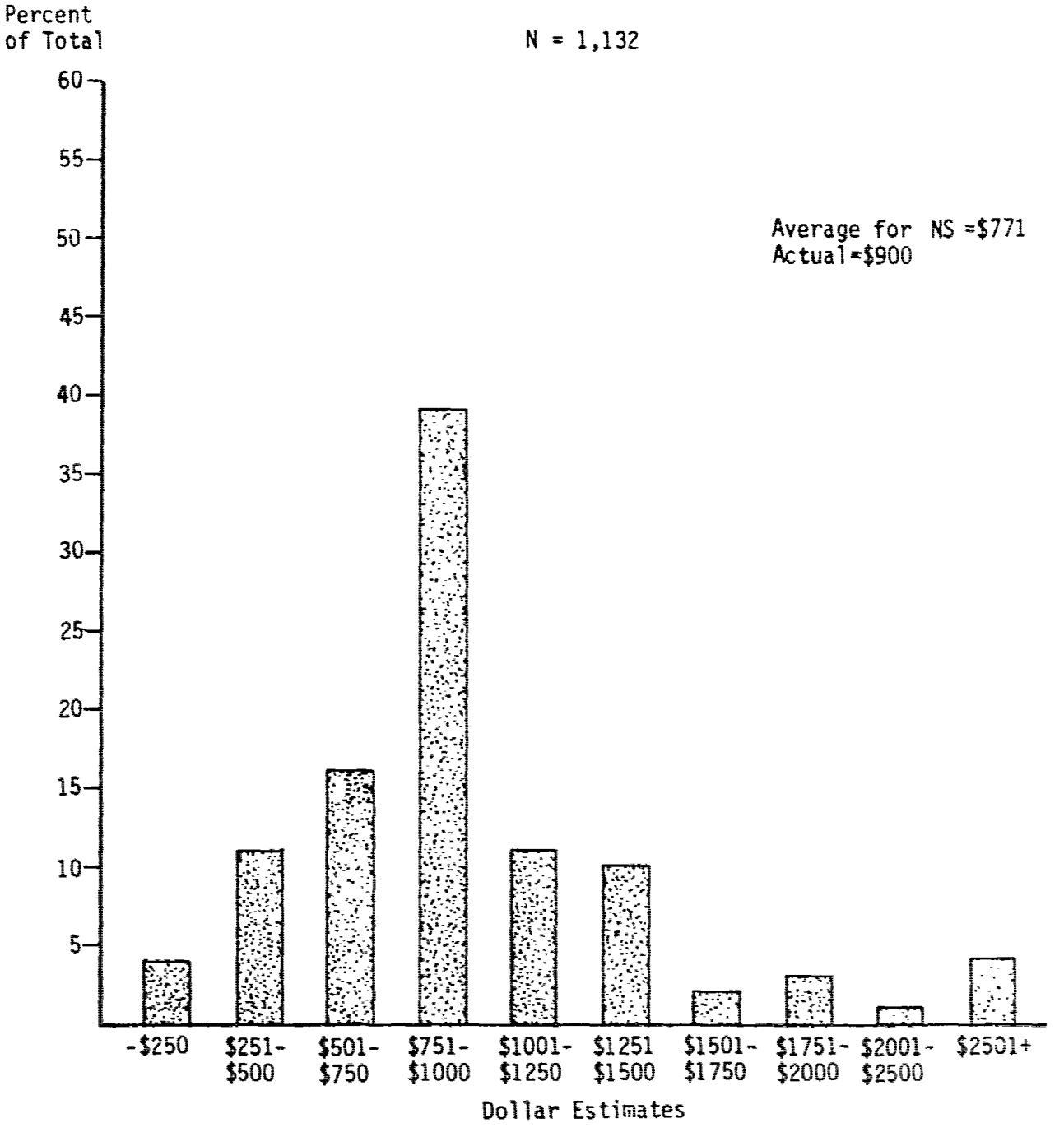
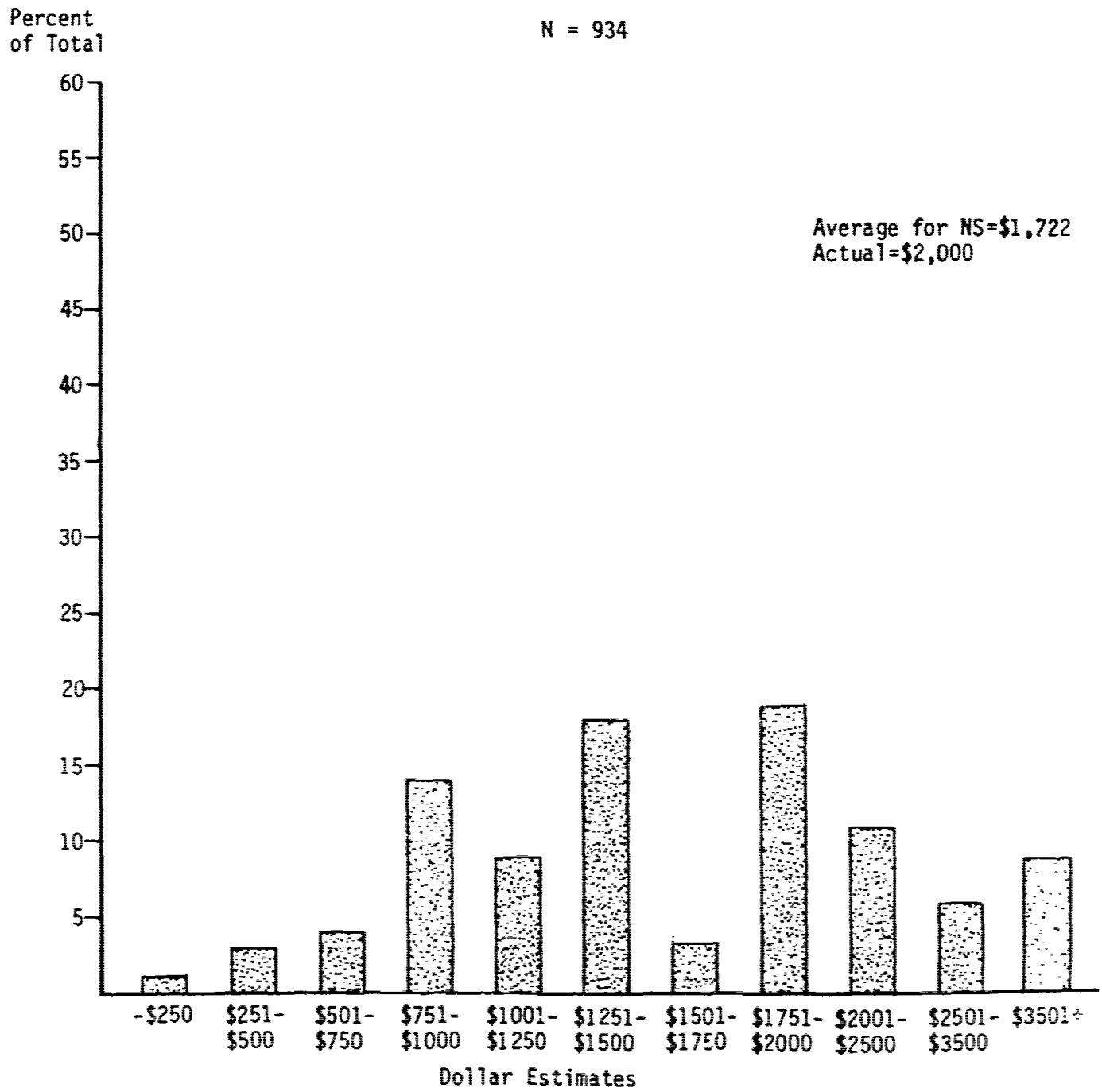


Exhibit III-11

ESTIMATES OF MONTHLY CIVILIAN INCOME EQUIVALENT TO THAT OF MILITARY (E-7) AFTER 20 YEARS OF SERVICE
(Percentages)



Finally, while actual monthly retirement pay after 20 years of Service is about $700, the average estimate is about $715. Parents' estimates were very accurate; they are depicted in Exhibit III-12.

At two points in the interview, some parents in the national sample were asked whether they encouraged or discouraged their children to join the Service. First, the question was asked of parents who said that they had discussed enlistment with their child. Parents who responded that they had discouraged or neither encouraged nor discouraged enlistment were informed about actual spending power and retirement pay. They were then asked, whether, knowing this, they would encourage, discourage, or neither encourage nor discourage their child to enlist. Exhibit III-13 first shows the percentages (out of those 899 parents who have discussed enlistment with their children) who actually encouraged (41 percent), discouraged (11 percent) and neither encouraged nor discouraged (47 percent) enlistment. The second column pertains only to the 527 (102 + 425) parents who provided the second and third answers to the first question. Of these 527 parents, a considerable number, 101, (19 percent), indicated that, knowing about military pay, they would encourage enlistment. Note that these 101 parents comprise a gain for the positive side of the ledger; before being informed about military pay, none of them encouraged enlistment.

It may be illuminating to compare results of parent interviews with those from the 1982 Youth Attitude Tracking Survey (YATS). Youths' median estimate of military monthly starting pay was $482, about $70 less than the actual amount at that time (and at the time the survey of parents was conducted). After male YATS respondends were informed of the true value, nearly 15 percent responded that, knowing this fact, they would be much or somewhat more likely to enlist; 6 percent said that they would be much more likely to enlist.

Attitudes Toward Military Service

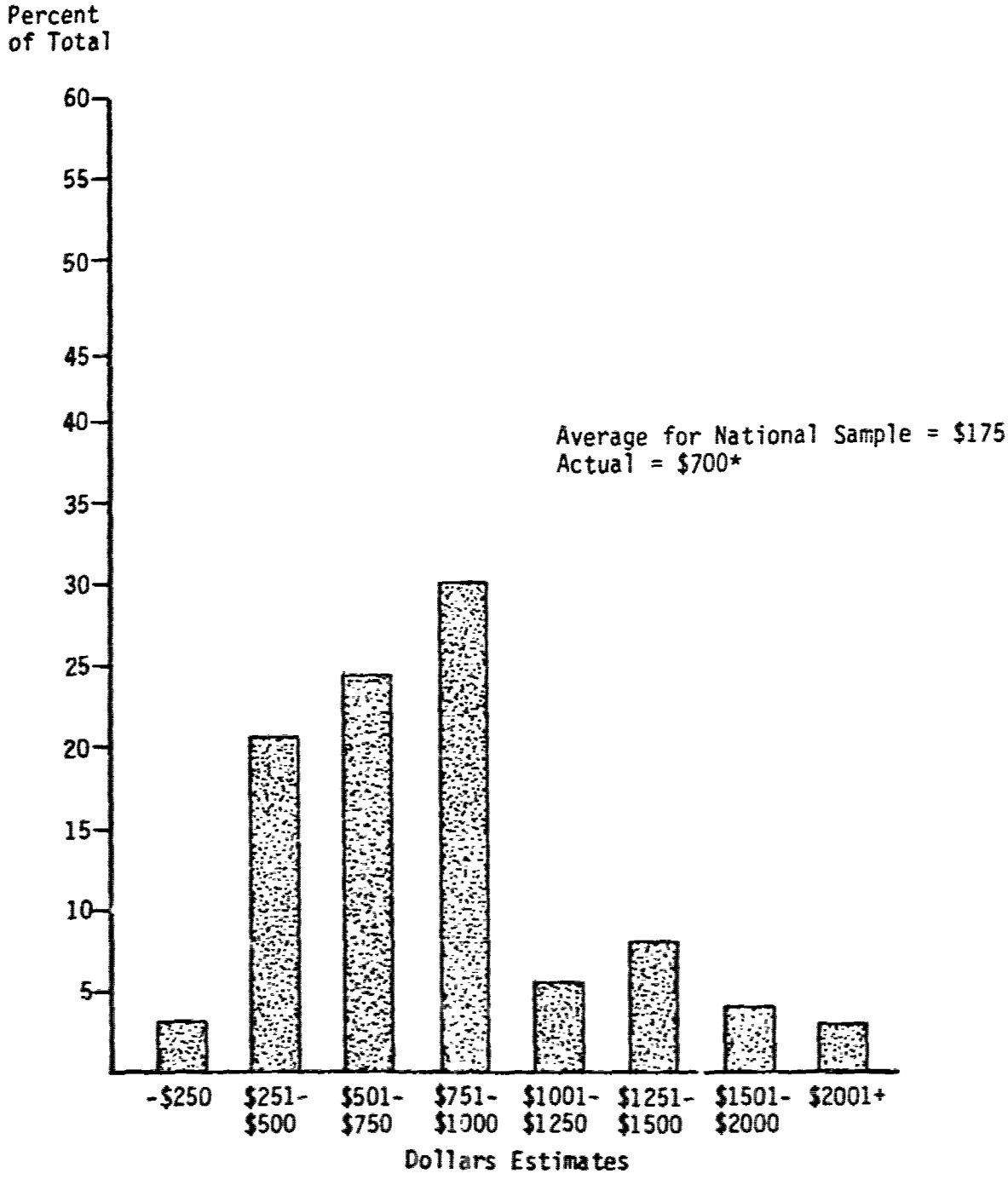
Half the sample was asked an extensive set of questions about attitudes toward military service. We begin with perceptions of military service in general, and continue with their comparisons among the Armed Services.

Exhibit III-14 shows the results of asking whether military Service is a good idea for young men and for young women. Again, most parents have made up their minds on the issue. Parents are much more positive about young men than young women serving in the military. If we consider the responses "definitely" or "probably" as indicating positive attitudes, and "probably not" and "definitely not" as reflecting negative attitudes, the ratio of positive to negative is 84 percent to 12 percent for males, and only 45 vs. 47 percent for females. This is in spite of the belief of many parents, indicated in Exhibit III-2, that the military is more likely than the civilian sector to provide men and women with equal pay and opportunity.

The reaction of parents to military service for young men and for young women mirrors that of the youth themselves, as they responded to the YATS. Slightly more than 30 percent of the males but only 14 percent of the females (Table 9.1) showed a positive propensity to enlist. This was indicated by their answering that they "definitely" or "probably" would be in at least one

Exhibit III-12

ESTIMATES OF MONTHLY RETIREMENT PAY (FOR E-7)
AFTER 20 YEARS OF SERVICE
(Percentages)



* Based on typical pay grade of E-7 at 20-year retirement.

Exhibit III-13

PARENTS' ACTUAL AND HYPOTHETICAL ENCOURAGEMENT/DISCOURAGEMENT OF MILITARY SERVICE

	First Question: (Actual) Before Information (Base = 899)		Second Question: (Hypothetical) After Information (Base = 527)	
	N	%	N	%
Encourage	366	40.7	101	19.2
Discourage	102	11.3	76	14.4
Neither Encourage nor Discourage	425	47.3	340	64.6
Don't Know	6	0.7	10	1.9

All parents who indicated that they had discussed enlistment were asked the first question ("before information") about actual encouragement/discouragement. Parents who answered, on the first question, "Discouraged" or "Neither", were informed about some aspects of military pay and then asked the second question: whether knowing this, they would encourage or discourage.

Exhibit III-14

ATTITUDES ABOUT MILITARY SERVICE FOR MALES AND FEMALES
(Percentages)

	Base	Definitely A Good Idea	Probably A Good Idea	Probably Not A Good Idea	Def. Not A Good Idea	DK
Males	1082	40.7	42.9	7.9	4.2	4.3
Females	1081	11.5	33.3	27.9	19.3	8.0

Note: Split sample.

of the four active duty Services during the next few years. The hypothesis about the importance of family separation as perceived by parents is reinforced by the reasons for not enlisting in the military provided in the YATS by negative-propensity male (Table 1.2) and female (Table 7.2) youth. A bit more than 71 percent of females, but only 55 percent of males, answered that "separation from friends and family" was a "very important" or a "somewhat important" problem underlying their being unlikely to serve in the active duty military. The only other reason which female negative-propensity youth were much more likely (57%) than their male counterparts (40%) to consider very or somewhat important was "danger or fear of injury." It seems probable that parents are reacting, in part, to the same feelings.

Turning to comparisons in attitudes toward the Services, Exhibit III-15 analyzes the results of asking parents how they would feel if their selected child (the one on whom the interview focused) went into certain careers, and then enables comparisons among the four Armed Services. Bare majorities (54% and 51%, respectively), would consider it a good idea if their children decided to become electrical engineers or accountants. Positive evaluations of these white-collar jobs are considerably higher than that for carpenter, 32 percent. The percentage responding "good idea" is significantly larger for the Air Force (35%) than for the Navy (27%) and Marine Corps (24%). About 32 percent believe that an Army career is a good idea. Most parents do not consider it a good idea for their children to enter the Services. There were few responses of "Don't Know." These findings are similar to those in Tables 3.1 (males) and 9.16 (females) in the 1981 YATS. The ranking of propensity to enlist among youths was: Air Force, Navy, Army, Marine Corps. The Air Force is clearly prefered, the Navy and Army are close second and third choices, and the Marine Corps receives considerably fewer positive responses.

Parents were asked which Service they would most like to see their selected child enter, if he/she were to enlist. Exhibit III-16 shows that most had preferences, and very few simply refused to countenance the idea that their child might enlist. The Air Force is the clear first choice, with 41 percent of the first choice vote. Next come the Navy (19%), Army (12%), and Marine Corps (6%).

Parents responded to a number of questions asking whether they would encourage, neither encourage or discourage, or discourage their selected children to enlist. The questions varied as to the Service being considered, length of enlistment, benefits to be obtained, and eligibility. Where the question asked about enlistment in combat arms, it was only asked of parents of male selected children. Exhibit III-17 shows the results for enlistment under current benefits.[1] It also shows results of questions about

[1] When a parent answered that he/she would discourage enlistment for a small number of years in a given Service, e.g., two years in the Army, the parent was not asked about greater numbers of years in the same Service (e.g., three years in the Army). It was assumed that the same answer would be given to the succeeding question. Both the base and the numerator for each percentage were increased in accordance with this assumption. The percentages in Exhibit III-17 reflect this assumption.

Exhibit III-15

ATTITUDES ABOUT CAREERS FOR SELECTED CHILD
(Percentages)

	Good Idea	Not a Good Idea	Don't Know
Accountant	51.0	33.3	15.7
Carpenter	31.7	60.1	8.2
Elec. Engineer	54.2	38.0	7.9
Soldier in Army	32.0	57.3	10.6
Navy Sailor	26.7	62.3	11.0
Air Force	34.9	53.7	11.3
Marine Corps	23.9	64.6	11.4

Base = 1082 (split sample).

Exhibit III-16

CHOICE OF SERVICES FOR SELECTED CHILD
(Percentages)

	First	Second	Third
Army	12.1	19.2	33.8
Navy	19.3	34.2	20.4
Air Force	40.6	25.3	10.8
Marine Corps	6.3	13.2	21.6
No Preference	15.1	7.0	10.5
None	6.6	1.1	2.9
Base (split sample)	1116	866	788

Exhibit III-17

PERCENTAGES OF PARENTS ENCOURAGING OR DISCOURAGING ENLISTMENT, BY SERVICE AND LENGTH OF OBLIGATION

(Current Benefits)

Service and Obligation	Base	Encourage	Discourage	Neither	Don't Know
Army, 2 years	1156	24.8	26.0	47.2	2.0
Army, 3 years	1159	18.7	32.7	47.0	1.6
Army, 4 years	1160	15.3	36.3	46.5	1.9
Navy, 4 years	1160	16.8	33.3	48.3	1.6
Navy, 6 years	1160	11.0	38.8	48.4	1.8
Air Force, 4 years	1159	21.7	29.8	46.8	1.8
Air Force, 6 years	1159	13.4	36.4	48.1	2.1
Marine Corps, 4 years	1160	11.8	40.0	46.4	1.8

Note: split sample

Exhibit III-17 (Continued)

(Hypothetical Benefits)

	Base	Encourage	Discourage	Neither	Don't Know
$8K Educ. Benefits, 4 Years, M & F					
Army	1086	25.3	19.9	52.6	2.2
Navy	1087	26.0	20.3	51.9	1.7
Air Force	1089	28.2	18.8	51.0	2.0
Marine Corps	1086	22.0	23.0	52.9	2.0
$4K Enl. Bonus & $8K Educ. Benefits, 3 Years, Combat Arms, M only					
Army	303	20.5	23.4	54.8	1.3
Navy	304	20.0	24.0	54.3	1.6
Air Force	304	22.0	23.4	52.6	2.0
Marine Corps	302	17.2	26.8	54.0	2.0
$8K Enl. Bonus & $20K Educ. Benefits, 3 Years, Combat Arms, M Only					
Army	298	23.5	18.8	56.0	1.7
Navy	295	23.4	18.3	57.6	0.7
Air Force	296	27.0	14.2	57.4	1.4
Marine	297	21.5	20.5	56.6	1.4

Note: split sample

hypothetical benefits, as follows, quoting from examples for the Army in the interview guide:

"If the Army gave 4-year enlistees $8,000 for educational purposes once they leave the service, would you encourage, discourage, or neither encourage nor discourage (NAME) about enlisting?"

"Here's another special benefit. If the Army provided 3-year enlistees in comat arms (for example, infantrymen in the Army and Marines, and gunners in the Navy and Air Force), with a $4,000 enlistment bonus and $8,000 for educational purposes once they leave the service, would you encourage, discourage, or neither encourage nor discourage (NAME) about enlisting?"

"Here's another special benefit. If the Army provided 4 year enlistees in combat arms (for example, infantrymen in the Army and Marines, and gunners in the Navy and Air Force), with an $8,000 enlistment bonus and $20,000 for educational purposes once they leave the service, would you encourage, discourage, or neither encourage nor discourage (NAME) about enlisting?"

Exhibit III-17 can be summarized as follows:

- In all cases, parents are more likely to encourage their children to enlist in the Air Force than in the Navy and more likely to encourage enlistment in the Air Force than in the Marine Corps.

- It appears that more parents would encourage their children to enlist in the Air Force than in the Army. This trend, found in all cases, is significant at the 90 percent level of confidence.

- The percentage of parents encouraging enlistment is at most 28 percent; at its lowest, it is 11 percent.

- The proportion of parents signifying a willingness to encourage enlistment increases as the number of years of service obligation decreases.

- With no exceptions, parents' order of preference, as expressed in their announced willingness to encourage enlistment is, from most to least preferred:

  - A four-year enlistment, in any Military Occupational Specialty (MOS), with $8,000 of special educational benefits available after leaving the service;

  - A three-year enlistment in combat arms, with an $8,000 enlistment bonus and $20,000 in educational benefits;

  - Three years in combat arms for a $4,000 enlistment bonus and $8,000 in educational benefits;

  - Four years of service under the present benefit system; and

- Six years of service under the present benefits (asked only for the Navy and Air Force).

SOURCES OF INFORMATION ABOUT THE SERVICES

Exhibit III-18 indicates how many parents responded that they had gained information about the military from each source named. Television is the most common (18 percent) source, followed closely by relatives (other than spouses and children), accounting for 15 percent, and the respondents' own experiences (also 15 percent). Following in frequency are respondents' spouses (9 percent) and children (7 percent). Among the media, newspapers (8 percent), magazines (6 percent) and radio (5 percent) are distinctly less common sources than television. (Note that respondents did not differentiate advertising from editorial matter as presented in these media.) Parents are least likely, of all sources asked about, to indicate that military recruiters (3 percent) constitute a source of information about military Service. This finding, like the others, reflects lack of contact rather than the perceived quality or accuracy of information received.

Parents were asked a set of questions about their ability to recall advertisements for each of the Services and the four Services together. Two types of questions were asked. The first, known as unaided recall, simply asked whether the parents recalled seeing or hearing any advertising about the Services. They were then asked to name the Services advertised. The interviewer noted the order of mention. The second, or aided awareness, set of questions asked about each Service not mentioned in the unaided recall question.

Exhibit III-19 presents the results from the unaided recall questions. The first three columns provide the parents' responses in terms of the Services recalled, respectively: first; second; and either third, fourth, or fifth. The percentages for first mention indicate that advertisements concerning the Army are most readily recalled (41.0 percent), with the Navy (10.3 percent) and Air Force (11.4 percent) about equal. However, the second mention indicates a greater awareness of Navy (41.6 percent) advertisements when compared with Air Force (23.2 percent). Advertisements for the Marine Corps and for the Services in general are not as readily recalled. The "total" column indicates the number of parents who recall advertisements for each of the Services, regardless of precedence. Once again, the Army is clearly the most frequently recalled Service; there is no significant difference among the Navy, Air Force and Marine Corps.

The aided awareness questions do not add appreciably to the results nor do they differ significantly among the Services. Only about 6 percent of the parents who did not recall (unaided) seeing or hearing advertisements about a Service recalled advertisements for that Service when prompted with its name.

Exhibit III-20 summarizes parents' statements about the effects of advertising on their attitudes toward enlistment. Parents were asked: (1) whether advertising had "changed their minds" concerning young men enlisting; (2) whether advertising had "changed their minds" concerning young women

EXHIBIT III-18

SOURCES OF INFORMATION
ABOUT THE MILITARY

Source	N	%
TV	394	17.5
Relatives	327	14.6
Own Experience	327	14.6
Spouse	196	8.7
Newspapers	179	8.0
Mail	166	7.4
Children	163	7.2
Magazines	131	5.8
Radio	114	5.1
Recruiters	86	3.8
Other	10	0.5
Don't Know	152	6.8
Base	2246	100.0

Exhibit III-19

RECALLING ADVERTISEMENTS ABOUT THE SERVICES

	Services Mentioned							
	First		Second		Third - Fifth		Total	
	N	%	N	%	N	%	N	%
Army	446	41.0	98	17.6	56	9.4	600	26.7
Navy	112	10.3	232	41.6	66	11.0	410	18.3
Air Force	124	11.4	130	23.2	187	31.2	441	19.7
Marine Corps	74	6.8	89	15.9	198	33.1	361	16.1
Four Services Together	89	8.2	9	1.6	91	15.2	189	8.4
Don't Remember	242	22.3	1	0.2	0	0	243	10.8
Total	1087	100.0	558	100.0	598	100.0	2244	100.0

Exhibit III-20

STATED EFFECTS OF ADVERTISING

Changed Parent's Mind About Whether Enlistment Is a Good Idea for:

	Young Men		Young Women		Total	
	N	%	N	%	N	%
Yes	117	10.8	113	10.4	230	10.6
No	922	84.8	920	84.6	1842	84.7
Don't Know	48	4.4	54	5.0	102	4.7
Base (Split Sample)	1087	100.0	1087	100.0	2174	100.0

Direction of Change, Adding Changes for Both Cases

	N	%
Much more positive	61	26.5
Somewhat more positive	79	34.3
Somewhat more negative	10	4.3
Much more negative	11	4.9
Don't Know	62	27.0
Base	223	100.0

enlisting; and (3) the direction in which the advertisement "changed their minds." A large proportion (85 percent) said that advertisements did not have any effect. Only 10 percent of the parents indicated that their minds were changed by the advertisements. This is the case relative to both young men and young women. In the 223 instances in which change was reported, it was likely to be positive (toward favoring enlistment). Over 60 percent of the reports indicated change toward favoring enlistment while less than 10 percent were in the opposite direction. In 27 percent of the cases, a parent claimed not to know the direction of change.

Based then, on the statements of parents, we can conclude that few are materially influenced by advertising, but among those few, the effects are much more likely to be positive (inclining toward considering enlistment a good idea) than negative.

IV. PARENTS AS POTENTIAL CAREER INFLUENCERS

INTRODUCTION

One objective of this study is to identify factors which seem to be related to a parent's attempts to influence a child about job and educational plans. Toward that end, this chapter examines those factors which differentiate between parents who discuss careers with their children and those who do not. All differences mentioned in the text are statistically significant at the 0.05 level of confidence.

DEFINING "POTENTIAL CAREER INFLUENCER"

In order to distinguish parents who attempt to influence their children concerning their educational and job plans from those who do not, respondents were asked how often they have had talks with their son/daughter about educational and job plans. Almost all parents responded that they had such discussions: 59 percent have had them "often", 34 percent "occasionally", and 6 percent "rarely". Only 1 percent of the parents indicate that they never had those discussions.

Another question asked who initiated these discussions. The responses suggest that parents are slightly more active in initiating those career discussions, but certainly not by a great degree. About 25 percent of the parents say they usually begin the discussions, 17 percent say their children begin them. This difference in percentages (25 percent vs. 17 percent) is statistically significant at the 0.05 confidence level. While 51 percent attribute initiating these talks equally between themselves and their children, only 4 percent say that "someone else" is responsible for initiating the talks.

The initial picture we can draw, then, concerning potential career influence, is that most parents (94 percent) do talk to their children about careers in general, either often or occasionally. In order to differentiate in this chapter between "potential influencers" and "potential non-influencers," we have divided parents into three groups: (1) those parents who discuss careers often with their children (1328); (2) those who discuss careers occasionally (756); and (3) those who discuss careers rarely or never (149).

FACTORS RELATED TO POTENTIAL CAREER INFLUENCE

The relationships between a number of key independent variables and the measure of frequency of career talks were examined. These independent variables are:

- Sex of Parent;
- Sex of Subject Child;
- Marital Status of Parent;
- Occupation of Parent;
- Racial/Ethnic Group of Parent;
- Family Income;
- Education of Parent;
- Parent's Desired Educational Attainment (for Child);
- Parent's Desired Occupational Attainment (for Child);
- Child's High School Program;
- Child's School or College Type; and
- Child's Grades in School.

Cross-tabulations of these factors against the dependent variable (frequency of career discussions) were examined in order to define which factors are significantly related to the frequency of career discussions. The chi-square test, described in Appendix B, was used to test for statistically significant relationships. Exhibit IV-1 shows each bivariate relationship and indicates whether it is statistically significant, indicated by an asterisk following the number after "Sig" (Significance Level). The latter expresses the probability of chance occurence of the obtained result.

Of the twelve independent variables included in this analysis, seven are significantly related to career influence attempts and five are not.

Variables Related To Potential Influence	Variables Not Related To Potential Influence
Sex of Parent	Sex of Child
Occupation of Parent	Parent's Marital Status
Education of Parent	Family Income
Child's School Program	Racial or Ethnic Group
Desired Educational Attainment	Child's School Type
Child's Grades in School	
Desired Occupational Attainment	

Results are shown in Exhibit IV-1. The results for the sex of the parent indicate a more prominent role of mothers in the career influence process.

Exhibit IV-1

FREQUENCY OF CAREER TALKS BY KEY INDEPENDENT FACTORS

	FREQUENCY OF CAREER TALKS						
	Often		Occasionally		Rarely or Never		Totals
Sex of Parent	N	%	N	%	N	%	N
Male	322	(49.1)	275	(41.9)	59	(9.0)	656
Female	1086	(63.8)	480	(30.5)	90	(5.7)	1656
Totals	1408		755		149		2312
Sig = .000*							
Sex of Child							
Male	715	(58.3)	420	(34.2)	92	(7.5)	1227
Female	613	(61.0)	335	(33.4)	571	(5.7)	1006
Totals	1328		756		149		2233
Sig = .16							
Marital Status of Parent							
Married	1120	(59.1)	643	(33.9)	132	(7.0)	1763
Non-Married**	204	(62.2)	107	(32.6)	17	(5.2)	328
Totals	1324		750		149		2091
Sig = .86							
Occupation of Parent							
Civilian Blue Collar	262	(55.9)	164	(35.1)	43	(9.1)	469
Civilian White Collar	565	(62.6)	305	(33.7)	34	(3.8)	904
Housewife/Househusband	258	(59.6)	142	(32.7)	34	(7.7)	434
Retired							
Unemployed, etc.	30	(65.2)	12	(26.1)	4	(8.7)	46
Totals	1115		623		115		1853
Sig = .01*							
Education Of Parent							
No School	1	(50.0)	1	(50.0)	0	(0.0)	2
Less than High School	237	(55.6)	146	(34.3)	43	(10.1)	426
High School Graduate	509	(56.6)	324	(36.0)	67	(7.4)	900
Some College	334	(67.0)	142	(28.6)	22	(4.4)	498
College Graduate	126	(62.3)	71	(35.2)	5	(2.5)	202
Graduate School	40	(53.4)	33	(44 3)	2	(2.3)	75
Graduate Degree	73	(63.6)	34	(29.6)	8	(6.9)	115
Totals	1320		751		147		2218
Sig = .000*							

Exhibit IV-1 (cont.)

FREQUENCY OF CAREER TALKS BY KEY INDEPENDENT FACTORS

	FREQUENCY OF CAREER TALKS						
	Often		Occasionally		Rarely or Never		Totals
	N	%	N	%	N	%	N
Desired Educational Attainment for Child							
Less Than High School	0	(0.0)	1	(50.0)	1	(50.0)	2
High School Graduate	123	(50.2)	90	(36.6)	32	(13.2)	245
Vocational/Commercial	96	(57.8)	58	(34.9)	12	(7.3)	166
Some College	67	(55.8)	49	(40.8)	4	(3.3)	120
College Graduate	712	(61.0)	393	(33.6)	63	(5.4)	1168
Graduate School	247	(70.1)	95	(27.0)	10	(2.9)	352
Totals	1245		686		122		2053
Sig = .000*							
Desired Occupational Attainment for Child							
Civilian Blue Collar	189	(58.6)	113	(35.0)	21	(6.4)	323
Civilian White Collar	878	(63.3)	443	(32.0)	65	(4.7)	1386
Enlisted Military	28	(70.0)	10	(25.0)	2	(5.0)	40
Housewife/Househusband	30	(43.4)	29	(42.2)	10	(14.4)	69
Totals	1125		595		98		1818
Sig = .003*							
Child's School Program							
College Preparatory	735	(65.2)	347	(30.8)	45	(4.0)	1126
Commercial	186	(56.0)	125	(37.7)	21	(6.3)	333
Vocational/Technical	271	(54.1)	177	(35.4)	52	(10.5)	501
Totals	1192		649		119		1959
Sig = .000*							
Child's Grades							
Mostly A's & B's	495	(65.5)	232	(30.6)	30	(3.9)	757
Mostly B's & C's	602	(58.4)	366	(35.5)	63	(6.1)	1031
Mostly C's & D's	150	(56.1)	95	(35.6)	22	(8.4)	267
Mostly D's & Below	16	(50.1)	11	(32.6)	6	(17.3)	33
Totals	1263		704		121		2088
Sig = .0005*							

Exhibit IV-1 (cont.)

FREQUENCY OF CAREER TALKS BY KEY INDEPENDENT FACTORS

	FREQUENCY OF CAREER TALKS						
	Often		Occasionally		Rarely or Never		Totals
	N	%	N	%	N	%	N
Child's School Type							
Private	138	(65.4)	66	(31.3)	7	(3.3)	211
State/Public	652	(65.9)	301	(30.4)	37	(3.7)	990
Totals	790		367		44		1201
Sig = .96							
Family Income							
Less than $10,000	166	(58.4)	90	(31.7)	28	(9.9)	284
$10,001-$20,000	293	(60.7)	155	(32.2)	35	(7.2)	483
$20,001-$30,000	316	(57.0)	204	(36.9)	34	(6.1)	554
$30,000-$40,000	230	(60.4)	128	(33.6)	23	(6.1)	381
$40,000-$50,000	99	(60.8)	56	(34.3)	8	(4.9)	163
$50,000+	109	(62.6)	56	(32.2)	9	(5.2)	174
Totals	1213		689		137		2039
Sig = .65							
Racial/Ethnic Group							
American Indian/Asian	26	(55.3)	18	(38.3)	3	(6.4)	47
Black	185	(63.8)	92	(31.5)	14	(4.7)	291
Hispanic	33	(59.5)	13	(23.2)	10	(17.4)	56
White	1060	(59.0)	620	(34.5)	117	(6.5)	1797
Totals	1304		743		144		2192

Levels of significance are reported from chi-square test

* denotes statistical significance at the 0.05 confidence level or better.

** includes separated, divorced, widowed and never married.

The results for parent's occupation suggest a relationship between white collar occupations and the propensity to discuss careers with children. White collar parents are more likely to discuss careers with their children than blue collar parents. Similar results are yielded by the parent's level of education. Parents who have achieved higher levels of education seem to be more inclined to discuss careers with their children. The dividing line here seems to be between high school graduate and some college education. Those parents who are high school graduates or less seem less inclined to discuss careers with their children than parents with some college or beyond.

Two questions inquired about parents' desires for their children: one about educational achievement and the second about occupation (civilian blue collar, civilian white collar, military, houseworker). The results, in Exhibit IV-1, suggest the importance of both educational and occupational aspirations. In general, the higher the educational aspirations of the parents for their children, the more frequently parent-child discussions about careers take place. Parents who want their children to attend college or go beyond college seem more often to discuss careers with their children. This seems to be particularly the case for the 352 parents who express the desire for their children to go beyond college. Parents who want their children to enter white collar occupations are more likely to talk often about careers than those whose aspirations for their children are at the blue-collar level.

Another factor which is related to a parent's attempted career influence is the type of high school program in which the child is or was enrolled (college preparatory, business or commercial, or vocational/technical). These results seem to be consistent with those for the other variables. Parents seem most likely to discuss careers often with their children if their children are in a college preparatory program. Such discussions are least frequent where the subject child is or was in a vocational/technical program.

The analyses also suggest that a child's grades in school play a role in a parent's attempt at career influence. As shown in Exhibit IV-1, children with higher grades in school seem more likely to have frequent career talks with their parents. More than 65 percent of children with grades of mostly A and B discuss careers often with their parents while only 4 percent of these children rarely discuss careers. On the other hand, only 36 percent of children with C's and D's and 50 percent of children with D's and below discuss careers often while 8 percent and 17 percent, respectively, of these two groups discuss careers rarely. The significance of grades is also found when examining the effect on the relationship between desired educational attainment and career talks (no exhibit shown). When we control for grades, we find that our previously significant relationship exists only for those children with "mostly A's and B's" or "mostly B's and C's." For those cases where grades are lower, desired educational attainment and the frequency of career talks seem entirely unrelated.

The educational level of the child, defined as either less than high school graduate or high school graduate, while not an important independent factor, seems to affect the relationship between the parent's occupation and potential career influence. If the child has not graduated from high school, the relationship between parent's occupation and career discussions is

statistically significant. The most interesting result here is that the white collar parent is likely to discuss careers with his/her child who has not yet graduated from high school while the "blue collar parent" discusses careers more often after his/her child has graduated. If the child has gone beyond high school, the parent's occupation no longer seems to play a significant role in the frequency of career talks. Exhibit IV-2 below presents the results of the chi-square for parent's occupation (civilian blue collar and civilian white collar) while controlling for the child's level of education.

A number of factors are not statistically significantly related to the frequency of career dicsussions: sex of child, parent's marital status, income of family, parent's age, parent's racial or ethnic group, and type of school or college (public/state vs. private) that the child attends or the parent expects the child to attend.

MULTIVARIATE ANALYSIS OF POTENTIAL CAREER INFLUENCE

The application of discriminant analysis can aid in differentiating among parents with different amounts of influence potential. Our analysis of potential career influence has focused on whether parents say they discuss careers either often, occasionally, rarely with their children. Thus, the objective of the discriminant analysis is to pinpoint those factors which may help differentiate among parents at each of the three frequencies of career discussion.

The discriminant analysis concentrated on the seven independent variables which were found to be related to potential career influence: sex of parent, occupation, education of parent, child's school program, parent's aspirations for their child's educational and occupational attainment and child's grades. These seven variables were used in the discriminant analysis.

Our ability to differentiate among parents in the three frequency groups of career discussers, based on the seven measures provided by the survey, is extremely limited. Exhibit IV-3 provides the data for actual and predicted group membership based on the seven independent variables. While the combination of variables accurately defines over 91 percent of the parents in the "often" group, it is clearly unable to differentiate among the three groups. Almost 84 percent of the "occasionally" group are misplaced in the "often" group. None of the "rarely" group is correctly defined.

These results indicate that we are not able to draw any definitive conclusions about combinations of the seven variables, each of which is independently related to the frequency of career discussions. If we had found that some combination of the variables produced more accurate results, we would then be able to specify which of the seven were most important in the differentiation. However, the lack of significant multivariate findings should not detract from the results of the bivariate analysis. These results are valuable in describing the types of parents who attempt to influence their children concerning careers in general. These findings provide a basis for comparing parents who are potential career influencers with those who actually do influence their children about military enlistment. (See Chapter V).

Exhibit IV-2

EFFECT OF LEVEL OF EDUCATION ON FREQUENCY OF CAREER DISCUSSIONS

	NON-HIGH SCHOOL GRADUATE			HIGH SCHOOL GRADUATE		
	Civilian Blue Collar	Civilian White Collar	Total	Civilian Blue Collar	Civilian White Collar	Total
Frequency of Career Talks						
Often	64 (50.8)	162 (66.1)	226	80 (60.6)	172 (63.7)	252
Occasionally	46 (36.5)	78 (31.8)	124	45 (34.1)	92 (34.1)	137
Rarely or never	16 (12.7)	5 (2.1)	21	7 (5.3)	6 (2.2)	13
Base = 126 Sig = .001*		245	371	132 sig = .35	270	402

*Levels of significance reported from chi-square test. Asterisk denotes statistical significance at the 0.05 confidence level or better.

Exhibit IV-3

DISCRIMINANT ANALYSIS OF POTENTIAL CAREER INFLUENCERS

Actual group	No. of Cases	PREDICTED GROUP MEMBERSHIP Often	Occasionally	Rarely
Often	1,599	1,465 91.6%	133 8.3%	1 0.1%
Occasionally	918	770 83.9%	145 15.8%	4 1.9%
Rarely	211	151 75.0%	5 25.0%	0 0%

Percent of cases correctly classified: 59.16%

V. PARENTS AS INFLUENCERS TOWARD OR AWAY FROM ENLISTMENT

INTRODUCTION

The primary objective of this chapter is to explore the issue of whether parents appear to successfully influence their children toward or away from military enlistment. Secondly, the analysis presented here attempts to define, for those parents who appear to influence their children toward or away from enlisting, those factors which seem most important in the influence process.

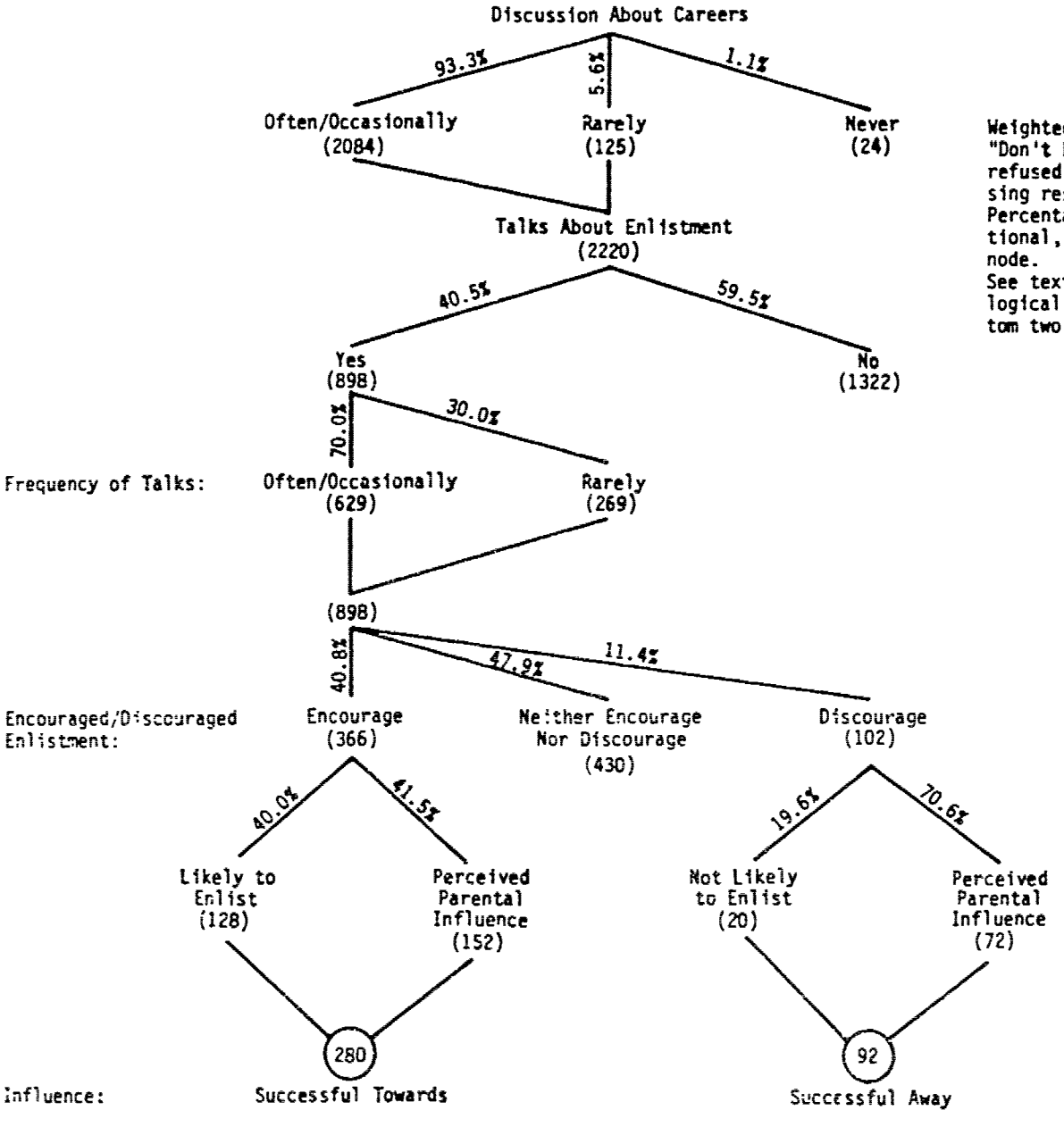
DEFINING INFLUENCERS

The questionnaire was constructed to provide data which allowed us to identify those parents who meet our definition of successful influence toward or away from enlistment. First, parents were asked, "In the last few years, have you talked with your child about enlisting in the Armed Services?" The answer to this question allowed us to eliminate all those parents who were not potential influencers. Parents who discussed enlistment with their children were asked how often the topic was discussed: often, occasionally or rarely. A third question asked whether the parent encouraged or discouraged enlistement (or did neither). Those who encouraged enlistment were classified as potential "influencers toward enlistment" while those who discouraged enlistment were classified as potential "influencers away from enlistment". Finally, some measure of deduced success in influence was needed. Two questions were developed to measure success: (1) Is the child likely to enlist?; and (2) Did the parent contribute a lot or some to the child's decision about enlisting? Thus, the "successful influencer" toward enlistment was the parent who talked to his/her child about enlisting and encouraged enlisting, combined with evidence that the child was either likely to enlist (definitely or probably) or that the parent perceived he/she had some influence on the enlistment decision. The "successful influencer" away from enlistment was developed along the same logic. This parent talked to his/her child about enlisting and discouraged enlistment. At the same time this child was not likely to enlist or the parent perceived he/she had some influence on the enlistment decision. In sum, the measure captures as much of the active role of the parent and the parent's perceived success in the enlistment influence process as is practical in an interview of this type.

Exhibit V-1 provides data on the parents who fall into the various categories. Several conclusions can be drawn from these answers. As already discussed in Chapter IV, most parents (93%) report that they have discussed careers with their children either often or occasionally. A reasonably large proportion (40%) of parents who answered the question concerning talks about enlistment affirmatively say they have discussed enlistment possibilities with their children. However, note that this percentage is far lower than that of parents who discuss careers in general.

Exhibit V-1

MEASURES OF PARENTAL PERCEPTIONS OF INFLUENCE ON ENLISTMENT



Weighted sample size = 2246. "Don't know" answers and refused and otherwise missing responses not shown. Percentages are conditional, based on previous node.
See text for explanation of logical additivity in bottom two triangles.

Of the 898 parents who report that they have discussed enlistment with their children, 629 (70%) indicate that they have talked about enlistment "often" or "occasionally" (25% often, 45% occasionally), and 269 (30%) say "rarely". Focusing on those parents who discuss enlistment with their children, we find that a large proportion encourage enlistment: 366 (40.8%) say they have encouraged enlistment, 102 (11.4%) have discouraged, while 430 (47.9%) say they have neither encouraged nor discouraged. Finally, when we examine the two questions concerning perceived successful influence we arrive at a total of 280 parents who "successfully influence toward" and 92 parents who "successfully influence away".[1]

Thus, approximately 12 percent of the parents sampled believe that they have successfully influenced their children toward enlistment, and 4 percent away from it. Why do only 16 percent of parents indicate that they successfully influenced their children? Our data indicate that only 40 percent of all parents ever discuss enlistment. Second, even fewer (21%) express a positive or negative attitude about it. It is possible that parents generally perceive their role as providing advice and enabling (within their means) their child to achieve his/her desired educational and occupational status, rather than as influencing the career decision. Our surmise is strengthened by the fact that only 25 percent of career discussions were initiated solely by the parents.

MEASURES OF ATTEMPTED INFLUENCE

The measure of perceived or deduced successful influence (also called, simply, "influence") is the primary focus of the analysis and conclusions. However, parents who reported attempts to influence, whether successful or not, are also interesting to examine. Throughout this analysis, results for those factors which contribute to successful influence and those related to attempted influence were compared and contrasted. Measures of attempted influence included: discussions about enlistment, frequency of those discussions, and encouragement/discouragement on enlistment.

The effort to identify those factors which may be related to a parent's influence on his or her child concerning enlistment is based on the analyses reported here. The discussion which follows details results obtained from extensive bivariate, trivariate, and multivariate analyses designed to pinpoint the key factors related to influence. These methodologies are discussed in Appendix B. The results and possible policy implications inferred from these results are presented separately for each major dimension of possible influence outlined in Chapter II.

Each of the major dimensions is made up of a number of factors. Findings related to each factor's effect on enlistment influence and appropriate interpretations of those findings are presented.

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[1]These final numbers, 280 and 92, do not sum to the total number of parents who perceive themselves as encouraging or discouraging enlistment. This is because not all these parents indicated that they successfully influenced their children toward or away from enlistment.

Two types of findings may be of importance to the DoD. First, the results of the bivariate and trivariate analyses are interpreted so as to indicate which factors appear to be directly related to parental influence concerning enlistment. Statistical significance is interpreted in the same manner as defined in Chapter IV. In all cases, significance is defined at the .05 level and is based on the application of 95 percent level confidence intervals for percentage differences (see Appendix B) or results of chi-square tests of significance. Those factors which are not related to enlistment influence may also be important in that they may aid the DoD in avoiding less productive avenues for affecting enlistment through parents. Second, the multivariate (discriminant) analysis represents an attempt to further delineate those factors which may play a role in parental influence and their relative importance.

FACTORS RELATED TO ENLISTMENT INFLUENCE

The first stage in the effort to identify the types of parents who try to influence their children or apparently influence them toward or away from enlistment is to examine the relationships between the independent variables, outlined in Chapter II, and the enlistment influence measure. In addition to this, we can also identify factors related to the extent to which parents discuss enlistment with their children (as shown in the discussion in Chapter IV).

Demographic Characteristics of Parents

The analysis of characteristics of parents revealed few if any relationships between these characteristics and reported enlistment influence. In the discussion which follows, results of the statistical analyses are reported and discussions of findings which merit further attention are presented.

The types of parents who discuss careers frequently with their children can be compared with those who influence their children about military enlistment. Exhibit V-2 compares the proportion of parents in each category who discuss careers often or occasionally with their children with the proportion in the same categories who influence their children about military enlistment (either toward or away). As indicated in Chapter IV, most parents claimed that they discussed careers with their children, either often or occasionally. This was consistent across most demographic factors.

Exhibit V-3 presents the results of chi-square tests for relationships of demographic characteristics of parents with successful influence toward or away from enlistment. The key statistical finding is that all seven characteristics are statistically independent of enlistment influence. This is substantially different from results for career discussions in Chapter IV where a parent's sex, occupation, and educatio- were found to be interdependent

Exhibit V-2

COMPARISON OF PARENTS AS POTENTIAL CAREER INFLUENCERS WITH PARENTS AS ENLISTMENT INFLUENCERS

	Percent Career Influence %	Percent Enlistment Influence %
Sex of Parent		
Male (660)*	90.1	17.4
Female (1586)	93.7	16.2
Marital Status		
Married (1908)	92.4	16.2
Non-Married (320)	94.8	18.8
Occupation of Parent		
Civilian Blue Collar (472)	90.3	17.4
Civilian White Collar (909)	95.7	16.2
Houseworker (437)	91.5	13.5
Retired, Unemployed, Student (46)	89.1	15.2
Education of Parent		
Less than High School Graduate (433)	89.5	17.0
High School Graduate (907)	91.8	17.9
Some College (500)	95.2	16.6
College Graduate (202)	97.0	14.4
Graduate School (191)	94.2	12.6
Racial/Ethnic Group		
Black (291)	95.2	18.9
Hispanic (58)	78.0	22.0
White (1809)	92.9	16.0
Family Income		
Less than $20,000 (770)	91.4	17.2
$20,001-$30,000 (557)	93.3	18.3
$30,001-$50,000 (543)	94.3	15.1
$50,001+ (174)	94.0	17.2

*Numbers in parentheses indicate base on which percentage was computed.

Totals may not add up to total sample size (2246) due to missing responses (refusals, don't knows).

Exhibit V-3

PERCEIVED INFLUENCE TOWARD OR AWAY FROM ENLISTMENT AND DEMOGRAPHIC CHARACTERISTICS OF PARENTS

	Toward Enlistment		Away From Enlistment	
	N	%	N	%
Sex of Parent				
Male	87	75.7	28	24.4
Female	193	75.1	64	24.9
(sig = .94)				
Marital Status				
Married	230	74.4	79	25.6
Non-Married	50	80.6	12	19.4
(sig = .24)				
Occupation of Parent				
Civilian Blue Collar	67	81.7	15	18.3
Civilian White Collar	107	72.8	40	27.2
Houseworker	45	76.3	14	23.7
Retired, Unemployed, Student	6	85.7	1	14.3
(sig = .48)				
Parent's Education				
Less than High School Graduate	60	82.2	13	17.8
High School Graduate	126	77.8	36	22.2
Some College	61	73.5	22	26.5
College Graduate	17	58.6	12	41.4
Graduate School	17	70.8	7	19.2
(sig = .15)				
Family Income				
$20,000 or less	105	78.9	28	21.1
$20,001-$30,000	79	77.4	23	22.6
$30,001-$50,000	59	72.0	23	28.0
$50,001+	21	70.0	9	30.0
(sig = .54)				
Racial or Ethnic Group				
Black	46	83.6	9	16.4
Hispanic	10	20.4	3	79.6
White	211	73.0	78	27.0
(sig = .07)				

Exhibit V-3 (continued)

	Toward Enlistment		Away From Enlistment	
	N	%	N	%
Prior Military Service				
Yes	189	75.9	60	24.1
No	92	74.2	32	25.8
(sig = .64)				

Bases = 280, 92

Totals may not add up to 280 or 92, respectively, due to missing responses (refusals, don't knows).

Levels of significance reported from chi-square test.

with the frequency of career talks. The failure to achieve statistical significance in Exhibit V-3 may be due to the number of cases, which was much smaller than in the analyses of potential career influence.

While the demographic characteristics are not significantly related to influence toward or away from enlistment, further analysis (using chi-square tests of statistical significance) indicates that relationships exist between some of these factors and the frequency of enlistment discussions and encouragement on enlistment. The data in Exhibits V-4 and V-5 indicate that a parent's educational level is related to enlistment discussions and encouragement on enlistment. The chi-square results suggest that a significantly large percentage of parents with lower levels of education often or occasionally discuss enlistment with their children while the opposite is true for parents with higher levels of education. Similarly, lower levels of education are related to encouragement on enlistment.

The level of family income and the parent's racial/ethnic group affiliation are also related to the frequency of enlistment discussions. The data, in Exhibits V-6 and V-7, suggest that parents with lower incomes are more likely to discuss enlistment with their children and that blacks are also more likely to discuss enlistment. Finally, prior military service is related to the occurrence of enlistment discussions (see Exhibit V-8). A significantly larger proportion of parents who have served in the military report that they have discussed enlistment possibilities with their children.

Characteristics of Children

Three variables relate to characteristics of the 16-21 year old children who are the subjects of the study and the targets of influence: sex of child; high school program; and type of school or college (public or private) which the child attends or is expected to attend. The educational level which the child has achieved (high school graduate vs. non-high school graduate) and a measure of the child's success in school (grades) are also key factors and are included in our trivariate analysis.

The analysis indicates that both the sex of the child and the type of school are significantly related to successful enlistment influence. It is clear from an examination of Exhibit V-9 that a far greater proportion of male children than of female children who are the subjects of parental influence are influenced toward enlistment. This result is consistent with our expectations that sons are more likely to be targets of enlistment attempts than daughters.

The distinction between private and public post-secondary school enrollment is also significantly related to successful enlistment influence. There are very few influence attempts (either toward or away) which involve children who are, or will be, in a private college. A much larger proportion of children in or bound for public/state schools than those in or headed toward private schools are the subject of influence toward enlistment. Clearly, parents of children who have the money to enroll them in private colleges are not likely to urge their offspring to join the military.

Exhibit V-4

PARENT'S EDUCATION AND PERCEIVED ENCOURAGEMENT VS. DISCOURAGEMENT ON ENLISTMENT

	Encourage		Discourage		Totals
	N	%	N	%	
Level of Education					
Less than High School Graduate	75	83.3	15	16.7	90
High School Graduate	158	79.8	40	20.2	198
Some College	81	77.9	23	22.1	104
College Graduate	26	65.0	14	35.0	40
Graduate School	25	75.8	8	24.2	33
Total	365		100		465

Base = 465
sig = .04*

Exhibit V-5

PARENT'S EDUCATION AND FREQUENCY OF ENLISTMENT DISCUSSIONS

	Often		Occasionally		Rarely		Totals
	N	%	N	%	N	%	
Level of Education							
Less than High School Graduate	61	40.0	62	40.5	30	19.4	153
High School Graduate	93	26.0	176	49.3	88	24.7	357
Some College	45	21.3	98	46.9	66	31.8	209
College Graduate	17	19.0	30	34.2	41	46.9	88
Graduate School	10	11.8	38	46.6	34	41.6	82
Totals	226		404		259		889

Base = 889
sig = .000*

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-6

FAMILY INCOME AND FREQUENCY OF ENLISTMENT DISCUSSIONS

	Often		Occasionally		Rarely		Totals
	N	%	N	%	N	%	
Income							
$20,000 or less	94	30.5	144	46.9	70	22.6	308
$20,001-$30,000	53	23.2	93	41.2	81	35.7	227
$30,001-$50,000	47	21.4	109	49.2	65	29.4	221
$50,001+	13	19.1	31	44.8	25	36.1	69
Totals	207		377		241		825

Base = 825
sig = .01*

Exhibit V-7

RACIAL/ETHNIC GROUP AND FREQUENCY OF ENLISTMENT DISCUSSIONS

	Often		Occasionally		Rarely		Totals
	N	%	N	%	N	%	
Racial/Ethnic Group							
Black	39	34.1	55	48.1	20	17.8	114
White	169	23.5	324	45.3	224	31.2	717
Hispanic	5	20.4	12	51.3	7	28.3	24
Other	10	45.8	6	29.3	5	24.9	21
Totals	223		397		256		876

Base = 876
sig = .01*

Levels of significance reported from chi-square test.

*Denotes statistical significance at the 0.05 level or better.

Exhibit V-8

PRIOR MILITARY SERVICE OF PARENT
AND TALKS ABOUT ENLISTMENT

	Discuss Enlistment		Do Not Discuss Enlistment		Totals
	N	%	N	%	
Prior Military Service					
Yes	586	42.5	792	57.5	1378
No	311	37.2	525	62.8	836
Totals	897		1317		2214

Base = 2214
sig = .02*

Levels of significance reported from chi-square test.

*Denotes statistical significance at the 0.05 level or better.

Exhibit V-9

CHARACTERISTICS OF CHILD VS.
PERCEIVED DIRECTION OF INFLUENCE AND ENCOURAGEMENT

	Toward Enlistment		Away From Enlistment		Totals
	N	%	N	%	
Sex of Child					
Male	221	80.1	55	19.9	276
Female	30	50.0	30	50.0	60
Totals	251		85		336
sig = .0004*					
Child's School Program					
College Preparatory	101	66.9	50	33.1	151
Commercial/Vocational	130	77.8	37	22.2	167
Totals	231		87		318
sig = .06					
Child's School Type					
Private	14	38.9	22	61.1	36
State/Public	101	70.6	42	29.4	143
Totals	115		64		179
sig = .0005*					

	Encouraged to Enlist		Discouraged from Enlisting		Neither		Totals
	N	%	N	%	N	%	
Child's School Program							
College Preparatory	138	31.8	54	12.5	242	55.7	434
Business/Comm.	46	41.2	13	11.7	52	47.1	111
Voc./Technical	120	49.3	27	11.2	96	39.6	243
Totals	304		94		390		788
sig = .0003*							

Levels of significance reported from chi-square test.

*Denotes statistical signficance at 0.05 level or better.

The type of high school program in which the child is/was enrolled (college preparatory vs. commercial/vocational) is not (Exhibit V-9) related to enlistment influence. However, the type of high school program is statistically significantly related to a parent's encouragement or discouragement on enlistment. A higher than expected proportion of children in vocational or technical programs is encouraged to enlist. Almost half (120) of the 243 children in these programs are encouraged while only 32 percent (138) of the 434 children in college preparatory programs are encouraged. Only 11 percent to 12 percent of children in all high school programs are discouraged. Parents with children in college preparatory programs are more likely (56%) to say that they neither discourage nor encourage enlistment, than is the case for parents of children in business and commercial programs (47%) and in vocational/technical programs (40%).

A measure of a child's success in school, reported grades, was examined in terms of possible effect as an intervening factor. In other words, is the parent more or less likely to influence a child concerning enlistment, depending on the grades the child has achieved? We found some evidence in our analysis of career influence (in Chapter IV), that children with higher grades were more likely to be involved in a much greater number of career talks than children with lower grades. No such findings were generated by our analysis of enlistment influence. In no case do the grades of the child make any difference in the attempts of a parent to influence or in reported successful influence.

In addition, the sex of the parent and the educational level of the child are also examined in terms of their effects on bivariate relationships. Sex of the parent appears to impact on the relationship, type of school and enlistment influence. When we control for sex of parent we find that the type of school is significantly related to successful influence only when the parent is female; enrollment in a public school is related to more frequent influence toward enlistment. If the parent is male, the type of school is not significantly related to enlistment influence. The data are presented in Exhibit V-10.

The educational level of the child also appears to be an important factor. Our survey contains two separate measures of educational level: (1) the child's actual current educational level and (2) the parent's expectations of the child's future educational level. (This latter differs from the parent's educational aspirations, a measure of how far the parent hopes the child will go in school). The initial plan for analysis was to differentiate between those children who are and those who are not likely to be high school graduates. However, only 4 percent of the parents indicate that they do not expect their child to complete high school. This provides too few cases in the non-high school graduate category for meaningful statistical analysis. Consequently, we have used the actual current educational level of the child as the control variable. This is defined in dichotomous terms: non-high school graduate (including those currently enrolled in high school) versus high school graduate.

Exhibit V-10

EFFECT OF SEX OF PARENT ON RELATIONSHIP BETWEEN
TYPE OF POST-SECONDARY SCHOOL AND PERCEIVED ENLISTMENT INFLUENCE

SEX OF PARENT: MALE	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Type of School					
Private	3	34.9	6	65.1	9
Public	29	68.1	14	31.9	43
Totals	32		20		52
Base = 52					
sig = .06					
SEX OF PARENT: FEMALE					
Type of School					
Private	11	41.4	16	58.6	27
Public	72	71.9	28	28.1	100
Totals	83		44		127
Base = 127					
sig = .0003*					

Levels of signficance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

When we control for the educational level of the child we find a significant change in results. The child's type of post-secondary school is found to be statistically related to successful influence only for those children who have not graduated from high school. (Influence toward enlistment is more likely to be directed at children in or bound for public schools.) The data for this relationship are presented in Exhibit V-11. Educational level affects a number of other relationships which are discussed in subsequent sections.

Parent's Educational and Career Aspirations for Their Children

Two important factors which may be related to enlistment influence are a parent's aspirations for his/her child concerning future educational and occupational goals. Two questions were asked in the interview which are central to these dimensions:

- "What is the highest grade or year of school or college that you would like your son/daughter to complete?"
- "What kind of job or occupation would you like him to have at the age of 30?"

The results of these questions are quite different and are presented in Exhibit V-12. A parent's occupational aspirations are related to the direction of successful enlistment influence. The data show that a substantially greater proportion of parents who favor blue collar occupations for their children influence toward enlistment. Almost 80 percent of these parents influence toward enlistment. Clearly, those in favor of a military career also successfully influence toward enlistment. In addition, it should be noted that chi-square values were re-calculated without the data for "houseworkers" (due to a low number of respondents for that occupation) and the results still indicate that a significant relationship exists.

There is no statistically significant relationship between educational aspirations and the direction of enlistment influence.

The results from examining the attempted influence variables (e.g. discussions about enlistment, encouragement on enlistment) support these findings. Occupational aspirations are related to each of the five component influence variables. Educational aspirations are related to the frequency of enlistment discussions and to encouragement/discouragement on enlistment but not to the remaining three variables. The data are consistent with the hypothesis that the critical decision for parents (and for children) that affects enlistment influence (and enlisting) seem to be a choice between white-collar and blue-collar occupations. Parents who hope to see their children in blue-collar occupations seem willing or eager to see them pursue such a career in the military. Parents who aspire to white-collar occupations for their children may perceive that such employment is not generally consistent with the status of an enlisted person in the military.

Exhibit V-11

EFFECT OF EDUCATIONAL LEVEL ON RELATIONSHIP BETWEEN
TYPE OF POST-SECONDARY SCHOOL AND PERCEIVED ENLISTMENT INFLUENCE

NON-HIGH SCHOOL GRADUATES	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Type of School					
Private	3	25.0	9	75.0	12
Public	42	82.0	9	18.0	51
Totals	45		18		63
Base = 63					
sig = .0005*					
HIGH SCHOOL GRADUATES					
Type of School					
Private	11	46.6	13	53.4	24
Public	57	63.6	32	36.4	89
Totals	68		45		113
Base = 113					
sig = .128					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-12

PARENT'S EDUCATIONAL AND CAREER ASPIRATIONS FOR CHILDREN AND DIRECTION OF INFLUENCE

	Toward Enlistment		Away From Enlistment		Totals
	N	%	N	%	
Desired Educational Attainment					
High School Graduate	39	86.7	6	13.3	45
Some College	51	76.1	16	23.9	67
College Graduate	136	74.3	47	25.7	183
Graduate School	34	66.7	17	33.3	51
Totals	260		86		346
Base = 346					
sig = .25					
Desired Occupational Attainment					
Civilian Blue Collar	60	78.9	16	21.1	76
Civilian White Collar	150	72.5	57	27.5	207
Military	20	95.2	1	4.8	21
Houseworker	2	40.0	3	60.0	5
Totals	232		77		309
Base = 309					
sig = 0.035*					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

The results from our trivariate analyses bring the importance of occupational aspirations into some question. When we control for the child's level of education (high school graduate vs. non-high school graduate) we find that occupational aspirations are no longer significantly related to enlistment influence.[2] This type of result supports the importance of educational level in our overall effort to pinpoint the most important factors which influence enlistment, while it causes us to question the importance of occupational aspirations. Additionally, when we examine the effect of the sex of the parent on the importance of occupational aspirations, we find that it is only significant for male parents (see Exhibit V-13). It is clear from the data presented in Exhibit V-13 that when the parent is male there is a stronger relationship between blue-collar occupation and a parent's influence toward enlistment. The discriminant analysis results, reported later, allow us to weigh the ultimate contribution of occupational aspirations to our ability to differentiate between influences toward and away from enlistment.

Attitudes Toward the Military

Several sets of questions were asked which were designed to gauge a parent's attitudes toward the military. These questions were generally phrased so that the respondent would compare the military to the civilian environment. Results for a number of these questions were discussed in Chapter III. As indicated in Chapter II, only those questions asked of the entire national sample are used in the bivariate and multivariate analyses. The results presented here report on two sets of questions. The first consists of ratings of five job-related aspects: pay, educational assistance, medical benefits, dental benefits, and retirement pay. Respondents were asked whether they thought these were "better in military", "better in civilian" or "about the same." The second set of questions dealt with work conditions. While each parent was given nine work conditions to evaluate, only three were selected by the DoD to be asked of the entire sample:

- provides a valuable trade or skill;
- provides men and women equal pay and opportunity;
- provides opportunity for advancement.

Once again, responses were categorized as "military better," "civilian better" or "about the same."

The rating of job-related benefits revealed interesting findings which required re-definition of the measure for more meaningful statistical analyses. Not entirely surprising is the finding (not shown) that all five ratings are highly inter-related. Parents who rate the military better on one benefit are very likely to rate the military better on the four others as well. In turn, each of these five measures is statistically significantly

[2]Since the results are not statistically significant for either case (high school graduate or non-high school graduate) no table is included.

Exhibit V-13

EFFECT OF SEX OF PARENT ON RELATIONSHIP BETWEEN
DESIRED OCCUPATIONAL ATTAINMENT AND PERCEIVED ENLISTMENT INFLUENCE

	ENLISTMENT INFLUENCE				
	Toward		Away		Totals
SEX OF PARENT: MALE	N	%	N	%	
Occupational Status					
Civilian Blue Collar	21	90.3	2	9.7	23
Civilian White Collar	43	67.8	21	32.2	64
Military	6	100.0	0	0	6
Totals	70		23		93
Base = 93					
sig = .04*					
SEX OF PARENT: FEMALE					
Occupational Status					
Civilian Blue Collar	39	74.1	14	25.9	53
Civilian White Collar	107	74.5	37	25.1	144
Military	14	95.8	1	4.2	15
Totals	160		52		212
Base = 212					
sig = .17					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

related to the dependent variable: enlistment influence. Consequently, a new measure--military benefits rating-- was developed. It is an average of the five separate ratings. This military benefits rating provides an index which effectively combines scores for the five highly inter-related variables.

The results for the military benefits rating indicates a significant relationship between the rating and enlistment influence. It is clear from the data in Exhibit V-14 that the vast majority of those parents who rank the military as better influence their children toward enlistment. As the military benefits rating drops, so does the percentage who exert influence successfully toward enlistment.

These same results are mirrored, for the most part, by the second set of questions rating work conditions. (See Exhibit V-14). Both the "valuable trade or skills" and the "opportunities for advancement" measures are related to enlistment influence. The "male/female equal opportunity" measure, while falling somewhat short of statistical significance, also yields results consistent with those of the other measures: positive attitudes seem associated with influence toward enlistment. It appears that the more that parents perceive the military as providing better working conditions, the more they are prone to influence their children toward enlistment.

Two principal intervening factors, educational level and sex of parent, appear to affect the interpretation of the results for the military benefits and opportunity for advancement ratings. The relationships between these two ratings and enlistment influence exist at a statistically significant level only for those cases when the parent is female. (See Exhibits V-15 and V-16). The patterns for fathers are in the same direction as those for mothers. It is quite probable that the former are prevented from obtaining statistical significance because of their smaller sample sizes. In addition, when we control for educational level of the selected child, the military benefits rating is no longer statistically related to enlistment influence (table not shown) while the opportunity for advancement rating is significant only for those cases where the child has not graduated from high school (see Exhibit V-17). Once again, these results are complex and provide no clear-cut answers. However, they continue to point toward certain key subgroups of parents defined, e.g., by sex of parent and child's educational level. And they indicate that parents' positive attitudes toward military careers are related to parents' influence toward enlistment.

In sum, we find that parents who rate the military better than civilian on pay, benefits and on the opportunity for advancement are more likely to encourage their children toward military enlistment. However, this association between perceptions of benefits and influence seems stronger among mothers than fathers and successful influence seems more likely for those children who have not graduated from high school.

Knowledge and Perceptions of Military Compensation Benefits

The interview guide included an extensive set of questions which assessed a parent's knowledge of military compensation and benefits. These questions,

Exhibit V-14

ATTITUDES TOWARD MILITARY AND RATINGS OF BENEFITS

	Toward		Away		Totals
	N	%	N	%	
Military Benefits Rating					
Military Better	182	80.9	43	29.1	225
About the Same	32	61.5	16	38.5	48
Civilian Better	12	54.5	10	45.5	22
Totals	226		69		295
Base = 295					
sig = .005*					
Rating: Valuable Job Skills					
Military Better	206	82.4	44	17.6	250
About the Same	60	70.6	25	29.4	85
Civilian Better	13	41.9	18	58.1	31
Totals	279		87		366
Base = 366					
sig = .000*					
Rating: Male/Female Equal Opportunities					
Military Better	217	78.0	61	22.0	278
About the Same	36	72.0	14	28.0	50
Civilian Better	14	66.7	7	33.3	21
Totals	267		82		349
Base = 349					
sig = .10					
Rating: Opportunities for Advancement					
Military Better	182	82.7	38	17.3	220
About the Same	65	67.7	31	32.3	96
Civilian Better	26	60.4	17	39.6	43
Totals	273		86		359
Base = 359					
sig = .0009*					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-15

EFFECT OF SEX OF PARENT ON RELATIONSHIP BETWEEN
MILITARY BENEFITS RATING AND PERCEIVED ENLISTMENT INFLUENCE

SEX OF PARENT: MALE	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Military Benefits					
Military Better	61	78.3	17	21.7	78
About the Same	10	69.8	4	30.2	14
Civilian Better	9	54.7	2	45.3	11
Totals	80		23		103
Base = 103					
sig = .48					
SEX OF PARENT: FEMALE					
Military Benefits					
Military Better	122	82.5	26	17.5	148
About the Same	23	66.6	11	33.4	34
Civilian Better	10	55.0	8	45.0	18
Totals	155		45		200
Base = 200					
sig = .008*					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-16

EFFECT OF SEX OF PARENT ON RELATIONSHIP BETWEEN
OPPORTUNITY FOR ADVANCEMENT RATING AND PERCEIVED ENLISTMENT INFLUENCE

SEX OF PARENT: MALE	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Opportunity for Advancement					
Military Better	54	79.7	14	20.3	68
About the Same	16	69.7	7	30.3	23
Civilian Better	13	65.1	7	34.9	20
Totals	83		28		111
Base = 111					
sig = .49					
SEX OF PARENT: FEMALE					
Opportunity for Advancement					
Military Better	127	83.8	25	16.2	152
About the Same	49	67.3	24	32.7	73
Civilian Better	13	55.1	11	44.9	24
Totals	189		60		249
Base = 249					
sig = .004*					

Levels of significance reported from chi-square test.

*Denote statistical significance at 0.05 level or better.

Exhibit V-17

EFFECT OF EDUCATIONAL LEVEL OF CHILD ON RELATIONSHIP BETWEEN RATING OF OPPORTUNITY FOR ADVANCEMENT AND PERCEIVED ENLISTMENT INFLUENCE

NON-HIGH SCHOOL GRADUATES	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Opportunity for Advancement					
Military Better	99	88.2	13	11.8	112
About the Same	30	69.7	13	30.3	43
Civilian Better	13	73.7	5	26.3	18
Totals	142		31		173
Base = 173					
sig = .007*					
HIGH SCHOOL GRADUATES					
Opportunity for Advancement					
Military Better	80	76.7	25	23.3	105
About the Same	35	66.0	18	34.0	53
Civilian Better	12	51.5	11	48.5	23
Totals	127		54		181
Base = 18'					
sig = .09					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

which were summarized in the discussion of results for the entire national sample in Chapter III, included information on educational benefits, the existence of bonuses for enlistment and re-enlistment, and the value of military pay. In all, eighteen factors were analyzed. These variables are characterized below in terms of the categories of possible responses:

Yes/No (Exists/Doesn't Exist)

- Educational Assistance for Vocational School;
- Cash payment of educational contribution (VEAP) after re-enlistment;
- All services provide same educational benefits; and
- Bonus for re-enlistment.

Available to None/Some/All

- Two-for-one educational contribution (VEAP);
- $8,000 for education for two years service;
- $12,000 for education for three years service;
- $12,000 for education for four years service; and
- Living expenses while in school, after leaving service.

Value (in Dollars) of Monthly Pay

- Starting pay;
- Housing allowance;
- Food allowance;
- Equivalent civilian starting pay;
- Equivalent civilian pay after 20 years; and
- Retirement pay (20 years).

Size of Bonuses (in Dollars)

- Enlistment bonus; and
- Re-enlistment bonus.

The relationship between each one of these eighteen factors and enlistment influence was examined through cross-tabulations and the interpretation of chi-square statistics.

An examination of the results provided in Exhibit V-18 reveals only one statistically significant relationship between the perception of military benefits and enlistment influence. Only the question concerning the availability of a government 2-for-1 matching program for education (VEAP) is significantly related to enlistment influence. However, even this relationship is statistically significant only for female parents and children who are not high school graduates. (See Exhibits V-19 and V-20). In addition, there are virtually no significant relationships between these variables and other measures of influence attempts (e.g., frequency of discussions, encourage/discourage). Consequently, it appears that a parent's decision to influence toward or away from enlistment may be based on factors other than educational benefits, such as those aspects of a military career discussed in our last section.

It would seem reasonable to hypothesize that parents who estimate higher values for military pay and bonuses would be more likely to influence toward enlistment. However, no statistically significant relationships are found to exist for any of the variables.

It is important to note, here, that a number of groupings of dollar estimates were constructed and analyzed, with similar results, in addition to the ones represented in Exhibit V-18 in order to limit any effect of arbitrary categories on the results. The groupings provided in the table were developed in order to minimize the number of cells in the table with few or no responses and are consistent with the results obtained from other groupings.

The results for the questions concerning cash bonuses point to total independence between these measures and enlistment influence. There is no evidence to support this relationship even when we examine attempts to influence. The results suggest that parents do not consider the existence or value of enlistment or re-enlistment bonuses as critical in the decision to influence about enlistment.

Unlike the questions which dealt with bonuses, there is some evidence of a significant relationship between the estimates of pay and pay-related benefits and two attempted influence measures: presence or absence of talks about enlistment and the frequency of these discussions. Estimates of monthly starting pay, food allowance, and equivalent civilian starting pay are all related to these two dependent variables. The data for the relationship between monthly starting pay and the two dependent variables are provided in Exhibit V-21. The results for the other variables are virtually identical and, therefore, the data are not presented. These results are counter-intuitive and further suggest the limited explanatory value of these estimates made by parents. There are no consistent trends, but the proportions of parents talking about enlistment, and the proportions talking often and occasionally about it, tend to be inversely related to the parents' estimates of the absolute values of monthly starting pay, food allowance, and standard of living possible with starting pay.

In sum, the results consistently demonstrate a lack of positive relationship between (1) a parent's knowledge and perceptions of the absolute value of military benefits and (2) influence toward enlistment. These

Exhibit V-18

BELIEF ABOUT MILITARY BENEFITS AND
PERCEIVED ENLISTMENT INFLUENCE

	Toward		Away		Totals
	N	%	N	%	
Educational Assistance for Vocational School?					
Yes	260	76.0	82	24.0	342
No	13	76.5	4	23.5	17
Totals	273		86		359
sig = .89					
Cash Payment for Re-Enlistment?					
Yes	66	78.6	18	21.4	84
No	145	75.1	48	24.9	193
Totals	211		66		277
sig = .60					
All Services Provide Same Educational Benefits?					
Yes	73	77.7	21	22.3	94
No	140	75.7	45	24.3	185
Totals	213		66		279
sig = .71					
Two-for-One Educational Grant?					
Not Available	23	60.5	15	39.5	38
Available to Some	60	75.0	20	25.0	80
Available to All	153	80.1	38	19.9	191
Totals	236		73		309
sig = .04*					
$8,000 for 2-Year Service?					
Not Available	48	75.2	16	25.0	64
Available for Some	59	68.6	27	31.4	86
Available to All	93	77.5	27	22.5	120
Totals	200		70		270
sig = .33					

Exhibit V-18 (continued)

	Toward		Away		Totals
	N	%	N	%	
$12,000 for 3-Year Service?					
Not Available	48	70.6	20	29.4	68
Available to Some	66	72.5	25	27.5	91
Available to All	77	77.0	23	23.0	100
Totals	191		68		259
sig = .56					
$12,000 for 4-Year Service?					
Not Available	45	70.3	19	29.7	64
Available to Some	61	70.9	25	29.1	86
Available to All	89	78.1	25	21.9	114
Totals	195		69		264
sig = .36					
Living Expenses After Leaving Service?					
Not Available	101	73.7	36	26.3	137
Available to Some	46	71.9	18	28.1	64
Available to All	73	78.5	20	21.5	93
Totals	220		74		294
sig = .64					
Does Military Provide Bonus for Enlistment?					
Yes	121	70.8	50	29.2	171
No	29	70.7	12	29.3	41
Totals	150		62		212
sig = .99					
Estimate of Size of Enlistment Bonus					
Less than $2,000	27	67.5	13	32.5	40
$2,000-$5,999	17	63.0	10	37.0	27
$6,000-$11,999	11	100.0	0	0	11
$12,000+	66	70.2	28	29.8	94
Totals	121		51		172
sig = .08					

Exhibit V-18 (continued)

	Toward		Away		Totals
	N	%	N	%	
Does Military Provide Bonus for Re-Enlistment?					
Yes	153	74.6	52	25.4	205
No	14	66.7	7	33.3	21
Totals	167		59		226
sig = .42					
Estimate of Re-Enlistment Bonus					
Less than $2,000	30	69.8	13	30.2	43
$2,000-$5,999	31	68.9	14	31.1	45
$6,000-$11,999	16	80.0	4	20.0	20
$12,000+	76	78.3	21	21.7	97
Totals	153		52		205
sig = .59					
Estimate of Monthly Starting Pay					
Less than $500	62	79.5	16	20.5	78
$500-$749	70	76.9	21	23.1	91
$750-$1,249	16	59.2	11	40.8	27
$1,250+	132	75.0	44	25.0	176
Totals	280		92		372
sig = .20					
Estimate of Monthly Housing Allowance					
Less than $200	29	80.6	7	19.4	36
$200-$299	59	79.7	15	20.3	74
$300-$399	34	68.0	16	32.0	50
$400-$699	20	62.5	12	37.5	32
$700+	138	76.2	43	23.8	181
Totals	280		93		373
sig = .26					
Estimate of Monthly Food Allowance					
Less than $100	15	68.2	7	31.8	22
$100-$199	55	78.6	15	21.4	70
$200-$299	40	71.4	16	28.6	56

Exhibit V-18 (continued)

	Toward		Away		Totals
	N	%	N	%	
Estimate of Monthly Food Allowance (cont.)					
$300-$499	20	80.0	5	20.0	25
$500+	45	72.6	17	27.4	62
Totals	175		60		235
sig = .88					
Estimate of Equivalent Monthly Civilian Starting Pay					
Less than $500	15	78.9	4	21.1	19
$500-$999	76	80.0	19	20.0	95
$1,000-$1,499	43	67.2	21	32.8	64
$1,500-$2,499	21	70.0	9	30.0	30
$2,500+	21	75.0	7	25.0	28
Totals	176		60		236
sig = .49					
Estimate of Equivalent Monthly Civilian 20-Year Pay					
Less than $1,000	18	72.0	7	28.0	25
$1,000-$1,499	27	77.1	8	22.9	35
$1,500-$1,999	37	80.4	9	19.6	46
$2,000-$2,499	22	66.7	11	33.3	33
$2,500-$3,499	18	78.3	5	21.7	23
$3,500	54	74.0	19	26.0	73
Totals	176		59		235
sig = .89					
Estimate of Equivalent Monthly Civilian Retirement Pay					
Less than $500	18	78.3	5	21.7	23
$500-$749	44	73.3	16	26.7	60
$750-$999	30	78.9	8	21.1	38
$1,000-$1,249	23	67.6	11	32.4	34
$1,250-$1,749	10	76.9	3	23.1	13
$1,750+	52	75.4	17	24.6	69
Totals	177		60		237
sig = .96					

Level of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-19

EFFECT OF EDUCATIONAL LEVEL OF CHILD ON RELATIONSHIP BETWEEN BELIEF ABOUT TWO-FOR-ONE EDUCATIONAL CONTRIBUTION AND PERCEIVED ENLISTMENT INFLUENCE

NON-HIGH SCHOOL GRADUATES	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Knowledge of Benefits					
Not Available	13	65.1	7	34.9	20
Available to Some	27	91.3	3	8.7	30
Available to All	83	86.2	13	13.8	96
Totals	123		23		146
Base = 146					
sig = .03*					
HIGH SCHOOL GRADUATES					
Knowledge of Benefits					
Not Available	10	56.8	8	43.2	18
Available to Some	32	65.4	17	34.6	49
Available to All	69	74.7	23	25.3	92
Totals	111		48		159
Base = 159					
sig = .23					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-20

EFFECT OF SEX OF PARENT ON RELATIONSHIP BETWEEN BELIEF ABOUT TWO-FOR-ONE EDUCATIONAL CONTRIBUTION AND PERCEIVED ENLISTMENT INFLUENCE

SEX OF PARENT: MALE	ENLISTMENT INFLUENCE				Totals
	Toward		Away		
	N	%	N	%	
Two-for-One Educational Contribution					
Not Available	14	74.6	5	25.4	19
Available to Some	14	73.2	5	26.8	19
Available to All	47	76.9	14	23.1	61
Totals	75		24		99
Base = 99					
sig = .94					
SEX OF PARENT: FEMALE					
Two-for-One Educational Contribution					
Not Available	9	47.3	10	52.7	19
Available to Some	46	75.4	15	24.6	61
Available to All	106	81.5	24	18.5	130
Totals	161		49		210
Base = 210					
sig = .005*					

Levels of significance reported from chi-square test.

*Denotes statistical significance at 0.05 level or better.

Exhibit V-21

ESTIMATES OF MONTHLY STARTING PAY VS.
(1) PRESENCE OF TALKS ABOUT ENLISTMENT AND
(2) FREQUENCY OF SUCH TALKS

	TALKS ABOUT ENLISTMENT				
	Yes		No		
	N	%	N	%	Totals
Starting Pay					
Less than $500	183	47.1	205	52.9	338
$500-$749	215	52.7	193	47.3	408
$750-$1,249	68	37.6	113	62.4	181
$1,250+	432	34.7	811	65.3	1,243
Totals	898		1,322		2,220

Base = 2220
Sig = .000*

FREQUENCY OF ENLISTMENT DICUSSIONS

	Often		Occasionally		Rarely		Totals
	N	%	N	%	N	%	
Starting Pay							
Less than $500	46	25.6	82	45.5	52	28.9	180
$500-$749	67	31.4	78	36.2	69	32.4	214
$750-$1,249	8	11.9	34	49.8	26	38.2	68
$1,250+	103	24.1	211	49.5	112	26.3	426
Totals	224		405		259		888

Base = 888
Sig = .006*

Levels of significance reported from chi-square test.

* Denotes statistical significance at the 0.05 level or better.

findings are instructive when we compare them with the conclusions which we derived from answers to questions on attitudes toward military vs. civilian pay and benefits. The answers to these comparison questions were more likely, than the answers to benefits' absolute value and existence questions, to be related to influence toward enlistment.

Contacts with Military Recruiters

An additional set of questions concerned contacts that the children may have had with military recruiters. A general question concerning contacts with recruiters from any service was asked, followed by questions for each of the four services. It is clear from the data in Exhibit V-22 that where the child has had contact with a recruiter, the enlistment influence is more likely to be toward than away. However, the same holds true for those children who have not had any contacts with recruiters, indicating that having had contacts with recruiters is not related to parental influence. This result holds across recruiters from all four services.

The possibility that contacts with recruiters plays some role in attempts to influence is supported by a statistically significant relationship (Exhibit V-22) between that measure and encouragement/discouragement on enlistment. Almost half (44%) of the children who have had some contact are encouraged while only 38 percent of children who have not had any contacts with recruiters are encouraged to enlist. The percentage of parents neither encouraging nor discouraging enlistment is higher (52) in the latter group than in the former (43).

Sources of Information about the Services

Chapter III shows that the three most common sources of information about the military are television, relatives and the parents' own military experiences. Analyses were conducted to examine whether the source of information about the military plays a role in parents' influences on their children.

In general, the source of information seems to have little effect on enlistment influence. The most prominent effect is that when the source of information is the parent's own military experience, the relationship between the rating of military for providing males and females equal opportunities and enlistment influence is significant (see Exhibit V-23). Parents citing this source of information are more likely to report influence toward enlistment.

Statistical significance was not found for any other relationship between attitudes toward the military and enlistment influence when controlling for the source of information. Consequently, it seems that the source of information is not a critical factor in contributing to a parent's influence toward or away from enlistment.

Exhibit V-22

CONTACTS WITH MILITARY RECRUITERS VS.
PERCEIVED DIRECTION OF INFLUENCE AND ENCOURAGEMENT

	Influence				
	Toward		Away		
	N	%	N	%	Totals
Contacts With Recruiters					
Yes	121	74.2	42	25.8	163
No	123	74.1	43	25.9	166
Totals	244		85		329
Sig = .98					
Contacts With Army Recruiters					
Yes	67	72.8	25	27.2	92
No	48	80.0	12	20.0	60
Totals	115		37		152
Sig = .35					
Contacts With Navy Recruiters					
Yes	40	76.9	12	23.1	52
No	74	75.5	24	24.5	98
Totals	114		36		150
Sig = .82					
Contacts With Air Force Recruiters					
Yes	42	77.8	12	22.2	54
No	70	75.3	23	24.7	93
Totals	112		35		147
Sig = .81					
Contacts With Marine Corps Recruiters					
Yes	28	70.0	12	30.0	40
No	85	79.4	22	20.6	107
Totals	113		34		147
Sig = .18					

Exhibit V-22 (cont'd)

	Encouragement						
	Encourage		Discourage		Neither		Totals
	N	%	N	%	N	%	
Contacts with Recruiters							
Yes	151	43.6	47	13.5	148	42.9	346
No	164	37.9	45	10.3	224	51.8	432
Totals	315		91		372		778
Sig. = .04*							

Levels of of significance reported from chi-square test.

* Denotes statistical significance at the 0.05 level or better.

Exhibit V-23

EFFECT OF SOURCE OF INFORMATION ON EQUAL OPPORTUNITY RATING AND PERCEIVED ENLISTMENT INFLUENCE

Source of Information: Own Experience	Enlistment Influence				
	Toward		Away		Totals
	N	%	N	%	
Military Better	88	80.4	21	19.6	109
About the Same	7	66.3	3	33.7	10
Civilian Better	1	26.7	4	73.3	5
Totals	96		28		124

Base = 124

Sig = .04*

Level of significance reported from chi-square test.

*Denotes statistical significance at the 0.05 level or better.

Summary of Analyses

The analyses of the relationship between the specified dimensions and perceived successful enlistment influence are summarized in Exhibit V-24. Only seven factors, among those examined, are significantly related to the direction of enlistment influence:

- Sex of child;
- Child's school type;
- Parent's aspirations for child's occupation;
- Parent's rating of military pay and benefits, compared to civilian;
- Parent's rating of value of skills learned in the military, compared to civilian;
- Parent's rating of opportunity for advancement; and
- Parent's knowledge of military 2-for-1 eduational contribution (VEAP).

The seven variables found significantly related to successful influence are worth noting. Equally noteworthy are some of the independent variables found not significantly related to influence: perceptions of existence and values of military benefits (with one exception); and the demographic characteristics of parents.

In addition, the analysis has demonstrated that each of the seven factors related to successful influence is also related to encouragment or discouragement on enlistment. However, four variables which are not significantly related to successful influence are significantly related to encouragement or discouragment: child's type of school program; parent's education; parent's educational apsirations; and a child's contacts with recruiters. The results suggest that some factors affect whether parents try to influence but have no impact on whether the influence attempt is successful.

Finally, the analysis identifies the importance of the child's educational level and the sex of the parent in the overall influence process. Therefore, the multivariate analysis of enlistment influence focused on four subsets: female parents, male parents, children who are not high school graduates and children who are high school graduates. These sub-groups are addressed in the discriminant analysis discussed below.

ESTIMATING THE RELATIVE CONTRIBUTION OF VARIOUS FACTORS TO PERCEIVED ENLISTMENT INFLUENCE

Introduction

The analysis, thus far, has uncovered seven factors which appear to be related to a parent's report of successful influence. Based on the

Exhibit V-24

SUMMARY OF BIVARIATE RELATIONSHIPS WITH PERCEIVED SUCCESSFUL INFLUENCE

Independent Variable	Chi-Square Value	Significance Level
Characteristics of Parent		
Sex of Parent	.005	.94
Marital Status	1.381	.24
Occupation	2.471	.48
Education	6.837	.15
Racial/Ethnic Group	6.834	.07
Family Income	2.137	.54
Prior Military Service	.211	.64
Characteristics of Child		
Sex of Child*	13.567	.0004
School Program	5.480	.06
School Type*	11.968	.0005
Parent's Aspirations		
Desired Educational Attainment	5.345	.25
Desired Occupational Attainment*	6.707	.035
Attitudes Toward Military		
Military Benefits Rating*	10.501	.005
Valuable Job/Skill*	37.926	.000
Male/Female Equal Oppor.	7.695	.10
Opportunity for Advancement*	16.389	.0009
Knowledge of Benefits		
Assistance for Vocational School	.019	.89
Cash Payment for Re-Enlistment	.268	.60
All Services the Same	.213	.71
Two-for-One Contribution*	6.282	.04
$8,000 for 2 Years Service	2.225	.33
$12,000 for 3 Years Service	1.143	.56
$12,000 for 4 Years Service	2.042	.36
Living Expenses After Service	.900	.64
Bonus for Enlistment	.000	.99
$ Estimates for Bonus	8.196	.08
Bonus for Re-Enlistment	.664	.42
$ Estimate for Bonus	2.186	.59
Monthly Starting Pay	4.661	.20
Monthly Housing Allowance	5.319	.26
Monthly Food Allowance	1.753	.88
Equiv. Civilian Starting Pay	4.366	.49
Equiv. Civilian 20 Year Pay	2.206	.89
Retirement Pay	1.514	.96

Exhibit V-24 (continued)

Independent Variable	Chi-Square Value	Significance Level
Contact with Recruiter	.0007	.98
Contact with Army Recruiter	.884	.35
Contact with Navy Recruiter	.051	.82
Contact with Air Force Recruiter	.055	.81
Contact with Marine Corps Recruiter	1.808	.18

*Denotes statistical significance at the 0.05 level or better.

findings from the analyses, the relative importance of these factors in affecting which parents become successful influencers toward or away from enlistment was explored through the use of discriminant analysis. (See Appendix B for a discussion of discriminant analysis).

In order to maximize the potential utility of results, dummy variables were constructed for each of the seven variables found to be related to enlistment influence. The use of dummy variables allows for the interpretation not only of those variables which are the best discriminators between "toward" and "away" influence but also which aspects of those variables discriminate best between the two groups. For example, the type of college in which the selected child is or will be enrolled is an original variable. The two aspects of this variable (public and private) are used to create a dummy variable out of each. Exhibit V-25 lists the twenty dummy variables constructed for the discriminant analysis. In addition to an analysis which included all 372 successful influencers, the two major control variables--sex of parent and educational level of child--were also used to develop separate analyses for four subsets: (1) children not high school graduates; (2) high school graduates; (3) male parents; and (4) female parents.

Results of Discriminant Analyses for All Influencers

The initial discriminant analysis, including all parents who successfully influence toward or away, produced results that were not useful. Two major results for each discriminant analysis are presented here: the classification results and the summary of variables which contribute to the classification results. Other results are provided in Appendix C.

The data in Exhibit V-26 indicate that the variables selected in the discriminant analysis were not very helpful in differentiating "toward" and "away" influencers. Consider what one might have done in the absence of any information about how parents are characterized on the independent variables. One knows that 92/280 = 75.3 percent of the subset of the national sample defined as influencers are in the "toward" group. By playing the odds and predicting that all influencers are in that group, one would classify correctly 75.3 percent of the cases. The discriminant function analysis correctly classified 80.4 percent of the cases, hardly better than classification by playing the odds. While we are able to correctly classify more than 93 percent of those parents who influence toward, we also misclassify 59 percent of the "away" group. This indicates that the dummy variables which characterize the "toward" group also characterize the "away" group.

A second approach to the discriminant analysis is to examine only those variables which appear to be most significant in the initial discriminant analysis results. The results (provided in Appendix C), however, indicate that this analysis produces results which are less successful than the initial results. We do slightly better for the the "toward" group but misclassify six more cases in the "away" group.

A third discriminant analysis used the seven original variables in the initial run whose results are shown in Exhibit V-26; however, they were not

Exhibit V-25

DUMMY VARIABLES[a] FOR DISCRIMINANT ANALYSIS

Type of School or College	
	Private
	Public
Sex of Child	
	Male
	Female
Desired Occupation	
	Civilian Blue Collar
	Civilian White Collar
	Military
	Houseworker
Military Benefits Rating	
	Military Better
	About the Same
	Civilian Better
Valuable Job/Skill Rating	
	Military Better
	About the Same
	Civilian Better
Opportunity for Advancement Rating	
	Military Better
	About the Same
	Civilian Better
Two-for-One Educational Contribution	
	Not Available
	Available to Some
	Available to All

[a]Each dummy variable takes on the value of either 0 (No) or 1 (Yes) for each respondent. For example, parents responding that their children were expected to attend a private school or college were coded "1" for private school and "0" for public school. This exhibit thus shows 18 dummy variables derived from 7 original variables.

entered as dummy variables. Instead their original values were used. These variables produce results which are more ambiguous. We are now able to correctly classify less than 85 percent of the "toward" group, but correctly classify only 48 percent of the "away" group. Consequently, this solution is actually less successful in its overall ability to correctly classify cases.

The results from these three discriminant analyses for all influencers indicate an inability to use information about the independent variables examined to accurately predict membership in the toward or away groups. In other words, the analyses are not telling us which independent variables are most important in leading to "toward" vs. "away" influence. As we indicated in our earlier discussion, two factors--educational level of the child and sex of parent--have a significant affect on how other factors are related to enlistment influence. Consequently, four additional discriminant analyses were explored, one for each of the values of educational level of child (non-high school graduate, high school graduate) and sex of parent.

Results of Discriminant Analyses By Level of Education of Child

Controlling for level of education produces the best results for the 182 cases where the child has not graduated from high school. The results are presented in Exhibit V-27. Our combination of variables correctly classifies 96 percent of the "toward" group and 54.6 percent of the "away" group. (Typically, the linear discriminant function is more successful in classifying the predominant group correctly; the function is, in a sense, playing the odds. The "toward" group consitutes 75 percent of the sample in this analysis.) This represents the only instance where the analysis has successfully classified more than half of the parents in the "away" group. The results for the 186 cases where the child has graduated from high school are substantially worse, with 66.5 percent of the "away" group misclassified.

The factors which contribute to our ability to classify parents in the non-high school graduate model include ten measures (listed below in order of precedence). We have also indicated the direction of influence with which each factor is associated:

- Type of school: private (away)
- Job skills rating: civilian better (away)
- Desired occupation: housewife/househusband (away)
- Desired occupation: military (toward)
- Job/skill rating: military better (toward)
- Job/skill rating: about the same (away)
- Opportunity for advancement rating: about the same (away)
- Sex of child: male (toward)

Exhibit V-26

INITIAL DISCRIMINANT ANALYSIS CLASSIFICATION RESULTS

Actual Group Membership	Number of Cases	Predicted Group Membership	
		Toward	Away
Toward	280	262	18
		93.4%[a]	6.6%
Away	92	54	38
		59.2%	40.8%

Percent of cases correctly classified: (262 + 38)/372 = 80%

Percent of cases correctly classifiable without any information about the independent variables: 280/372 = 75%

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[a]This and other percentages in exhibits will not match exactly with those which result from hand calculations. The reason is that the integers shown are, in fact, rounded off from computer calculations representing weighted data, and the percentages are derived from the latter.

Exhibit V-27

CLASSIFICATION RESULTS FOR NON-HIGH SCHOOL VS. HIGH SCHOOL GRADUATES

NON-HIGH SCHOOL GRADUATES

Actual Group Memberships	Number of Cases	PREDICTED GROUP MEMBERSHIP Toward	Away
Toward	147	141 96.0%	6 4.0%
Away	35	16 45.5%	19 54.6%

Percent of cases correctly classified: (141 + 19)/182 = 88%

Percent of cases correctly classifiable without any information about the independent variables: 147/182 = 81%

HIGH SCHOOL GRADUATES

Actual Group Memberships	Number of Cases	PREDICTED GROUP MEMBERSHIP Toward	Away
Toward	131	119 90.9%	12 9.1%
Away	55	37 66.5%	18 33.5%

Percent of cases correctly classified: (119 + 18)/186 = 74%

Percent of cases correctly classifiable without any information about the independent variables: 131/186 = 70%

- 2-for-1 education contribution: available to some (toward)
- 2-for-1 education contribution: available to all (toward)

Several interesting findings are associated with these discriminant results for non-high school graduates. From an examination of group means (see Appendix C) for the "toward" and "away" groups for each dummy variable, it is apparent that those parents who express a desire for their children to be housewives/househusbands contribute to our ability to successfully classify those parents who influence away from enlistment. Correspondingly, all those parents who want their children to join the military influence toward enlistment. The following other characteristics were associated with a tendency to influence toward enlistment: the parent rates the value of skills obtained in the military as better; the child is male; and the parent believes educational benefits are available to some or all military personnel. A tendency to influence away from enlistment was evidenced when the child is in or will be in a private school or college; when civilian employment is rated better, with respect to providing valuable skills; and when the parent desires a housewife/househusband occupation for the child. In addition, it should also be pointed out that in two cases where military and civilian are rated the same (job/skill and opportunity for advancement) the parent is more inclined to influence away from enlistment.

Sex of Parent

The final discriminant analyses were generated controlling for sex of the parent. Although questionnable, the results are also somewhat better than our initial classification results. Classification compared to the chance level, is better for males than females. Exhibit V-28 indicates that 86 of the 87 (98.3%) "toward" cases are correctly classified but 16 of 28 (56.2%) of the "away" cases are misclassified, when the parent is male. When the parent is female, the results deteriorate. Only 91.9 percent are correctly classified in the "toward" group and 35 of 64 (55.4%) are misclassified in the "away" group. Since the results are not particularly accurate, the variables which are entered into the equation are not presented. It is worthy of note that the dummy variable, sex of child male, contributes the most to our ability to discriminate for the male parents. For female parents, neither sex of child variable (male or female) is an important discriminator.

Summary of Discriminant Analysis Results

The discriminant analyses present results which aid somewhat in our attempt to differentiate between parents who successfully influence toward or away from enlistment. One major group of parents provides interpretable classification results: parents of children who have not yet graduated from high school. The results produce accurate enough classifications to suggest factors which may differentiate between influence toward and away from enlistment. These factors include the type of school or college the child is currently in or likely to be in (private), the parent's rating of the military's ability to provide job/skill training and opportunity for advancement and the parent's aspirations for the child's occupation. To a

Exhibit V-28

CLASSIFICATION RESULTS FOR MALE AND FEMALE PARENTS

MALE PARENTS

Actual Group Memberships	Number of Cases	PREDICTED GROUP MEMBERSHIP Toward	Away
Toward	87	86 98.3%	1 1.7%
Away	28	16 56.2%	12 43.8%

Percent of cases correctly classified: 85%

Percent of cases correctly classifiable without any information about the independent variables: 76%

FEMALE PARENTS

Actual Group Memberships	Number of Cases	PREDICTED GROUP MEMBERSHIP Toward	Away
Toward	193	177 91.9%	16 8.1%
Away	64	35 55.4%	28 44.6%

Percent of cases correctly classified: 80%

Percent of cases correctly classifiable without any information about the independent variables: 75%

much lesser degree, the sex of the child and the parent's knowledge of the military's program which provides a two-for-one contribution to education (VEAP) aid in the ability to discriminate.

SUMMARY OF RESULTS

This chapter has provided an analysis of factors, included in the survey, which may be related to a parent's influence toward or away from enlistment. Recall that in this study, influence is considered successful if either (1) the parent perceives that it was; or (2) one can deduce that it was, based on the consistency between the child's expected behavior and the behavior urged by the parent. The analyses examined one primary dependent variable--successful influence toward or away from enlistment--as well as the measures which comprise the definition of successful influence. In particular, we have also examined the factors which relate to encouraging versus discouraging a child about enlisting, in order to determine whether any differences exist between that variable and perceived successful influence.

A very important finding is that few parents (16%) seem to have successfully influenced their children either toward or away from military service. (Three quarters of these influence toward enlistment.) We speculate that most parents perceive their role as providing advice and enabling their children to achieve their goals, rather than in setting the children's goals for them.

One key finding, presented in Exhibit V-1, is that parents who discuss enlistment with their children are more positively disposed toward the military than those who do not. Thus, the ability to identify those parents who attempt to influence their children on enlistment, whether successful or not, may provide the Services with a more favorable group of parental influencers than they might find without this information.

Consistent with the objectives of the study, seven sets of variables were examined in terms of their relationships to the dependent variables. These included: demographic characteristics of parents, characteristics of children, parent's educational and career aspirations for children, attitudes toward the military, knowledge and perception of military benefits, children's contacts with military recruiters, and parents' sources of information about the military. The results of the bivariate analysis provide a set of seven variables which are statistically significantly related to successful influence toward enlistment:

- Sex of child: male;
- Child's college type: public;
- Parent's occupational (career) aspirations: blue collar;
- Rating of military pay and benefits: better than civilian;

- Rating of usefulness of job skills learned in the military: better than civilian;
- Rating of opportunity for advancement in the military: better than civilian; and
- Perception of 2-for-1 educational contribution (VEAP): available to all or some in the military.

No factors concerning a parent's estimate of the absolute dollar value of pay or educational benefits in the military were found to be related to successful influence. In addition, no factors representing characteristics of the parent were significantly related.

The results indicate the importance of the sex of the parent and the educational level of the child as intervening variables which affect the influence process. The analyses are more accurately able to identify, to a statistically significant level, those factors which play a role in enlistment influence by mothers than by fathers. More critical is the role of educational level of the child. For parents of children who have not graduated from high school, we were able to identify seven factors that predispose toward influence toward or away from enlistment. This could be done more accurately than for parents of high school graduates. This does not suggest that parents do not influence their high-school-graduate children toward enlistment. However, we were less able to explain accurately which factors play a role in influence for those parents.

CONCLUSIONS

In this section, we seek to weave together our findings into an integrated representation of the circumstances under which parents successfully influence their children toward enlistment. These conclusions are based (in order of importance) on (1) the results of the discriminant function analysis for non-high school graduates, (2) the other analyses, and, (3) what is known about the role of parents in their children's career choices in general.

First, perceived successful (by the definition used here) influence in either direction is relatively rare. Only 16 percent of parents report success in influencing their children, 12 percent toward and 4 percent away from enlistment.

Let us review the results of the discriminant analysis for non-high school graduates, mentioning variables in the order of their relative importance. Parents who desire a college education for their children and who have the means to send them to a private college will steer them away from enlistment. The same is true of parents who believe that civilian employment offers better opportunities than, or about the same opportunities as, military service for their child to learn valuable skills. When parents hope that their children will become housewives or househusbands, they tend to influence them away from the military. Clearly, parents who desire a military career for their

children tend to influence them toward enlistment. Next, a parent who thinks that the opportunities for advancement in the Service are no better than those in a civilian job is more likely to influence his/her child away from enlistment. If the child is male, the parent is more likely to influence toward enlistment. (This variable overlaps heavily with the housewife/ househusband variable above.) Finally, parents who are aware that the Veterans Educational Assistance Program is available to all military personnel, or who believe that it is available to some, seem prone to steer their children toward enlistment.

The picture that emerges, then, is interpreted as beginning with the importance of social status of the parent and expected social status of the child. Parents will influence their children who are enrolled in or bound for the more elite and expensive colleges away from enlistment into the military enlisted paygrades, a status inconsistent with their educational status or aspirations. Second, the foundations of parents' influencing behavior suggest that their main concern is strong preparation for a long-term successful occupational life. Whether parents influence toward or away from enlistment appears to depend on the long-term opportunities, rather than on the short-term rewards, that military life offers in their view.

Given a parent's lower socio-economic aspirations for his/her child, the parent seems most interested in whether an entry-level job provides skills which will be valuable later. If he/she thinks that such opportunities in military service are no better than those in a civilian job, he/she tends to influence away from enlistment. Influence toward enlistment is exercised more frequently when the parent believes that such opportunities are superior in the Service. There is no implication here that parents exerting positive influence desire their children to make careers in the military. Parents' beliefs about opportunity for advancement in the military, compared to civilian work, also affect whether they influence away from enlistment. One may conclude from the data that parents will influence away, unless they are clearly convinced that such opportunities are superior in the military. Finally, parents who perceive that military service provides post-service educational benefits will influence their children to join, presumably in order to take advantage of these benefits. (This is, in some sense, the obverse of the first-mentioned variable, present or expected enrollment in a private school or college.)

In the context of the future-oriented motivation which is here attributed to parents, it is noteworthy that parents' rating of military benefits during service (pay, health care, etc.), although it was included among the variables in the analysis, was not picked up as an important one in contributing to whether parents influence toward or against enlistment.

IMPLICATIONS

What do these findings mean in a policy sense for DoD recruiting? First, they cast doubt on the advisability of expending budget and other resources to bring DoD's message to parents and thence to their children, rather than devoting resources to communicating directly to the prospects themselves.

Suppose, however, that parents underestimate their role and that advertising directed towards parents is deemed advisable. What guidance is implied by our findings and conclusions?

Such efforts aimed at parents will do well to concentrate on those parents whose aspirations for their children include participation in the labor force, but in less than elite status.

Themes which are likely to be successful should center on the benefits that military service offers in preparing young people for careers and on long-term career opportunities. Short-term benefits should receive secondary emphasis. Enlistment should be portrayed as a stepping-stone to future opportunities in the Service (opportunities for advancement) or outside (training for jobs and skills that will also be valuable in civilian occupations and educational benefits after leaving the Service.)

VI. RESULTS OF THE HISPANIC GROUP INTERVIEWS

INTRODUCTION

This chapter presents findings from interviews of 400 Hispanic parents, called the Hispanic group. It consists of 400 people who stated that they were of Hispanic origin and the parents of 16 to 21 year olds who had not gone beyond the sophomore year of college. Of these 400, 120 were interviewed as part of the national sample and 280 were selected from people with Hispanic surnames in telephone lists in the four Census Regions with the heaviest concentration of Hispanics. The Hispanic group is not a random sample, and we cannot project its results to the population of Hispanic parents. But it is believed to be broadly "representative" of them, since it was selected by random means from Hispanics in Census Divisions containing the bulk of the Hispanic population of the United States. In discussing results, we focus on those which differentiate the Hispanic group from the national sample. (The national sample overlaps with the Hispanic group: 120 Hispanic parents are in both.)

Because the Hispanic group is not randomly drawn from its population, it is not appropriate to test the statistical significance of differences between the Hispanic group and the national sample. Therefore, the practical rather than statistical significance of differences guides whether they are reported in the text. As a rule of thumb, differences of more than five percentage points are discussed for questions which were answered by both Hispanic group and national sample in their entirety, and differences of more than ten percentage points for for split-sample questions.

A Spanish-language version of the interview guide was prepared by a bilingual professional English-Spanish translator. The adequacy of the translation was checked through examination by people who understand Spanish and by a pretest interview with a person whose first language is Spanish. When telephone interviewers reached people who (1) appeared to have trouble with English and whose primary language was Spanish and/or (2) said that they preferred to be interviewed in Spanish, the interviewers (unless they were themselves bilingual) switched the call to a Spanish-language interviewer. The interview was then continued, using the Spanish-language version of the interview guide.

DEMOGRAPHIC COMPOSITION

Compared to the national sample (see Exhibit III-1), the Hispanic group (see Exhibit VI-1) report:

- A greater proportion of children aged 16-21. (About 54 percent of the Hispanic group, but only 42 percent of the national sample, has at least two such children.)

Exhibit VI-1

DEMOGRAPHIC CHARACTERISTICS OF HISPANIC GROUP

	Parents		
		N	%
Sex			
	Male	125	31.3
	Female	275	68.8
Marital Status			
	Married	317	79.2
	Non-Married[1]	80	20.0
Number of Children Aged 16-21 in Family			
	One	184	46.0
	Two	139	34.8
	Three	45	11.2
	Four or More	32	8.0
	Mean: 1.9		
Family Income			
	Less than $5,000	25	7.2
	$5,000-10,000	59	17.0
	$10,001-20,000	111	32.0
	$20,001-30,000	86	24.8
	$30,001-40,000	31	8.9
	$40,001-50,000	20	5.8
	$50,001 and above	15	4.3
	Estimated Median: $17,000		
Education			
	No school	19	4.8
	Grades 1-8	96	24.3
	Grades 9-11	67	17.0
	High School Graduate	117	29.6
	Some College	56	14.2
	Four Year College Graduate	18	4.6
	Some Graduate School	7	1.8
	Graduate Degree	15	3.8
	Median: High School Graduate		

[1]Non-married includes: separated, divorced, widowed and never married. For this variable, as throughout in this exhibit, percentages are not shown for "Don't Know" and "Refused to Answer" categories.

Exhibit VI-1 (continued)

		N	%
Current or Most Recent Occupation			
	Civilian Blue Collar	121	28.5
	Civilian White Collar	118	29.5
	Military (Active Duty)	7	1.7
	Housewife/Househusband	94	23.5
	Retired, Unemployed, Student	16	3.9
	Children		
Sex			
	Male	214	53.5
	Female	171	42.7
Current Educational Status			
	In School	233	58.2
	Not in School	158	39.5
	Junior High School	13	3.2
	High School	148	37.0
	Four Year College	38	9.5
	Two Year College	23	5.7
	Vocation/Bus. School	6	1.5
	Other	1	0.2
Work Status			
	Not Working	110	27.5
	Working Full-Time	86	21.5
	Working Part-Time	94	23.5
	Looking for Work	71	17.7
	Travelling, Taking a Break	24	6.0
Military Enlistment Status			
	Enlisted	24	6.0

- Lower family income. (About 56 percent of the former, but only 34 percent of the latter, have incomes $20,000 or below.)

- A greater proportion employed in blue-collar occupations (28 percent, vs. 21 percent in the national sample), and smaller proportions engaged in white-collar work (30 percent, compared to 40 percent) than national sample members.

Exhibits VI-1 and III-1 indicate that the children of parents in the Hispanic group may be different from those in the national sample with respect to school enrollment and part-time employment:

- 58 percent of the Hispanic group children were enrolled in school, compared to 64 percent of the national sample children;

- 24 percent of the Hispanic group children were working part-time, whereas 32 percent of the national sample children held part-time jobs.

In other respects, the Hispanic group's demographic composition does not appear markedly different from that for the national sample. With the exception of the part-time work finding the results are consistent with the national statistics indicating that Hispanics are more likely than non-Hispanics to be at the lower end of the socioeconomic scale.

For example, Hispanics and Jobs: Barriers to Progress[1] reports that:

- In 1976, 24 percent of Hispanic men were in white collar occupations, while 42 percent of Anglo (white, non-Hispanic) men and 27 percent of black men held white collar jobs. For women, the analogous percentages were: Hispanic, 48; Anglo, 65; and black, 47.

- Median annual income for men in 1979 was $12,357 for Anglos, $9,236 for Hispanics, and $7,745 for blacks. For women in these three groups, it was, respectively, $4,394, $4,161, and $4,023.

- In general the educational level of Hispanics is lower than that of Anglos. However, there is considerable variation with respect to educational attainment among Hispanic subgroups, with Cuban-Americans possessing higher educational levels than the others. In 1976, among those 22-30 years of age, average years of schooling were 13.2 for Anglos and between 10.4 and 12.3 for Hispanic subgroups. Most of the parents interviewed in the present study were between 31 and 50 years of age. In this age group, the mean years of schooling are 12.5 for Anglos, 9.0 for Mexican-Americans, 8.7 for Puerto-Ricans, 11.2 for Cuban-Americans, and 11.1 for other Hispanics.

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[1] National Commission for Employment Policy, Hispanics and Jobs: Barriers to Progress, Washington, D.C.: 1982.

ATTITUDES TOWARD MILITARY SERVICE

Exhibit VI-2 presents Hispanic parents' perceptions about how military service compares with civilian employment. (Exhibit III-2 does the same for the national sample). For all aspects, the Hispanic group was more likely than the national sample to respond "Don't Know." As an extreme example, the "Don't Know" percentages for "A say in what happens" are 24 (Hispanic group) and 10 (national sample). The results suggest that efforts to increase the proportion of Hispanic parents with a positive image of the military as a source of employment would be more successful, than such an effort with the general population of parents. (It is easier to persuade or inform "Don't Knows" than those who have expressed opposite opinions.)

It does not seem that the higher Hispanic group percentage of "Don't Know" responses is an artifact of language differences or interview method. Hispanics were interviewed in Spanish when they appeared to the interviewers to be having trouble with English and/or indicated that they would be more comfortable being interviewed in Spanish. The Spanish-language version of the interview guide was prepared by a professional English-Spanish translator and checked to make sure that the translation was accurate. For each question, the Spanish-and English-language versions were consistent with one another with respect to whether a "Don't Know" answer was mentioned as a possibility by the interviewer. (For most questions, "Don't Know" was not mentioned as a response option.)

Hispanic group parents consider the same employment aspects to be superior in the military as do the national sample parents, although the Hispanic group percentages are smaller (e.g., 61% vs. 79% for the national sample with respect to "Trains Leaders"). Similarly, as with the national sample, large percentages of the Hispanic group think that the opportunity for a good family life and having a say in what happens are better in civilian jobs, but the Hispanic group percentages, 31 and 34 respectively, are smaller than those in the national sample (57 and 53, respectively). The Hispanic group's smaller percentages for the extreme (or definite) answers is, of course, consistent with their more frequent, compared to the national sample (Exhibit III-2), answers in the "Don't Know" column of Exhibit VI-2.

Hispanic group percentages perceiving the military as better are higher than those for the national sample for Pay (24 vs. 17), Provides Jobs They Want (32 vs. 27), Opportunity for Good Family Life (24 vs. 14), and A Say in What Happens (20 vs. 13). Hispanic group percentages considering military Service better are lower for Educational Assistance (55 vs. 65), Medical (55 vs. 67) and Dental (52 vs. 63) Benefits, Retirement Pay, (47 vs. 55), Learn Valuable Trade (48 vs. 54), Male and Female Equal Opportunity (39 vs. 58), and Job Security (59 vs. 76).

Both the Hispanic group and the national sample are much more likely to consider military service a good idea for males than females, as shown in Exhibits VI-3 and III-14. When responding in these global terms, in contrast to the specific aspects covered in Exhibits VI-2 and III-2, more parents in

Exhibit VI-2

HISPANIC GROUP: COMPARING ASPECTS OF CIVILIAN AND MILITARY EMPLOYMENT
(Percentages; Ranks in Parentheses)

Aspect	Civilian Better	About Same	Military Better	Don't Know
Pay	31.7	21.0	24.2 (15)	23.0
Educational Assistance	8.7	19.2	55.2 (4)	16.5
Medical Benefits	7.0	21.0	54.7 (5)	17.2
Dental Benefits	7.7	19.2	52.0 (6)	21.0
Retirement Pay	10.2	18.0	46.7 (8)	25.0
Learn Valuable Trade	11.2	29.8	47.5 (7)	11.5
M & F Opportunity	11.5	29.5	39.2 (12)	19.8
Opportunity to Advance	14.8	30.0	42.2 (10)	13.2
Supervisors Good	19.3	35.7	21.3 (19)	23.7
Job They Want	19.8	26.6	31.7 (14)	16.9
Job Security	7.7	23.7	58.9 (3)	9.7
Proud Career	11.6	39.1	39.1 (13)	10.1
Teaches Discipline	3.9	14.0	76.3 (1)	6.7
Good Hours	20.8	31.9	21.7 (18)	25.6
Opp. For Good Family Life	31.1	25.4	23.8 (16)	19.7
Trains Leaders	6.7	17.6	60.6 (2)	15.0
A Say In What Happens	34.2	22.3	19.7 (20)	23.8
Good Equipment	8.8	28.5	39.9 (11)	22.8
Challenge	15.0	26.4	42.5 (9)	16.1
Good People	13.5	45.6	22.3 (17)	18.7

Base: 400 for first seven aspects.
207 for next six aspects
193 for others.

Exhibit VI-3

HISPANIC GROUP: ATTITUDES ABOUT MILITARY SERVICE FOR MALES AND FEMALES
(Percentages)

	Base	Definitely a Good Idea	Probably a Good Idea	Probably Not a Good Idea	Def. Not a Good Idea	Don't Know
Males	191	53.4	34.0	5.2	4.2	3.1
Females	191	15.7	36.1	20.9	23.0	4.2

Note: Split sample.

the Hispanic group than in the national sample cluster at the extremes in one instance. Fifty-three percent of the Hispanic group (but only 41 percent of the national sample) consider military service as definitely a good idea for males.

Hispanic parents discuss careers with their children with about the same frequency as parents in the national sample. More than half of the Hispanic parents (59 percent) indicate they "often" discuss careers compared to an identical percentage in the national sample. A small percentage (11 percent) of Hispanic parents indicate that they discuss careers "rarely" or "never" which is a number comparable to that reported in the national sample (7 percent).

Turning to attitudes about careers for the selected child, in Exhibit VI-4, the Hispanic group again more frequently provides the "Don't Know" response than the national sample in Exhibit III-15. Further, more of them (64 and 61 percent, respectively) than of the national sample (51 and 54 percent) favor the two white-collar occupations. The Hispanic group shows a lower percentage (21) than the national sample (27) considering a career in the Navy as a good idea. Hispanic parents are less likely (55 percent) than those in the national sample (65 percent) to react negatively to a career in the Marine Corps. In this question, the results suggest a different order of preference among Services in the Hispanic group (Army, Air Force, Marine Corps, Navy) than in the national sample (Air Force, Army Navy, Marine Corps).

However, Exhibit VI-5, which portrays results of explicitly asking order of preference, shows that, in their first choice, a clear plurality (41 percent) of the Hispanic group and the national sample (in Exhibit III-16) favors the Air Force. As in the national sample (19 percent) the Navy is a distant second in order of percentages of Hispanic group parents (17 percent) considering it their first choice. Then comes the Marine Corps, followed closely by the Army.

Exhibit VI-6 presents an important similarity of the Hispanic group to its national sample equivalent (III-17): parental encouragement toward enlistment varies inversely with the number of years of commitment. But Hispanic parents are more (six to eight percentage points) likely than national sample to encourage enlistment. The difference (37 percent vs. 25 percent) is particularly marked for a two-year enlistment in the Army. Hispanic parents are less (eight to twelve percentage points) likely than those in the national sample to indicate that they would neither encourage nor discourage enlistment. These results indicate that Hispanic group parents may be more likely to conceive of the role of the parent as an active, rather than a passive one. However, consistent with the pattern in other questions, "Don't Know" percentages are slightly higher in the Hispanic group.

PERCEPTIONS OF AND REACTIONS TO MILITARY BENEFITS

Exhibit VI-7 compares responses of the Hispanic group and the national sample about the availability of certain benefits in the military. The answers were strikingly similar. Hispanic group respondents were more accurate in their perceptions of the availability (to all) of payment for living expenses while attending school, after leaving the Service.

Exhibit VI-4

HISPANIC GROUP: ATTITUDES ABOUT CAREERS FOR SELECTED CHILD
(Percentages)

	Good Idea	Not a Good Idea	Don't Know
Accountant	63.9	18.8	17.3
Carpenter	31.9	55.0	12.0
Elec. Engineer	60.7	30.4	8.9
Soldier in Army	30.4	55.5	14.1
Navy Sailor	20.9	61.8	17.3
Air Force	29.8	53.4	16.8
Marine Corps	26.7	55.0	18.3

Base = 191 (Split sample)

Exhibit VI-5

HISPANIC GROUP: CHOICE OF SERVICES FOR SELECTED CHILD
(Percentages)

	First	Second	Third
Army	8.3	23.2	35.3
Navy	17.1	33.8	15.4
Air Force	40.9	24.6	11.8
Marine Corps	11.0	15.5	29.4
No Preference	16.6	2.8	8.1
None	6.1	0.0	0.0
Base	181	142	136

Note: Split sample

Exhibit VI-6

HISPANIC GROUP: PERCENTAGES OF PARENTS ENCOURAGING OR DISCOURAGING ENLISTMENT WITH CURRENT BENEFITS, BY SERVICE AND LENGTH OF OBLIGATION

Service and Obligation	Base	Encourage	Discourage	Neither	Don't Know
Army, 2 years	204	37.2	21.6	37.3	3.9
Army, 3 years	208	29.8	27.4	38.5	4.3
Army, 4 years	208	26.4	32.7	36.5	4.3
Navy, 4 years	208	24.0	29.8	40.9	5.3
Navy, 6 years	208	16.3	36.1	42.3	5.2
Air Force, 4 years	208	29.8	31.2	33.2	5.8
Air Force, 6 years	208	19.7	37.0	37.5	5.8
Marine Corps, 4 years	208	20.7	36.1	38.9	4.3

Note: Split sample

Exhibit VI-7

PERCEPTIONS OF AVAILABILITY OF BENEFITS
(Percentages)

Benefit and Sample		Not Available	Available To Some	Available To All	Don't Know
2-for-1 Educ. Contrib.	HG	8.0	23.7	37.0	31.3
	NS	9.8	21.0	42.4	26.8
2 years, $8,000	HG	11.0	26.2	28.2	34.5
	NS	16.9	21.7	29.1	32.4
3 years, $12,000	HG	9.2	28.2	23.2	39.2
	NS	17.2	21.8	25.4	35.6
4 years, $12,000	HG	9.0	25.7	26.5	38.7
	NS	14.5	21.8	28.4	35.4
Living expenses in school	HG	24.5	19.2	23.0	33.2
	NS	34.2	16.7	20.8	28.3

Base: HG (Hispanic group), 400
NS (national sample), 2246

Exhibit VI-8 shows considerable similarity in the percentages of Hispanic group and national sample who believe that certain benefits are provided in the Armed Services. However, Hispanic parents were far less likely (29 percent) than parents in the national sample (46 percent) to be aware of the existence of reenlistment bonuses.

Parents who indicated that they believe a bonus exists were asked to estimate its maximum amount. As shown in Exhibit VI-8, the average Hispanic group estimates were far more accurate than those of the national sample. But, as seen below, the Hispanic group tended to provide far higher estimates for all kinds of compensation; their accuracy may reflect this tendency, rather than any special knowledge on their part.

Exhibit VI-9 compares the Hispanic group and the national sample with regard to their average estimates of various kinds of military compensation. The Hispanic group consistently estimated higher. As an extreme case, their mean estimate of the monthly subsistence allowance was twice the average furnished by the national sample.

It is also noteworthy that both Hispanic group and national sample parents' responses were internally inconsistent. The equivalent civilian income for entry-level military personnel would have to be at least as large as the sum of the first three items in Exhibit VI-9, but the former was estimated as considerably less than the latter.

Early in the interview, parents were asked whether they had talked with the selected child about enlisting in the Armed Services, and, if so whether they had (1) encouraged (2) discouraged, or (3) neither encouraged or discouraged enlistment. Then, after parents had estimated the value of current military benefits, the interviewers told those who had given answers 2 and 3 the actual values for equivalent civilian income at entry-level (defined in Exhibit VI-9), equivalent civilian income after 20 years of Service, and retirement pay. The interviewer then asked:

"Knowing this, would you encourage, discourage, or neither encourage nor discourage (NAME) to join the Service?"

Exhibit VI-10 compares and contrasts the "Before" (actual) responses with the "After" (hypothetical) responses. First, as with the national sample, fewer than half (179 of 400) of the Hispanic parents discussed enlistment with the selected child. Second, in terms of actual behavior, Hispanic parents who had discussed enlistment with their children are slightly more likely to encourage enlistment (45%) than comparable parents in the national sample (41%) and Hispanic parents are slightly more likely (14%) to discourage than are parents in the national sample (11%). (The data for the latter can be seen in Exhibit III-13.) Thus, Hispanic parents appear more active than national sample parents: among those who discussed enlistment, 60 percent of the former, but only 52 percent of the latter, said that they encouraged or discouraged.

Exhibit VI-8

PERCEPTIONS OF EXISTENCE AND AMOUNTS, AND
ACTUAL AMOUNTS, OF MILITARY BENEFITS

Type of Compensation		Exist? % Yes	No	DK	Estimated Amount, $ (Average)	Actual Amount in $
Maximum Enlistment Bonus	HG	41.0	14.0	45.0	3,230[a]	5,000[e]
	NS	39.4	11.5	49.1	824[b]	
Maximum Reenlistment Bonus	HG	29.2	21.2	49.5	3,762[c]	20,000[f]
	NS	46.4	7.1	46.5	1,485[d]	
Educational Assistance For Vocational School	HG	81.3	6.7	12.0		
	NS	87.0	4.3	8.7		
Cash-Out of Educational Benefits After Reenlistment	HG	21.7	47.7	30.5		
	NS	17.0	50.4	32.6		
All Services Offer Same Educational Benefits	HG	49.0	26.7	24.2		
	NS	49.3	31.7	19.0		

Base for existence questions: HG (Hispanic group) = 400
NS (national sample) = 2,246

Base for averages of estimates: a = 55
b = 1,780
c = 48
d = 1,764

e Maximum enlistment bonus until June 28, 1982. The maximum was raised to $8,000 on June 29, while interviews were taking place.

f Maximum limited to Navy nuclear specialists. Otherwise, the maximum was $16,000.

Exhibit VI-9

MONTHLY COMPENSATION AMOUNTS: AVERAGE E[illegible]TES AND ACTUAL

	ESTIMATES ($)			BASE	
	HG	NS	Actual ($)	HG	NS
Military Starting Pay	794	745	551	141	1,020
Housing Allowance, E-2	359	299	118/205[b]	116	1,031
Subsistence Allowance, Enlisted	224	112	139	109	2,019
Equivalent Civilian Income, Entry-level[a]	1,298	771	900	131	2,139
Equivalent Civilian Income, 20-Year Service	2,802	1,722	2,000	103	1,958
Retirement Pay, 20-Year Service	917	496	700	113	1,912

a "How much monthly income in a civilian job would it take so that a young civilian would have food, clothing, and spending money similar to that of a young serviceperson? What's your best estimate?"

b $118 for enlisted personnel without dependents; $205 for those with dependents.

Exhibit VI-10

HISPANIC PARENTS' ACTUAL AND HYPOTHETICAL
ENCOURAGEMENT/DISCOURAGEMENT OF MILITARY SERVICE

	First Question: (Actual) Before Information (Base = 179)		Second Question: (Hypothetical) After Information (Base = 96)	
	N	%	N	%
Encourage	81	45.3	21	21.9
Discourage	26	14.5	22	22.9
Neither Encourage nor Discourage	70	39.1	49	51.0
Don't Know	2	1.1	4	4.2

All parents who indicated that they had discussed enlistment were asked the first question ("before information") about actual encouragement/ discouragement. Parents who answered, on the first question, "Discouraged" or "Neither", were informed about some aspects of military pay and then asked the second question: whether knowing this, they would encourage or discourage.

What happened after parents were informed about the actual values of certain military benefits? Data for the Hispanic group can be found in the second column of Exhibit VI-10. As with the national sample, 22 percent of those who had previously said that they had discouraged enlistment indicated that they would encourage it. A somewhat higher percentage of the Hispanic group (23) than of the national sample (14) reported that they would still discourage enlistment. And, as with a number of questions discussed above, the percentage of parents taking a passive position is less among the Hispanic group (51) than among the national sample (65).

Exhibit VI-11 shows how the Hispanic group reacted to three sets of hypothetical benefits. The Hispanic group is more likely than the national sample to encourage enlistment. The data also suggest that the Hispanic group is less Service-sensitive than the national sample: for example, the Hispanic group percentage who say they would encourage their children to enlist for $8,000 in educational benefits is constant for the first three Services, with only a slight dip for the Marine Corps. Generally comparison of proportions of the Hispanic group responding "Encourage" to the three hypothetical benefits shows the same ordering as for the national sample.

EXPOSURE TO MEDIA

Turning to Exhibit VI-12, we see that the order of percentages of the Hispanic group mentioning a medium as a source of information about the military is similar to that of the national sample in Exhibit III-18. But in the rank order for Hispanic parents, "Own Experience" and "Spouse" are lower, and "Mail" is higher. In the Hispanic group, mention of either own experience or that of the spouse is only about half as frequent (12 percent) as in the national sample (23 percent), due to the considerably lower rate of military experience for Hispanic parents. It may be the case, given that the members of a Hispanic couple have less personal experience, that they may be more receptive than national sample parents to information about the military.

Exhibit VI-13 shows the results of questions addressed only to Hispanics, asking about numbers of hours of exposure to media (print, radio, and television) in the English and Spanish languages. For the three media, the Hispanic group devoted considerably more time to English language than to Spanish language; as extreme examples, for print media and television, the ratios of English language hours to Spanish language hours are almost 4-to-1. In part, these data may reflect the available media.

With regard to English-language media, Hispanic parents spend more time watching television than listening to the radio or reading newspapers and magazines. But with respect to Spanish-language media, the ranking of hours spent is radio, television, and (close behind) print media. The shift in rankings may be due to the greater numbers of hours of Spanish-language radio broadcasting than of Spanish-language television programming in many areas.

Exhibit VI-11

HISPANIC GROUP: PERCENTAGES OF PARENTS ENCOURAGING AND DISCOURAGING ENLISTMENT WITH HYPOTHETICAL ADDED BENEFITS, BY SERVICE, ELIGIBILITY, MOS, AND LENGTH OF OBLIGATION

	Base	Encourage	Discourage	Neither	Don't Know
A. $ 8K Educ. Benefits, 4 Years, M & F					
Army	192	38.5	20.3	35.9	5.2
Navy	192	38.5	17.7	39.6	4.2
Air Force	192	38.5	20.8	36.5	4.2
Marine Corps	192	33.3	22.4	39.1	5.2
B. $ 4K Enl. Bonus + $ 8K Educ. Benefits, 3 Years, Combat Arms, M only					
Army	44	27.3	25.0	40.9	6.8
Navy	44	29.5	25.0	43.2	2.3
Air Force	44	31.8	34.1	22.7	11.4
Marine Corps	44	36.4	18.2	40.9	4.5
C. $ 8K Enl. Bonus + $ 20K Educ. Benefits, 3 Years, Combat Arms, M only					
Army	51	37.3	17.6	39.2	5.9
Navy	51	35.3	19.6	39.2	5.9
Air Force	51	33.3	17.6	43.1	5.9
Marine Corps	51	31.4	19.6	43.1	5.9

Exhibit VI-12

HISPANIC GROUP: SOURCES OF INFORMATION ABOUT THE MILITARY

Source	%
TV	20.5
Relatives	14.0
Mail	9.7
Newspapers	9.2
Own Experience	9.2
Children	7.7
Magazines	6.5
Radio	5.7
Spouse	4.2
Recruiters	2.5

Base = 400

Exhibit VI-13

HISPANIC GROUP: HOURS PER WEEK DEVOTED TO MEDIA
(Percentages)

	Printed		Radio		Television	
	SL	EL	SL	EL	SL	EL
Average	5.2	19.9	10.5	20.9	6.4	24.9
Base	316	315	320	308	323	307
0 hours	58.7	28.1	42.5	38.3	56.0	23.1
1-5 hours	26.3	26.3	33.1	15.8	24.4	17.3
6-10 hours	6.8	14.2	8.8	11.7	8.0	12.7
11-15 hours	4.1	11.4	4.4	8.1	4.6	10.1
16-20 hours	1.3	2.9	0.6	4.2	0.3	6.8
21-30 hours	0.3	4.1	2.5	4.2	1.2	10.7
31-50 hours	0.0	1.3	2.2	6.5	0.6	5.9
51 hours or more	2.5	11.7	5.9	11.2	3.9	13.3

Printed media include newpapers and magazines.

SL = Spanish-Language. EL = English-Language.

Sizable portions of the Hispanic group indicated no exposure to either the English- or the Spanish-language sources of each medium, during a typical week. Each pair of percentages in the "zero hours" row sums to close to 100 percent, ranging from 79 to 87 percent. We may infer that some respondents may be exposed only to media in the English language while others may be exposed only to Spanish-language media. Suppose that those exposed to Spanish-language-only are systematically different from those exposed to English-language-only, e.g , the former are largely first-generation and the latter largely second-and-later generation Hispanic Americans. If such segmentation exists, it is very likely to be related to the polarity (positive vs. negative) of attitudes toward and accuracy of perceptions about military Service. If these speculations are verified, they would have implications for the targeting of advertising to either the English-language or the Spanish-language-exposed segments.

OMB No. 0704-0161

(Exp. 09/30/82)

APPENDIX A

INTERVIEW GUIDE

This is the final version of the interview guide, approved by OMB, and administered to the national sample. This guide was also translated into Spanish and administered to the Hispanic parents.

Where feasible, weighted responses to the questions have been added to the interview guide. Where indicated by the notation "SS", the question was addressed to only half of the sampled parents. Percentages reflect this split sample and are therefore computed on a smaller base.

POTENTIAL ENLISTEES INFLUENCER STUDY

INTERVIEW GUIDE

Hello, I'm USE FULL NAME from Audits & Surveys in Princeton, New Jersey. We are doing a survey for the Department of Defense to hear parents' thoughts on jobs and careers for young people. This is a nationwide study and your number was selected at random. Participation in this survey is voluntary and all responses will be held completely confidential.

IF REFUSAL OR UNWILLINGNESS, SAY:

Your answers to these questions will provide vital information to the Department of Defense on the job plans of young people in your part of the country. It is very important for us to get your opinions on this topic.

IF BUSY, SAY:

I would be glad to call you back. What time would be most convenient for you?

DATE:_____ TIME:_____A.M. _____P.M.

IF FURTHER CLARIFICATION IS NEEDED, SAY:

The Department of Defense is sponsoring this survey on parents' thoughts on job and career opportunities for young people in order to better understand the role played by parents in their childrens' career decisions. In order to get scientifically accurate results, we are selecting telephone numbers randomly in your community and others across the nation. Under the terms of the Privacy Act of 1974, we are required to treat your answers as completely confidential. The information you give us will be greatly appreciated.

ELIGIBILITY DETERMINATION

1. Source of telephone number

   1 Random digit dialing

   2 Recommended by child who was reached by RDD

   3 List of Hispanics

2. Are you the male/female head of this household?

   1 YES (SKIP TO Q 3)

   2 NO

IF "NO" ASK:

2a. May I speak to a male/female head of the household?

1 YES (REPEAT INTRODUCTION; THEN GO TO Q 3)

2 NO

2b. I would be glad to call back. What would be the best time?

DATE:_____ TIME:_____A.M. _____P.M.

3. Do you have any children, adopted children, or stepchildren between the ages of 16 and 21?

1 Yes (SKIP TO Q 8)

2 No

ALL CAPS AND IN PARENTHESES = COMMAND FOR COMPUTER OR INFORMATION SUPPLIED BY COMPUTER

ALL CAPS = INSTRUCTIONS FOR INTERVIEWER OR INFORMATION SUPPLIED BY INTERVIEWER

4. Are you between the ages of 16-21?

1 Yes

2 No (SKIP TO Q 5)

We are interested in talking with parents of 16-21 year olds. Can you give me the names and address and telephone number of your parents? RECORD IN Q 6.

5. We are interested in talking with parents of 16-21 year olds. Does anyone living at this residence have any brothers or sisters between the ages of 16 and 21?

1 Yes ASK TO SPEAK TO THE PERSON/PERSONS IN THE RESIDENCE WHO HAVE BROTHERS/SISTERS BETWEEN 16-21

2 No (SKIP TO STATEMENT A, THEN TERMINATE CALL)

6. We are interested in talking with the parents of 16-21 year olds. Can you give me the names and address and telephone number of the parents of your 16-21 year old brothers and sisters?

OBTAIN INFORMATION FROM ALL IN HOUSEHOLD WHO ANSWER "YES" TO Q 5. IF PARENTS ARE SEPARATED, OBTAIN INFORMATION ABOUT BOTH. WHERE TWO PEOPLE LISTED ARE THE PARENTS OF THE SAME CHILDREN, ENTER THE SAME NUMBER TO THE LEFT OF THEIR NAMES. OTHERWISE, ENTER NUMBERS SEQUENTIALLY.

7. ___ Name(s): _____ _____

Last First

Address: _____

Number Street

_____ _____ _____

Town/City State Zip

Tel: ( ) -

Area Code Exchange and number

___ Name(s): _____ _____

Last First

Address: _____

Number Street

_____ _____ _____

Town/City State Zip

Tel: ( ) -

Area Code Exchange and number

___ Name(s): _____ _____

Last First

Address: _____

Number Street

_____ _____ _____

Town/City State Zip

Tel: ( ) -

Area Code Exchange and number

___ Name(s): _____ _____

Last First

Address: _____

Number Street

_____ _____ _____

Town/City State Zip

Tel: ( ) _____

Area Code Exchange and number

___ Name(s):

Last First

Address:

Number Street

_____ _____ _____

Town/City State Zip

Tel: ( ) _____

Area Code Exchange and number

Statement A:

I would like to thank you very much for your time and effort. TERMINATE INTERVIEW WHEN EVERYONE IN HOUSEHOLD HAS PROVIDED INFORMATION ABOUT ELIGIBLE PARENTS.

8. INDICATE SEX OF PERSON ON TELEPHONE

1	MALE	660	(29.4%)
2	FEMALE	1,586	(70.6%)

9. What is your marital status?

1	Married?	1,908	(84.9%)
2	Separated?	52	(2.3%)
3	Divorced?	190	(8.5%)
4	Widowed?	71	(3.2%)
5	Or never married?	17	(0.8%)
6	REFUSED TO ANSWER	7	(0.3%)

BACKGROUND ON ELIGIBLE CHILDREN

To start, I would like to ask you some questions about each of your children, adopted children, or step children between the ages of 16 through 21.

10. How many are between the ages of 16 though 21?

1 2 3 4 5 6 7 8 or more 9 = None 10 = Don't Know 11 = Refused

IF "DON'T KNOW" OR "REFUSED" PROBE: We need this information to determine whether you are eligible for this interview

(IF ANSWER IS 9, 10, OR 11, SKIP TO STATEMENT C)

(ASK Q 11a IF ONLY ONE 16-21 YR. OLD CHILD)

11a. Is this child male or female?

1 MALE (GO TO Q 11c)

2 FEMALE (GO TO Q 11d)

(ASK Q 11b IF MORE THAN ONE 16-21 YR. OLD CHILD)

11b. Are these children all males, all females, or both males and females?

1 MALE ONLY (GO TO Q 11c)

2 FEMALE ONLY (GO TO Q 11d)

3 BOTH MALE AND FEMALE (GO TO Q 11c)

11c. Now, could you give me the age of the male CHILD (REN, STARTING WITH THE OLDEST FIRST)?

(IF BOTH MALE AND FEMALE, GO TO Q 11d)

11d. Now, could you give me the age of the female CHILD (REN, STARTING WITH THE OLDEST FIRST)?

(ASK Q 12a IF ONLY ONE 16-21 YR. OLD CHILD)

12a. What is the highest grade or year of regular school, that is, high school or college, that (HE/SHE) has completed?

1 NINTH GRADE OR LESS
2 TENTH GRADE
3 ELEVENTH GRADE
4 TWELFTH GRADE
5 FIRST (FRESHMAN) OR SECOND (SOPHOMORE) YEAR OF COLLEGE
6 THIRD YEAR OR COLLEGE OR BEYOND
7 DON'T KNOW

(ASK Q 12b IF MORE THAN ONE 16-21 YR. OLD CHILD)

12b. What is the highest grade or year of regular school, that is, high school or college, that your children have completed. Let's start with the (READ THE SEXES AND AGES OF THE CHILDREN FROM OLDEST TO YOUNGEST).

1 NINTH GRADE OR LESS
2 TENTH GRADE
3 ELEVENTH GRADE
4 TWELFTH GRADE
5 FIRST (FRESHMAN) OR SECOND (SOPHOMORE) YEAR OF COLLEGE
6 THIRD YEAR OR COLLEGE OR BEYOND
7 DON'T KNOW

PERSON

SEX	M	F	M	F	M	F	M	F	M	F	M	F	M	F
AGE	____		____		____		____		____		____		____	
YEAR IN SCHOOL	____		____		____		____		____		____		____	

(IF ALL CHILDREN ARE BEYOND THE SOPHOMORE YEAR IN COLLEGE, SKIP TO STATEMENT C)

(RANDOMLY SELECT ONE OF THE CHILDREN WHO HAS NOT GONE BEYOND THE SOPHOMORE YEAR IN COLLEGE)

For the remainder of the interview, I will be referring only to your (SON/DAUGHTER) age (FILL IN)

13. Could you please tell me (HIS/HER) first name or initials? _____

(PLUG SEX AND NAME INFORMATION INTO ALL REFERENCES ON SURVEY OF "HIS/HER - HE/SHE - YOUR SON/YOUR DAUGHTER - NAME")

(DIVIDE RESPONDENTS RANDOMLY INTO SAMPLES A AND B)

EDUCATIONAL STATUS

14. Is your (SON/DAUGHTER) currently enrolled in school?

1	YES	1,438 (64.0%)
2	NO (IF ANSWER TO Q 12a OR 12b WAS "1"; SKIP TO Q 19; OTHERWISE SKIP TO Q 17)	796 (35.4%)
3	DON'T KNOW (SKIP TO Q 17)	12 (0.6%)

15. Is that full-time or part-time?

1	FULL-TIME	1,363 (60.7%)
2	PART-TIME	72 (3.2%)
3	DON'T KNOW	3 (0.1%)

16. Is that...

1	junior high school? (SKIP TO Q 19)	39 (1.7%)
2	high school?	920 (40.9%)
3	four-year college?	292 (13.0%)
4	two-year college, community college, or junior college?	134 (6.0%)
5	vocational school, business or trade school?	42 (1.9%)
6	or a job apprenticeship program?	3 (0.1%)
7	DON'T KNOW	7 (0.3%)

17. What (WERE/ARE) (NAME'S) average grades in high school? (READ LIST)

(INTERVIEWER: A's AND B's RANGE FROM 85-100, B's AND C's 75-84, AND C's AND D's 65-74)

1	Mostly A's and B's	761	(33.9%)
2	Mostly B's and C's	1,034	(46.0%)
3	Mostly C's and D's or	268	(11.9%)
4	Mostly D's and below	33	(1.5%)
5	DON'T KNOW	47	(2.1%)

18. What education program (WAS/IS) (NAME) in, in high school?

READ LIST

1	College preparatory	1128	(50.2%)
2	Commercial or business training or	334	(14.9%)
3	Vocational or technical	502	(22.3%)
4	DON'T KNOW	179	(8.0%)

EDUCATIONAL AND OCCUPATIONAL INTENTIONS

19. Let's talk about (NAME'S) future educational plans and possibilities. As things stand now, what is the highest grade or year of school or college that you think (NAME) will complete?

1 NINTH GRADE OR LESS 28 (1.2%)

2 TENTH GRADE 24 (1.1%)

3 ELEVENTH GRADE 38 (1.7%)

4 TWELFTH GRADE 598 (26.6%)

5 VOCATIONAL, BUSINESS, TRADE OR TECHNICAL SCHOOL OR APPRENTICESHIP PROGRAM BEYOND HIGH SCHOOL 170 (7.6%)

6 FIRST (FRESHMAN) OR SECOND (SOPHOMORE) YEAR OF COLLEGE 169 (7.5%)

7 THIRD (JUNIOR) YEAR OF COLLEGE 15 (0.7%)

8 FOURTH YEAR OF COLLEGE (GRADUATE FROM COLLEGE) 770 (34.3%)

9 SOME GRADUATE SCHOOL, OR COMPLETE GRADUATE SCHOOL 169 (7.5%)

10 DON'T KNOW 257 (11.4%)

(ASK ONLY IF ANSWER TO Q 19 IS AMONG 5-9 INCLUSIVE.)

20. Do you think that will be... (READ LIST)

1	a private school or college?	211 (9.4%)
2	or a state or public school or college?	992 (44.1%)
3	DON'T KNOW	91 (4.0%)

21. What is the highest grade or year of school or college that you would like (NAME) to complete?

(INTERVIEWER: IF RESPONDENT SAYS "WHATEVER HE/SHE WANTS", SAY: I UNDERSTAND, BUT IF YOU HAD YOUR CHOICE, WHAT WOULD YOU LIKE FOR HIM/HER?)

1	NINTH GRADE OR LESS 1 (0.0%)	6	FIRST (FRESHMAN) OR SECOND (SOPHOMORE) YEAR OF COLLEGE 108 (4.8%)
2	TENTH GRADE 1 (0.0%)	7	THIRD (JUNIOR) YEAR OF COLLEGE 14 (0.6%)
3	ELEVENTH GRADE 2 (0.1%)	8	FOURTH YEAR OF COLLEGE (GRADUATE FROM COLLEGE) 1170 (52.1%)
4	TWELFTH GRADE 246 (10.9%)	9	SOME GRADUATE SCHOOL, OR COMPLETE GRADUATE SCHOOL 352 (15.7%)
5	VOCATIONAL, BUSINESS, TRADE OR TECHNICAL SCHOOL OR APPRENTICESHIP PROGRAM BEYOND HIGH SCHOOL 166 (7.4%)	10	DON'T KNOW 179 (8.0%)

(IF (NAME) IS 16 YEARS OLD SKIP TO Q 26.)

22. From now on, whenever we refer to the services or the military, we mean the Army, Navy, Air Force and the Marine Corps. Has (NAME) ever enlisted or been sworn into any of the Armed Services, including the National Guard and the Reserves?

(INTERVIEWER: IF RESPONDENT MENTIONS DELAYED ENTRY PROGRAM, IN WHICH YOU ENLIST BUT DON'T REPORT FOR DUTY IMMEDIATELY, ENTER "YES")

1	YES	77 (3.4%)
2	NO (SKIP TO Q 26)	1244 (55.4%)
3	DON'T KNOW (SKIP TO Q 26)	925 (41.2%)

23. Which branch of the service would that be?

1	Army	37 (1.7%)
2	Navy	16 (0.7%)
3	Air Force	13 (0.6%)
4	Marine Corps	8 (0.4%)
5	DON'T KNOW	3 (0.2%)

24. Is (HE/SHE) in the military now?

1	YES	53 (2.4%)
2	NO (SKIP TO Q 26)	24 (1.1%)
9	DON'T KNOW (SKIP TO Q 26)	

25. Is that for active duty (that is, a full time commitment for at least two years) or is it in the Reserves or National Guard?

1	ACTIVE DUTY	43 (1.9%)
2	RESERVES	3 (0.1%)
3	NATIONAL GUARD	7 (0.3%)
4	DON'T KNOW (SKIP TO Q 26)	

PROBE: The Reserves are people in all services who train once a week, or one weekend a month, and a couple of weeks in the summer. The National Guard consists of Army and Air Force Units which are under the control of the governor of a state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.

25a. Which branch of the service would that be?

1	ARMY	26 (1.2%)
2	NAVY	11 (0.5%)
3	AIR FORCE	11 (0.5%)
4	MARINE CORPS	4 (0.2%)
5	DON'T KNOW	1 (0.1%)

(IF "1" ON Q 25, SKIP TO Q 27)

26. Is your (SON/DAUGHTER) currently...(READ LIST)

1	not working	527 (23.5)
2	working, full-time	546 (24.3%)
3	working, part-time (including work-study program)	712 (31.7%)
4	looking for work, or	351 (15.6%)
5	traveling, taking a break	48 (2.2%)
6	DON'T KNOW	62 (2.8%)

27. For someone like your (SON/DAUGHTER) how difficult is it now to find a full-time job in your geographical area? Is it... (READ LIST)

1	Not difficult	253 (11.2%)
2	Somewhat difficult	501 (22.3%)
3	Very difficult	1420 (63.2%)
4	DON'T KNOW	72 (3.2%)

28. What kind of job or occupation would you like (HIM/HER) to have at the age of 30? Even if you are not at all sure, what's your best idea?

CLASSIFY ACCORDING TO:

1	CIVILIAN BLUE-COLLAR: E.G., CARPENTER, FACTORY WORKER, TRUCK DRIVER, BEAUTICIAN, FARMER, JANITOR, MECHANIC, OR SUPERVISOR OF ANY OF THE ABOVE. BLUE-COLLAR PEOPLE WORK PRIMARILY WITH THEIR HANDS.	323 (14.4%)
2	CIVILIAN WHITE-COLLAR: E.G., TEACHER, BUSINESSMAN, EXECUTIVE, NURSE, SECRETARY, POLICE OFFICER, SALES PERSON, LAWYER, CLERK, DRAFTSMAN. WHITE-COLLAR PEOPLE WORK PRIMARILY WITH THEIR HEADS.	1388 (61.8%)
3	ENLISTED MILITARY	17 (0.8%)
4	MILITARY OFFICER	24 (1.1%)
5	HOUSEWIFE/HOUSEHUSBAND	69 (3.1%)
6	DON'T KNOW	426 (19.0%)

PARENTS' AND OTHERS' ROLES AS INFLUENCERS

Now I am going to ask you about talks you may have had with (YOUR SON/YOUR DAUGHTER) about (HIS/HER) educational and job plans.

29. How often, if at all, have these talks taken place in the last few years? Would you say often, occasionally, rarely, or never?

1	OFTEN	(SKIP TO Q 31)	1328 (59.1%)
2	OCCASIONALLY	(SKIP TO Q 31)	756 (33.6%)
3	RARELY	(SKIP TO Q 31)	125 (5.6%)
4	NEVER		24 (1.1%)
5	DON'T KNOW		14 (0.6%)

IF RESPONSE 4 IS GIVEN, PROBE:

By "talks", we mean any kind of informal talking you and (NAME) may have done about what (NAME) plans to do about education, jobs or job preparation. How often have you had such discussions: often, occasionally, or rarely?

ENTER ANSWER. IF RESPONDENT PERSISTS IN ANSWERING "NEVER," ASK:

30. Can you tell me why you and (NAME) have never talked in the last few years about (HIS/HER) plans for education and jobs.

1 CHILD WOULD NOT BE ABLE TO HOLD A REGULAR JOB--PHYSICALLY, MENTALLY, OR EMOTIONALLY INCAPACITATED--.
(IF ANSWER 1 IS GIVEN, SKIP TO STATEMENT D AND TERMINATE THE INTERVIEW.) 0

2 FEELS THAT DOES NOT WANT TO INFLUENCE CHILD.
(IF ANSWER 2 IS GIVEN, ASK Q 32, 33 AND 34 FOR SAMPLE A ONLY, THEN SKIP TO Q 43) 3 (0.1%)

3 THE SUBJECT IS TOO SENSITIVE FOR DISCUSSION, OR THE PARENT AND CHILD DO NOT COMMUNICATE MUCH ABOUT ANYTHING.
(IF ANSWER 3 IS GIVEN, ASK Q 32, 33 AND 34 FOR SAMPLE A ONLY, THEN SKIP TO Q 43) 7 (0.3%)

4 ANY OTHER REASON (ASK Q 32, 33 AND 34 FOR SAMPLE A ONLY, THEN SKIP TO Q 43) 10 (0.4%)

5 DON'T KNOW (ASK Q 32, 33 AND 34 FOR SAMPLE A ONLY, THEN SKIP TO Q 43) 4 (0.2%)

31. Who generally began these discussions? Would you say it was usually you, usually (HE/SHE), about equal, or usually someone else?

1 USUALLY YOU 565 (25.2%)

2 USUALLY (HE/SHE) 385 (17.1%)

3 ABOUT EQUAL 1157 (51.5%)

4 SOMEONE ELSE 90 (4.0%)

5 DON'T KNOW 49 (2.2%)

(QUESTIONS 32, 33, 34 FOR SAMPLE A ONLY)

32. Let's talk about how you'd feel if (NAME) decided to go into certain jobs. (PROBE:(HE/SHE) may already have decided to go or has actually gone into one of these). First, tell me whether you think it would be a good idea for (NAME) to become an accountant, not a good idea, or you don't know. (INTERVIEWER: IF NECESSARY, ADD: HOW DO YOU FEEL ABOUT THAT?)

	1 GOOD IDEA	2 NOT A GOOD IDEA	3 DON'T KNOW
Accountant	552 (51.0%)	360 (33.3%)	170 (15.7%)
Next, how about a			
Carpenter	343 (31.7%)	650 (60.0%)	89 (8.3%)
Electrical engineer	586 (54.2%)	411 (38.0%)	85 (7.8%)
Enlisted soldier in the Army	347 (32.1%)	620 (57.3%)	115 (10.6%)
Enlisted sailor in the Navy	289 (26.7%)	674 (62.3%)	119 (11.0%)
Enlisted person in the Air Force	378 (34.9%)	581 (53.7%)	122 (11.3%)
Enlisted Marine	259 (23.9%)	699 (36.8%)	123 (11.3%)

33. For most young men, do you think service in the military is... (READ LIST)

1	definitely a good idea?	440 (40.7%)
2	probably a good idea?	464 (42.9%)
3	probably not a good idea?	85 (7.9%)
4	definitely not a good idea?	46 (4.3%)
9	DON'T KNOW (DON'T READ)	47 (4.3%)

34. For most young women, do you think service in the military is... (READ LIST)

1	definitely a good idea?	124 (11.4%)
2	probably a good idea?	360 (33.3%)
3	probably not a good idea?	302 (27.9%)
4	or definitely not a good idea?	209 (19.3%)
5	DON'T KNOW (DON'T READ)	86 (7.9%)

DISCUSSIONS ABOUT ENLISTMENT AND ATTEMPTS TO ENLIST

35. In the last few years, have you talked with (HIM/HER) about enlisting in the Armed Services?

1 YES 898 (40.0%)

2 NO 1322 (58.9%) (SKIP to Q 43)

36. Were these talks about entering as an officer, that is, a person in the higher paygrades, or as an enlisted person, that is, someone in the lower paygrades, or both?

1 ENLISTED 383 (17.1%)

2 OFFICER 157 (7.0%)

3 BOTH 183 (8.1%)

4 CAN'T SAY, NEVER DIFFERENTIATED, DON'T KNOW 175 (7.8%)

37. Which services have you talked about? (MULTIPLE PUNCHES ARE ACCEPTABLE.)

1	ARMY	268 (11.9%)
2	NAVY	239 (10.6%)
3	AIR FORCE	353 (15.7%)
4	MARINE CORPS	95 (4.2%)
5	ALL SERVICES IN GENERAL	212 (9.4%)
7	DON'T KNOW	

36. Have you talked about (NAME's) signing up for active duty, for the Reserves, or for the National Guard? COMBINATIONS OF ANSWERS 1-3 ARE ACCEPTABLE

1	ACTIVE DUTY	440 (19.6%)
2	RESERVES	93 (4.2%)
3	NATIONAL GUARD	49 (2.2%)
4	DON'T KNOW	315 (14.0%)

PROBE: The Reserves are people in all Services who train once a week, or one weekend a month and a couple of weeks in the summer. The National Guard consists of Army and Air Force units which are under the control of the governor of the state; they also train just once a week, or one weekend a month, and a couple of weeks in the summer.

39. How often did the topic of the service arise--would you say that it was often, occasionally or rarely?

1	OFTEN	225 (10.0%)
2	OCCASIONALLY	405 (18.0%)
3	RARELY	260 (11.6%)
4	DON'T KNOW; CAN'T REMEMBER	8 (0.4%)

40. Who would bring up the subject of enlisting in the military? Would you say it was usually you, usually (HE/SHE), about equal, or usually someone else?

1	USUALLY YOU	208 (9.3%)
2	USUALLY (HE/SHE)	292 (13.0%)
3	ABOUT EQUAL	280 (12.5%)
4	SOMEONE ELSE	98 (4.4%)
5	DON'T KNOW	20 (0.9%)

41. When you talked with (NAME) about enlisting, did you encourage, discourage, or do neither about (NAME'S) enlisting?

1	ENCOURAGED	366 (16.3%)
2	DISCOURAGED	102 (4.5%)
3	NEITHER ENCOURAGED NOR DISCOURAGED	425 (18.9%)
4	DON'T KNOW	6 (0.3%)

(IF ANSWER TO Q 22 WAS 1, SKIP TO Q 47)

42. Has (NAME) ever talked with a recruiter from <u>any</u> military service?

1	YES	542 (24.1%)
2	NO (SKIP TO Q 45)	1488 (66.3%)

43. From which service or services? Army? Navy? Air Force? Marines? MARK "YES" OR "NO" FOR EACH SERVICE.

	YES	NO	DK
a. ARMY	279 (12.4%)	184 (8.2%)	88 (3.9%)
b. NAVY	152 (6.8%)	302 (13.4%)	97 (4.3%)
c. AIR FORCE	168 (7.5%)	279 (12.4%)	103 (4.6%)
d. MARINES	121 (5.4%)	323 (14.4%)	108 (4.8%)

44. Did any recruiter say that (NAME) was qualified to enlist, not qualified, or did the recruiter(s) never mention whether (NAME) was qualified to enlist?

1 QUALIFIED	211 (9.4%)
2 NOT QUALIFIED/NOT ACCEPTED	38 (1.7%)
3 NOT MENTIONED	130 (5.8%)
4 DON'T KNOW	77 (3.4%)

45. How likely is it that (NAME) will enlist in the military in the next few years?--would you say that (HE/SHE)...(READ LIST)

1 definitely will	73 (3.2%)
2 probably will	284 (12.6%)
3 probably will not	784 (34.8%)
4 or definitely will not enlist	906 (40.3%)
5 DON'T KNOW	141 (6.2%)

(IF Q 45 ANSWERS 1 or 2, ASK:)

46. Do you expect that (NAME) will enter the military as an enlisted person or as an officer?

1	ENLISTED PERSON	261 (11.6%)
2	OFFICER	62 (2.7%)
3	DON'T KNOW	33 (1.5%)

47. How much do you think <u>you</u> may have contributed to what (NAME) has done or is planning to do about enlisting? (READ LIST)

1	A lot	338 (15.1%)
2	Some	785 (34.9%)
3	Not at all	1011 (45.0%)
4	DON'T KNOW; HARD TO SAY (DON'T READ) DO NOT ENTER, BUT PROBE: What I mean is whether what you told (NAME) had a lot of influence on how (HE/SHE) feels about enlisting. Did you have a lot of influence or some influence, or no influence at all? ENTER ANSWER	103 (4.6%)

<u>KNOWLEDGE AND OPINIONS OF THE MILITARY</u>

Now I will be asking questions about some of the programs and benefits offered by the military.

48. As far as you know, does the military provide cash bonuses to some individuals who enlist?

1	Yes	885 (39.4%)	
2	No	258 (11.5%)	(SKIP TO Q 50)
3	DON'T KNOW (SKIP TO Q 50)	1103 (49.1%)	

49. What is your estimate of the largest enlistment bonus that a person can get? PUNCH IN DOLLAR AMOUNT

99999 = DON'T KNOW

50. As far as you know, does the military ever provide cash bonuses to individuals who reenlist for the first time?

1 YES 1042 (46.4%)

2 NO 158 (7.1%) (SKIP TO Q 52)

3 DON'T KNOW 1045 (46.5%) (SKIP TO Q 52)

51. What is your estimate of the largest bonus that a person can get? PUNCH IN DOLLAR AMOUNT.

99999 = DON'T KNOW

52. I am going to read you a list of job-related benefits. Please tell me whether you feel that these benefits are better for an enlisted person in the military, better in civilian life, or about the same. The first is...

	BETTER IN MILITARY	BETTER IN CIVILIAN LIFE	ABOUT THE SAME	DON'T KNOW
Pay	376 (16.7%)	1055 (47.0%)	462 (20.6%)	353 (15.7%)
Educational Assistance	1460 (65.0%)	156 (6.9%)	381 (17.0%)	248 (11.1%)
Medical Benefits	1508 (67.1%)	148 (6.6%)	387 (17.2%)	202 (9.0%)
Dental Benefits	1439 (64.0%)	177 (7.9%)	362 (16.1%)	269 (12.0%)
Retirement Pay	1231 (54.8%)	221 (9.8%)	422 (18.8%)	373 (16.6%)

53. I'm going to read you some work conditions. For each one, please tell me whether you think that it's better for young people in civilian jobs, about the same in civilian jobs and enlisted military jobs, or better in military enlisted jobs. First... (READ LIST)

(QUESTIONS A-C ARE ASKED OF ALL RESPONDENTS; RANDOMLY SELECT QUESTIONS D-I OR J-O TO BE ASKED)

	CIVILIAN BETTER	ABOUT THE SAME	MILITARY BETTER	DON'T KNOW
a. People learn a valuable trade or skill	221 (9.9%)	671 (29.9%)	1216 (54.1%)	133 (5.9%)
b. Provides men and women equal pay and opportunity	153 (6.8%)	506 (22.5%)	1308 (58.2%)	274 (12.2%)
c. Provides opportunity for advancement	323 (14.4%)	729 (32.5%)	1002 (44.6%)	190 (8.4%)
d. Supervisors treat people well	253 (22.8%)	470 (42.4%)	179 (16.1%)	205 (18.5%)
e. Gives people the job they want	310 (27.9%)	330 (29.8%)	304 (27.4%)	165 (14.9%)
f. Provides job security, that is, a steady job	44 (4.0%)	151 (13.6%)	842 (75.9%)	72 (6.5%)
g. Provides a career a person can be proud of	120 (10.8%)	438 (39.5%)	459 (41.4%)	92 (8.3%)
h. Teaches young people discipline	44 (3.9%)	96 (8.7%)	907 (81.8%)	63 (5.7%)
i. The hours of work are good	271 (24.3%)	389 (35.0%)	288 (25.9%)	164 (14.7%)
j. Gives an opportunity for a good family life	643 (56.7%)	244 (21.5%)	159 (14.0%)	89 (7.8%)
k. Trains people to be leaders	72 (6.3%)	213 (18.8%)	779 (68.6%)	71 (6.3%)
l. People have a say in what happens to them	599 (52.8%)	277 (24.4%)	143 (12.6%)	116 (10.2%)
m. The equipment used is good	114 (10.0%)	381 (33.6%)	478 (42.1%)	162 (14.3%)

SS

	CIVILIAN BETTER	ABOUT THE SAME	MILITARY BETTER	DON'T KNOW
n. Chance for interesting and challenging work	157 (13.8%)	384 (33.8%)	499 (44.0%)	94 (8.3%)
o. Good people to work with	196 (17.3%)	603 (53.1%)	221 (19.5%)	114 (10.0%)

54. As far as you know, what is the monthly starting pay (not including benefits) for an enlisted person--before taxes are deducted? What's your best estimate?

PUNCH IN ACTUAL DOLLAR AMOUNT

99999 = DON'T KNOW (Average for sample = $745.00)

55. In addition to pay, the military either provides housing to young enlisted persons or gives them an allowance if they live off base. They do not pay taxes on this. What is your best estimate of the value of this housing allowance on a monthly basis?

PUNCH IN DOLLAR AMOUNT

99999 = DON'T KNOW (Average for sample = $299.00)

(IF ANSWERS TO QUESTIONS 54 AND 55 ARE "DON'T KNOW", SKIP TO Q 60)

56. The military also provides a monthly food allowance to an enlisted person. This is also not taxed. What is your best estimate of the value of this food allowance on a monthly basis?

PUNCH IN DOLLAR AMOUNT

99999 = DON'T KNOW (Average for sample = $112.00)

57. How much monthly income in a civilian job would it take so that a young civilian would have food, clothing, and spending money similar to that of a young serviceperson? What's your best estimate? PUNCH IN AMOUNT.

99999 = DON'T KNOW (Average for sample = $771.00)

58. Let's shift our attention to a typical enlisted serviceperson who's been in for 20 years. How much monthly income in a civilian job would it take so that a civilian would have food, housing, and spending money similar to that for the enlisted person who has served for 20 years? What's your best estimate? PUNCH IN AMOUNT.

99999 = DON'T KNOW (Average for sample = $1722.00)

59. Still thinking about a typical enlisted person who leaves the service after 20 years, how much in monthly retirement pay does he/she receive?

PUNCH IN DOLLAR AMOUNT

99999 = DON'T KNOW (Average for sample = $715.00)

(ASK Q 60 ONLY IF ANSWER 2 OR ANSWER 3 WAS GIVEN TO Q 41)

60. In fact, the spending power of a young enlisted person in his first year of service is about the same as that of a civilian earning about $900 a month. The spending power of a typical enlisted serviceperson with 20 years of military service is the same as that of a civilian earning about $2,000 a month. Monthly retirement pay after 20 years of service is currently about $700 a month. Knowing this, would you...(READ LIST)

1	encourage	281 (12/5%)
2	discourage	265 (11.8%)
3	or neither encourage nor discourage (NAME) to join the service?	744 (33.1%)
4	DON'T KNOW	39 (1.7%)

61. As you may know, the military services offer financial support for education for enlisted persons after they leave the service. For each of the following statements about what the military may or may not offer, please tell me "Yes" if you think it is true and "No" if you think it is not.

	Yes	No	DON'T KNOW
(1) Educational assistance can be used for attending trade or vocational school	1955 (87.0%)	96 (4.3%)	196 (8.7%)
(2) If you reenlist and choose not to go to school you can receive your educational benefits in one cash payment.	382 (17.0%)	1133 (50.4%)	732 (32.6%)
(3) All the services provide the same educational benefits.	1109 (49.3%)	712 (31.7%)	426 (19.0%)

I'm going to describe some educational benefits programs for enlisted persons. For each one, please tell me whether you think it is not available, available only to some, or whether it is available to all enlisted people.

	NOT AVAILABLE	AVAILABLE TO SOME	AVAILABLE TO ALL	DON'T KNOW
62. If someone puts aside up to $100 a month from his pay, the government will match it, two-for-one, that is, up to $200, to use for educational purposes.	220 (9.8%)	472 (21.0%)	953 (42.4%)	601 (26.8%)
63. Persons serving for two years get $8,000 to use for education after they leave the service.	379 (16.9%)	487 (21.7%)	654 (29.1%)	727 (32.4%)
64. Persons serving for three years get $12,000 to use for education after they leave the service.	387 (17.2%)	489 (21.8%)	571 (25.4%)	799 (35.6%)
65. Persons serving for four years get $12,000 to use for education after they leave the service.	325 (14.5%)	489 (21.8%)	638 (28.4%)	795 (35.4%)
66. Persons in school after leaving the service can receive living expenses.	769 (34.2%)	376 (16.7%)	466 (20.8%)	635 (28.3%)

(QUESTIONS 67A-H FOR SAMPLE B ONLY)

67. Now I'm going to ask you about some different enlistment possibilities. Each of these possibilities would give your (SON/DAUGHTER) the current

SS military benefits that are available now. For each one, please tell me if you would encourage, discourage, or do neither about (NAME) enlisting.

	1 Encourage	2 Discourage	3 Neither Encourage Nor Discourage	4 DON'T KNOW
A. If (NAME) could enlist for two years in the Army and could get the current military benefits would you encourage, discourage, or do neither about (NAME) enlisting?	287 (24.8%)	301 (26.0%)	546 (47.2%)	23 (2.0%)

(IF "DISCOURAGE", SKIP TO Q 67D)

B. What about three years in the Army?	217 (18.7%)	379 (32.7%)	545 (47.0%)	19 (1.6%)

(IF "DISCOURAGE", SKIP TO Q 67D)

	1 Encourage	2 Discourage	3 Neither Encourage Nor Discourage	4 DON'T KNOW
C. How about four years in the Army? Remember, we're talking about getting normal currently available military benefits.	177 (15.3%)	421 (36.3%)	540 (46.5%)	22 (1.9%)
D. How about four years in the Navy?	195 (16.8%)	386 (33.3%)	560 (48.3%)	19 (1.6%)

(IF "DISCOURAGE", SKIP TO Q 67F)

E. What about six years in the Navy?	128 (11.0%)	450 (38.3%)	561 (48.4%)	209 (1.8%)
F. Four years in the Air Force?	252 (21.7%)	345 (29.8%)	542 (46.8%)	21 (1.8%)

(IF "DISCOURAGE", SKIP TO Q 67H)

	1 Encourage	2 Discourage	3 Neither Encourage Nor Discourage	4 DON'T KNOW
G. What about six years in the Air Force?	155 (13.4%)	422 (36.4%)	557 (48.1%)	24 (2.1%)
H. And four years in the Marine Corps?	137 (11.8%)	464 (40.0%)	538 (46.4%)	21 (1.8%)

(QUESTIONS 68A-D FOR SAMPLE A ONLY)

68A. Now, I'm going to ask you about some different enlistment possibilities. If the (RANDOMLY SELECT "ARMY", NAVY", "AIR FORCE" OR "MARINE CORPS") gave 4-year enlistees $8,000 for educational purposes once they leave the service, would you encourage, discourage, or do neither about (NAME) enlisting?

SS

ARMY	1	ENCOURAGE	275 (25.3%)
	2	DISCOURAGE	216 (19.9%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	571 (52.6%)
	4	DON'T KNOW	24 (2.2%)

68B. If the (RANDOMLY SELECT FROM THREE REMAINING SERVICES) gave 4-year enlistees $8,000 for educational purposes once they leave the service, would you encourage, discourage, do neither about (NAME, enlisting?

SS

NAVY	1	ENCOURAGE	283 (26.0%)
	2	DISCOURAGE	221 (20.3%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	564 (51.9%)
	4	DON'T KNOW	19 (1.7%)

68C. What about the (RANDOMLY SELECT FROM TWO REMAINING SERVICES)?

SS

AIR FORCE	1	ENCOURAGE	307 (28.2%)
	2	DISCOURAGE	205 (18.8%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	555 (51.0%)
	4	DON'T KNOW	22 (2.0%)

68D. What about the (SELECT REMAINING SERVICE)?

SS

MARINE CORPS	1	ENCOURAGE	239 (22.0%)
	2	DISCOURAGE	250 (23.0%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	575 (52.9%)
	4	DON'T KNOW	22 (2.0%)

(IF CHILD IS FEMALE, SKIP TO Q 71; IF CHILD IS MALE, RANDOMLY SELECT EITHER Q 69A-D OR 70A-D)

69A. Here's another special benefit. If the (RANDOMLY SELECT "ARMY", "NAVY", "AIR FORCE", OR "MARINE CORPS") gave 3-year enlistees in combat arms (IF ARMY: "for example, infantrymen"; IF NAVY: "for example, gunners"; IF SS AIR FORCE: "for example, gunners; IF MARINE CORPS: "for example, infantrymen") a $4,000 enlistment bonus and $8,000 for educational purposes once they leave the service, would you encourage, discourage, or do neither about (NAME) enlisting?

ARMY	1	ENCOURAGE	62 (20.5%)
	2	DISCOURAGE	71 (23.4%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	166 (54.8%)
	4	DON'T KNOW	4 (1.3%)

69B. If the (RANDOMLY SELECT FROM THREE REMAINING SERVICES) gave 3 year enlistees in combat arms (IF ARMY: "for example, infantrymen"; IF NAVY: SS "for example, gunners"; IF AIR FORCE: "for example, gunners; IF MARINE CORPS: "for example, infantrymen") a $4,000 enlistment bonus and $8,000 for educational purposes once they leave the service, would you encourage, discourage, or do neither about (NAME) enlisting?

NAVY	1	ENCOURAGE	61 (20.0%)
	2	DISCOURAGE	73 (24.0%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	165 (54.3%)
	4	DON'T KNOW	5 (1.6%)

69C. What about the (RANDOMLY SELECT FROM TWO REMAINING SERVICES)?

	1	ENCOURAGE	67 (22.0%)
SS	2	DISCOURAGE	71 (23.4%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	160 (52.6%)
	4	DON'T KNOW	6 (2.0%)

69D. What about the (SELECT REMAINING SERVICE)?

MARINE CORPS	1	ENCOURAGE	52 (17.2%)
	2	DISCOURAGE	81 (26.8%)
SS	3	NEITHER ENCOURAGE NOR DISCOURAGE	163 (5.4%)
	4	DON'T KNOW	6 (2.0%)

70A. Here's another special benefit. If the (RANDOMLY SELECT "ARMY", "NAVY", "AIR FORCE" OR "MARINE CORPS")gave 4 year enlistees in combat arms (IF ARMY: "for example, infantrymen"; IF NAVY: "for example, gunners"; IF AIR FORCE: "for example, gunners; IF MARINE CORPS: "for example, infantrymen") an $8,000 enlistment bonus and $20,000 for educational purposes once they leave the service, would you encourage, discourage, or do neither about (NAME) enlisting?

SS

ARMY	1	ENCOURAGE	70 (23.4%)
	2	DISCOURAGE	56 (18.8%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	167 (56.0%)
	4	DON'T KNOW	5 (1.7%)

70B. If the (RANDOMLY SELECT FROM THREE REMAINING SERVICES) gave 4 year enlistees in combat arms (IF ARMY: "for example, infantrymen"; IF NAVY: "for example, gunners"; IF AIR FORCE: "for example, gunners; IF MARINE CORPS: "for example, infantrymen") an $8,000 enlistment bonus and $20,000 for educational purposes once they leave the service, would you encourage, discourage, or do neither about (NAME) enlisting?

SS

NAVY	1	ENCOURAGE	66 (22.6%)
	2	DISCOURAGE	54 (18.5%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	170 (58.2%)
	4	DON'T KNOW	2 (0.7%)

70C. What about the (RANDOMLY SELECT FROM TWO REMAINING SERVICE)?

AIR FORCE	1	ENCOURAGE	80 (27.0%)
	2	DISCOURAGE	42 (14.2%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	170 (57.4%)
SS	4	DON'T KNOW	4 (1.4%)

70D. What about the (SELECT REMAINING SERVICE)?

MARINE CORPS	1	ENCOURAGE	64 (21.5%)
	2	DISCOURAGE	61 (20.5%)
	3	NEITHER ENCOURAGE NOR DISCOURAGE	168 (56.6%)
SS	4	DON'T KNOW	4 (13.5%)

(QUESTIONS 71A-D FOR SAMPLE B ONLY)

71A. If (NAME) were to enlist in the military today, which service would you most like to see (HIM/HER) enter:

1	Army	135 (12.1%)
2	Navy	215 (19.3%)
3	Air Force	453 (40.6%)
4	Marine Corps	70 (6.3%)
5	NO PREFERENCE	169 (15.1%)
6	DON'T KNOW	
7	NONE	77 (6.6%)

IF "NONE" OR "DON'T KNOW", PROBE: SUPPOSE (HE/SHE) DECIDED TO ENLIST; WHICH SERVICE WOULD YOU LIKE TO SEE (NAME) ENTER? PUNCH IN ANSWER. IF PERSISTS IN ANSWERING "NONE" OR "DON'T KNOW", SKIP TO Q 72.

71B. Which service would be your second choice? (LIST THREE SERVICES NOT SELECTED IN Q 71A):

1

2

3

71C. Which service would be your third choice? (LIST TWO SERVICES NOT SELECTED IN 71B)

1

2

71D. (PUNCH LAST SERVICE NOT SELECTED IN 71C)

1

SOURCES OF INFORMATION ABOUT THE SERVICES

Now I'd like to ask you about your sources of information on the military services.

72. Please tell how much of your information about the military you've gotten from... (READ LIST)

	A Lot	Some	None
a. Newspapers. Was that alot, some or none?	1	2	3
b. Magazines?	1	2	3
c. Radio?	1	2	3
d. Television?	1	2	3
e. Through the mail?	1	2	3
f. Military recruiters?	1	2	3
g. Your (HUSBAND/WIFE)? (ONLY IF MARRIED)	1	2	3
h. Your children?	1	2	3
i. Other relatives or friends?	1	2	3
j. Your own experience?	1	2	3

(QUESTIONS 73-77 FOR SAMPLE A ONLY)

73. Now, would you tell me all the branches of the service for which you

SS recall seeing or hearing any advertising recently?

ENTER RESPONSES IN TABLE BELOW (IF "DON'T REMEMBER", SKIP TO DEMOGRAPHIC INFORMATION)

74. (FOR EACH BRANCH NOT MENTIONED IN RESPONSE TO Q 73, ASK):
How about (NAME OF SERVICE)? Do you recall seeing or hearing any advertising recently?
(ENTER RESPONSES IN TABLE UNDER Q 74)

	Q 73	Q 74	
		YES	NO
ARMY	1	1	2
NAVY	1	1	2
AIR FORCE	1	1	2
MARINE CORPS	1	1	2
FOUR SERVICES TOGETHER	1	1	2
DON'T REMEMBER WHICH BRANCH OF THE SERVICE	1		

75. Have the advertisements changed your mind about whether enlisting is a good idea for young men?

1	YES	117 (10.8%)
2	NO	922 (84.8%)
3	DON'T KNOW	48 (4.4%)

76. Have the advertisements changed your mind about whether enlisting is a good idea for young women?

1	YES	113 (10.4%)
2	NO	920 (84.6%)
3	DON'T KNOW	54 (5.0%)

(SKIP Q 77 IF ANSWERS TO Q 75 AND Q 76 ARE BOTH "2")

77. In what direction did they change your mind? Did they make you...

1	much more positive?	61 (26.5%)
2	somewhat more positive?	79 (34.3%)
3	somewhat more negative?	10 (4.3%)
4	or much more negative?	11 (4.8%)
5	DON'T KNOW	62 (27.0%)

DEMOGRAPHIC INFORMATION

Now I'd like to ask you a few questions about yourself and your family, to help us compare your answers with those of other people who take part in the survey. Please remember that this information will be kept confidential.

78. What is the highest year or grade of school you completed?

1	DID NOT ATTEND SCHOOL	3 (0.1%)
2	GRADES 1-8	143 (6.4%)
3	GRADES 9-11	287 (12.8%)
4	HIGH SCHOOL GRADUATE	907 (40.4%)
5	SOME COLLEGE, BUSINESS, TECHNICAL OR TRADE SCHOOL	500 (22.3%)
6	FOUR YEAR COLLEGE GRADUATE	202 (9.0%)
7	SOME GRADUATE SCHOOL	75 (3.4%)
8	GRADUATE DEGREE	116 (5.1%)
9	REFUSED	14 (0.6%)

79. I am going to read you some income categories and ask you to choose the category that best describes your total family income before taxes for the year 1982 (including salaries, wages, tips, and commissions). I will give you a letter of the alphabet associated with each income level. Please tell me only the letter when I get to it. If you don't know, please give me your best estimate.

1	A: Less than $5,000?	82 (3.7%)
2	B: $5,000 - $10,000	201 (9.0%)
3	C: $10,001 - $20,000	487 (21.7%)
4	D: $20,001 - $30,000	557 (24.8%)
5	E: $30,001 - $40,000	381 (17.0%)
5	F: $40,001 - $50,000	162 (7.2%)
7	G: $50,001 and above	174 (7.7%)
8	DON'T KNOW	54 (2.4%)
9	REFUSED	147 (6.5%)

80. In what year were you born? 19 99 IF REFUSED

81. How many different telephone numbers (not extensions using the same number) do you have in your household?

(INTERVIEWER: IF NECESSARY, SAY: This is very important information to us in determining the statistical chance of reaching your household.)

1	1	2048 (91.2%)	8	8	
2	2	172 (7.6%)	9	9	
3	3	11 (0.3%)	10	10	
4	4	1 (0.0%)	11	11 OR MORE	
5	5		12	DON'T KNOW	1 (0.1%)
6	6		13	REFUSED	13 (0.6%)
7	7				

82. What do you consider to be your main racial or ethnic group?

1 AMERICAN INDIAN OR ALASKAN NATIVE 30 (1.3%)

2 ASIAN OR PACIFIC ISLANDER (INCLUDES: CHINESE, JAPANESE, FILIPINO, KOREAN, VIETNAMESE, SAMOAN, ASIAN INDIAN, OR OTHER ASIAN) 18 (18.0%)

3 BLACK, AFRICAN, AFRO-AMERICAN OR NEGRO 291 (12.9%)

4 HISPANIC OR SPANISH (INCLUDES: MEXICAN, MEXICAN-AMERICAN, CHICANO, CUBAN, PUERTO-RICAN, LATINO, HISPANIC, OR OTHER SPANISH DESCENT) 58 (2.6%)

5 WHITE OR CAUCASIAN 1809 (80.5%)

6 REFUSED 42 (1.9%)

(IF ANSWER TO Q 82 IS 4, ASK Q 84A-F)

(IF NOT HISPANIC/SPANISH)

83. Do you consider yourself to be of Hispanic background?

1	YES	37 (1.6%)
2	NO	2139 (95.2%)
3	REFUSED	13 (0.6%)

(IF ANSWER TO Q 83 IS 1, ASK Q 84A-F)

84A. How many hours a week would you say that you spend reading Spanish-language newspapers and magazines? ____ HRS. PUNCH AS THREE DIGIT NUMBER THROUGH Q 84F

999 = DON'T KNOW

84B. How many hours a week would you say that you spend reading English-language newspapers and magazines? ____ HRS.

999 = DON'T KNOW

84C. How many hours a week would you say that you spend listening to Spanish-language radio programs? ____ HRS.

999 = DON'T KNOW

84D. How many hours a week would you say that you spend listening to English-language radio programs? ____ HRS.

999= DON'T KNOW

84E. How many hours a week would you say that you spend watching Spanish-language television programs? ____ HRS.

999 = DON'T KNOW

84F. How many hours a week would you say you spend watching English-language television programs? ____HRS.

999 = DON'T KNOW

85. Have you or any members of your family, that is, your (HUSBAND/WIFE) or your children, except for (NAME), ever served in the military?

1	YES	1386 (61.7%)	
2	NO	845 (37.6%)	(SKIP TO Q 92)

86. Who of you, other than (NAME), has served? PUNCH ALL THAT APPLY

1	RESPONDENT	419 (18.7%)
2	SPOUSE	796 (35.4%)
3	CHILD/CHILDREN	230 (10.2%)
4	DON'T KNOW	134 (6.0%)

(ASK Q 87 ONLY IF ANSWER "3" IS GIVEN TO Q 86)

87. How many children, not including (NAME), have served?

1	180 (8.0%)	7	0
2	44 (2.0%)	8	0
3	10 (0.4%)	9	0
4	3 (0.1%)	10	0
5	2 (0.1%)	11	1 (0.1%)
6	0		

88. Which members, other than (NAME), are currently serving? (ENTER ALL THAT APPLY)

1	RESPONDENT	38 (1.7%)
2	SPOUSE	56 (2.5%)
3	CHILD/CHILDREN	119 (5.3%)
4	OTHER FAMILY MEMBER	62 (2.6%)
5	NONE	1971 (87.8%)
6	DON'T KNOW	0

(ASK Q 89 ONLY IF ANSWER "3" WAS GIVEN TO Q 88)

89. How many children, not including (NAME), are currently serving?

1	102 (4.5%)	7	0
2	10 (0.5%)	8	0
3	4 (0.2%)	9	0
4	0	10	0
5	0	11	2 (0.1%)
6	0		

(ASK Q 90 AND 91 FOR EACH FAMILY MEMBER PUNCHED IN Q 86 OR 88 AND FOR THE NUMBER OF CHILDREN PUNCHED IN Q 87 AND IN Q 89 WHICHEVER IS GREATER. IF RESPONSE IS AFFIRMATIVE FOR A MEMBER IN BOTH 86 AND 88, ASK IN PRESENT TENSE)

90A. (WERE/ARE) you...

90B. (WAS/IS) your (HUSBAND/WIFE)...

90C. (WAS/IS) the oldest child who (WAS/IS) in the service...

90D. (WAS/IS) the second oldest child who (WAS/IS) in the sevice...

90E. (WAS/IS) the third oldest child who (WAS/IS) in the service...

	A. Respondent	B. Spouse	C. Child 1	D. Child 2	E. Child 3
on active duty	363 (16.2%)	696 (31.0%)	167 (7.4%)	29 (1.3%)	29 (1.3%)
or in the Reserves or	30 (1.3%)	45 (2.0%)	19 (0.8%)	1 (0.1%)	0
the National Guard?	17 (0.8%)	53 (2.3%)	18 (0.8%)	0	2 (0.1%)

91A. (WERE/ARE) you in the...

91B. (WAS/IS) your (HUSBAND/WIFE) in the...

91C. (WAS/IS) the oldest child who (WAS/IS) in the service in the...

91D. (WAS/IS) the second oldest child who (WAS/IS) in the sevice in the...

91E. (WAS/IS) the third oldest child who (WAS/IS) in the service in the...

	A. Respondent	B. Spouse	C. Child 1	D. Child 2	E. Child 3
Army	216 (9.6%)	434 (1.3%)	104 (4.6%)	19 (0.8%)	17 (0.7%)
Navy	97 (4.3%)	154 (6.9%)	42 (1.9%)	5 (0.2%)	9 (0.4%)
Air Force	74 (3.3%)	156 (6.9%)	37 (1.6%)	5 (0.2%)	4 (0.2%)
Marines	26 (1.2%)	51 (2.3%)	19 (0.8%)	2 (0.1%)	1 (0.1%)

92. (ASK ONLY IF RESPONDENT IS NOT CURRENTLY SERVING IN THE MILITARY ON ACTIVE DUTY)

Would you please describe your current or most recent job or occupation? That is, what is/was your job called? CLASSIFY ACCORDING TO:

1 CIVILIAN BLUE-COLLAR: E.G., CARPENTER, FACTOR WORKER, TRUCK DRIVER, BEAUTICIAN, FARMER, JANITOR, MECHANIC, OR SUPERVISOR OF ANY OF THE ABOVE. BLUE COLLAR PEOPLE WORK PRIMARILY WITH THEIR HANDS.

472 (21.0%)

2 CIVILIAN WHITE-COLLAR: E.G., TEACHER, BUSINESSMAN, EXECUTIVE NURSE, SECRETARY, POLICE OFFICER, SALES PERSON, LAWYER, CLERK, DRAFTSMAN. WHITE COLLAR PEOPLE WORK PRIMARILY WITH THEIR HEADS.

909 (40.5%)

3	HOUSEWIFE/HOUSEHUSBAND.	437 (19.4%)
4	RETIRED	15 (0.7%)
5	UNEMPLOYED	24 (1.1%)
6	STUDENT	7 (0.3%)
7	REFUSED TO ANSWER.	19 (0.8%)

Statement C:

We are only interested in talking with parents of eligible children between the ages of 16-21 who have not gone beyond the sophomore year in college.

Statement D:

I would like to thank you very much for your time and effort.

APPENDIX B

DETAILS OF STUDY APPROACH

INTRODUCTION

This appendix provides detailed discussions of the design for data collection and analysis. It begins with a description of the development of sampling procedures for selection of parents of 16- to 21-year-olds. The development of the survey instrument, including a description of key interview topics, follows. Included in this discussion is an overview of the telephone interviewing process--Computer-Assisted Telephone Interviewing (CATI)--which was used to conduct the interviews. Finally, the analysis plan is presented.

SAMPLING PROCEDURES

National Sample

A national probability sample of households was drawn and telephone interviews were conducted with either the male or female parent of 16- to 21-year-old youths who were not beyond the sophomore year of college. Such youths constitute the population of primary interest to recruiters for the enlisted paygrades in the military. A modified Waksberg procedure for random digit dialing was used to generate the sampling frame, and telephone screening was employed to identify eligible households.

A two-stage random digit dialing procedure was used to generate the national probability sample. The first stage consisted of selecting a specified number of area code/three-digit prefix combinations from an AT&T computer tape listing all exchanges in use. This selection was done with probability of selection proportional to the number of area code/exchange combinations within each Census Division. Each of the selected area code/exchange combinations was transformed into a telephone number by the random generation of a four-digit suffix. These randomly generated telephone numbers were then screened by telephone calls to determine whether they were residential, business, or nonworking numbers. Each working residential number subsequently constituted a Primary Sampling Unit (PSU), representing a bank of 100 consecutive numbers around the initial number.

The second stage of sampling consisted of entering a fixed number of randomly selected telephone numbers from each PSU into the CATI telephone number queuing system. These numbers were then screened by telephone interviewers in order to determine the eligibility of households for administration of the interview. No replacements of telephone numbers were allowed, and interviewing was continued until final dispositions were obtained for each number in every PSU.

Estimates based on the U.S. Census show relatively few parents of 16- to 21-year-olds. Therefore, sampling procedures supplementing random digit dialing were considered in order to increase the likelihood that an eligible respondent could be reached by a given telephone call, thereby decreasing the cost of the overall effort. For this reason, multiplicity sampling was implemented. It possesses the same statistical rigor as other probability sampling techniques. Unlike conventional sampling procedures, in which every element in the universe under investigation is uniquely linked to one enumeration unit, multiplicity sampling may link individuals or elements possessing the rare attribute to one or more enumeration units.

In this survey, screening was employed first to determine whether the household was eligible for the survey, i.e., contained an eligible parent. If not, the interviewer determined whether any resident of the household was 16- to 21-years old or had a 16- to 21-year-old sibling. In either case, the resident was asked to provide the name and telephone number of the parent(s), who were then called for an interview.

Because the referral procedure was limited to parents, it was possible to determine the probability of selection for every parent of an eligible child. The number of ways in which any given household could have been reached was determined by asking for the number of children with their own telephones living outside the parent's home. There was no attempt, however, to adjust for households without telephones.

A weighting technique, described in a later section of this appendix, was used to account for differing probabilities of selection among respondents. Estimates using multiplicity sampling have been shown to be unbiased.

The Hispanic Group

The project included a survey of Hispanic parents in order to provide indications of differences between the Hispanic and the total population with regard to parental influence on their children's enlistment choice. Projections to the Hispanic population cannot be made, because (1) although 120 of the 400 Hispanic parents interviewed did come from a national probability sample, the other 280 did not; (2) the second subgroup, (the Hispanic oversample) as discussed below, is limited to residents in some Census Divisions, excludes people whose surnames are not obviously Hispanic, and excludes households whose telephones are unlisted. Thus, for the Hispanic group, associated variances cannot be computed. However, it is believed to be broadly representative of the Hispanic parent population and may be useful for hypothesis formulation.

The sampling frame for the Hispanic oversample consisted of a purchased list based on a compilation of Hispanic-surnamed individuals in the telephone directories of the four Census Divisions with the heaviest concentration of Hispanics: the Middle Atlantic, West South Central, Mountain, and Pacific Division. The supplier furnished a list of names, addresses, and telephone numbers randomly selected within each Division. This list constituted the framework from which telephone numbers were called to identify eligible

parents at those numbers and through referral (multiplicity sampling). A total of 280 eligible parents reached in this way were interviewed.

SURVEY DESIGN AND DEVELOPMENT

The requirements for the survey identified by OASD (MRA&L) included information on eight basic dimensions of parents which may be related to parent-child discussions on career choice and successful parental influence toward or against enlistment:

1. Demographic characteristics;
2. Perceptions of and attitudes about existing and hypothetical programs and benefits;
3. Awareness of existing programs and benefits;
4. Awareness of and reaction to military advertising and promotional material;
5. General attitudes toward the military;
6. Attitudes expressed in discussing the military with potential enlistees and underlying reasons;
7. Information on the characteristics of potential enlistees; and
8. Parents' expectations about educational and occupational futures of their children.

The questionnaire reflecting these dimensions included 92 primary questions, many of which contained sub-questions. A complete copy of the interview guide has been reproduced in Appendix A. Initial pretests of the questionnaire showed that the interview would take much longer than the 30 minute maximum. In order to reduce the length of the interview, questions which were not required to analytically address the eight research dimensions were identified for "split-sampling", i.e., half the respondents were asked one subset of these questions, and the other half were asked the other subset. This approach has the benefit of reducing the time required to administer the interview, while providing information on questions of interest to the DoD. Each question marked for split-sampling is identified in the interview guide. Once these revisions were completed, a second, limited pretest was conducted, showing that interview time was within the 30-minute time requirement.

DATA COLLECTION

Interviewer Training

Interviewers were selected for work on this study only if they were able to provide work of the highest quality, skilled in dealing with issues of a

sensitive nature, and outside the age range of the target population of 16- to 21-year-olds.

Each interviewer attended a four-hour training session convering telephone interviewing techniques, the interview guide, and obtaining information on referrals. Interviewers received two hours of supervised practice in entering an interview on the CATI system.

Trainees familiarized themselves with the instrument. While listening to a taped mock interview, each trainee manually filled out a practice questionnaire. The project staff resolved problems which were brought out and critiqued trainees' performances.

Interview Procedures

The telephone interview process was aided through the use of Computer-Assisted Telephone Interviewing (CATI). It controls the entire interviewing process, frees interviewers from paper and pencil tasks and allows them to concentrate on their main tasks--developing and maintaining rapport with respondents and recording responses correctly and completely. The interviewer reads the interview questions as they appear on the screen, entering responses via a CRT terminal's keyboard.

The interviewer can return to an earlier question to amend a response or can terminate the interview at any point. Each interviewer's performance can be monitored by a supervisor on a separate terminal.

The queuing system in CATI presents the telephone numbers to be called. Busy telephone numbers are presented again after a twenty-minute wait. If a callback is necessary, the system will re-introduce the number. If the interviewer who made the original call is on the system when the callback is to be made, the telephone number, name, and household position of the respondent will be presented to him/her. The interview continues from the point at which the interruption occurred; the entire system and question logic function as though there had been no interruption.

The telephone queuing system allows special cases to be routed to special interviewers. A refusal callback can be automatically routed to a supervisor or to an interviewer who has been trained to cope with refusals. If a respondent speaks only Spanish, the callback can be routed to a Spanish-speaking interviewer.

Every effort was made to gain the participation of each eligible household in the sampling frame. Four calls were made to all telephone numbers generated in the second stage of a modified Waksberg two-stage random-digit dialing sample. An additional five callbacks were scheduled for every case in which a potentially eligible respondent was contacted but could not be interviewed. Finally, a refusal conversion team was responsible for calling back potentially eligible respondents who had initially refused to be interviewed.

OUTCOMES OF THE SURVEY PROCESS

Response Rate

A total of 2,763 interviews were obtained for the main sample (not including the Hispanic over-sample) for a response rate of 68.2 percent. The response rate for eligible units was calculated as follows:

$$\text{Response Rate} = \frac{N\,C}{N\,E\,K + N\,E\,E}$$

where: N C = number of completed interviews with reporting units

N E K = number of reporting units known to be eligible

N E E = number of reporting units which refused to be interviewed, estimated to be eligible.

The numerator of this ratio was 2,763, representing all completed interviews. The reporting unit was the household in which either parent of an eligible child resided. The denominator is an estimate of all eligible reporting units in the sample. This estimate includes all households contacted known to be eligible for the interview (i.e., the 2,763 completed interviews), plus 16.4 percent of all refusals (representing the known incidence of eligible households among all households in the sample for which an eligibility determination was made). The denominator excludes households that were not contacted by telephone after four call attempts. The eligibility proportion for those never contacted was not estimated.

Incidence

In the process of screening households to determine their eligibility for the survey, an eligibility determination was achieved for 16,890 households. Of this number, 2,763 were eligible for the survey, resulting in an overall incidence of eligible households (i.e., households in which the parent of a 16- to 21-year-old youth not beyond the sophomore year in college resides) of 16.4 percent. This incidence figure reflects the results from both the random digit dialing sample and the referral sample (the multiplicity sample).

Refusal Conversion

Minimizing the number of refusals was considered a critical task in this survey. Interviewers received intensive training about dealing with initial reluctance on the part of potential survey respondents. Further, an extensive refusal conversion procedure was implemented. Every contacted residential household in which either the male or female householders initially refused to cooperate received up to two refusal conversion callbacks by specially trained interviewers in order to:

- determine the household's eligibility for the survey;
- complete an interview with eligible households; and

- collect information on family composition and reason for refusal from those persons who refused a second time.

There were 2,203 initial refusals by either the male or female head of household during the survey's telephone screening phase. Of this total, 19.5 percent were converted either by determining that the household was ineligible (14.5 percent) or by completing an interview (5 percent). Another 12.6 percent of the refusal conversion attempts resulted in a second refusal, and of these 278 cases, 93.2 percent did provide some information on their family composition and reasons for refusal to the refusal conversion interviewer.

WEIGHTING AND ACCOUNTING FOR DESIGN EFFECTS

Initial Weighting

Weighting was employed for data from the national survey (but not the Hispanic group) in order to take into account the differing probabilities of selection for each household in the national sample. The probability of selection for each household was determined by two major factors embodying ways in which a parental household could be reached:

- The total number of telephone numbers within the household by which either the male or female head of household could have been reached. (About 9 percent of the sample of households providing an interview had two or more telephones. Slightly less than 8 percent had exactly two telephones.)

- The total number of children living outside the parental household with their own telephone numbers, through whom an interviewer could have obtained a referral to the parental household.

The initial weight for each interviewed household was calculated by dividing 1 by the total number of telephone numbers by which it could have been reached.

If a = total number of telephone numbers inside household

and b = total number of telephone numbers outside household (i.e., in residences of children living outside target household who could have given a referral to target household)

then: $W = \frac{1}{a+b}$

This initial weighting procedure created a data base that represents a probability sample of households in the contiguous U.S. containing the parent or parents of 16- to 21-year-old children who are not beyond their sophomore year in college. Using the weighted data allowed for the estimation of household-level variables for this population.

Additional Weighting

Examination of these initially weighted data showed a deviation from the U.S. population of parents of 16- to 21-year-olds in terms of sex and marital status. This unintended bias would have inhibited the ability to generalize from sample results to the population. Consequently, a statistical approach was adopted to correct for this bias. U.S. census data were used for this purpose. Since the Bureau of Census does not show the distribution by sex and marital status of parents of 16- to 21-year-olds, the data for parents of the 11 to 17 year-old cohort were used as an acceptable alternative. The data in the national sample were reweighted to conform to the sex/marital status distribution of the parents of this cohort.

After applying the two sets of weights, results shown were no longer based on a simple random sample. It was therefore necessary to take into account design effects, as explained in the next subsection.

Design Effects

A design effect is a measure of the effects of departure from simple random sampling. It represents the ratio of the variance of a sample estimate in a complex sampling design to the variance of a simple random sample (SRS). As such, a design effect is a quantitative measure of the statistical efficiency of a sampling scheme and is affected by techniques such as clustering, stratification, and overrepresentation of some sampling units. Statistical efficiency has a direct bearing on the variance of sample estimates. For example, a sample estimate with a design effect of 2.0 is half as efficient as one based on a simple random sample and has twice the variance.

A design effect is generally computed as the ratio of the complex design variance to the SRS design variance. In cases where no a priori deviations from the SRS design are implemented, such as poststratification or other weighted data, an alternative method is available; one adds 1.0 to the coefficient of variation for the case weights. For data which are equally weighted, the coefficient of variation is 0.0, yielding a design effect of 1.0. Otherwise, the greater the variance in weights with respect to their mean, the larger the design effect.

Most widely used statistical software, such as SPSS, SAS, or BMD-P, computes variances based on formulas for simple random samples. As a result, variance estimates obtained, using these program packages, for data from surveys with a design effect other than 1.0 can be very misleading. A procedure to reweight the data using the design effect to derive the effective sample size can be used to "fool" the package. The effective sample size is the number of cases used to compute a sample estimate divided by the design effect, and represents the sample size that would have been obtained using the SRS design. The new weights are computed as follows:

$$wt_2 = \frac{wt_1}{\Sigma wt_1} \times \frac{n}{deff} = \frac{wt_1}{\Sigma wt_1} \times n^*$$

where: wt_2 = the new case weight
wt_1 = raw case weight
n = raw (original) sample size
deff = design effect (computed as indicated in text)
n* = effective sample size.

The sum of these new weights is equal to the effective sample size. The variance estimates produced by statistical software are those of a SRS of size n*, or equivalently those of a non-SRS design with design effect of size n.

In principle, this procedure should be implemented for every sample estimate from which inferences are to be made. Without much loss of precision, however, generalized design effects can be computed on the basis of key criteria. For a more complete discussion and examples of the loss of accuracy engendered by the use of generalized design effect adjustments, the reader is referred to The Profile of American Youth (National Opinion Research Center, March, 1982).

Computations in this Study

The data in the national sample were first weighted by the inverse of the number of telephones through which each eligible sampling unit could be reached. These weights were then multiplied by one of four constants. These constants were based on the population from the 1980 census for parents of 11 to 17 year-olds in the categories: male-married (20.6), male-nonmarried (5.6), female-married (10.5), and female-nonmarried (11.6). Generalized design effects for all sample estimates were computed for males (1.29) and females (1.19), yielding an effective sample size of 2245. The data were then reweighted using the procedure described in the previous section to obtain variance estimates which allowed more accurate inferences to be made to the general population.

ANALYSIS DESIGN

Introduction

The primary objective of this effort was to identify the factors which differentiate parents who perceive that they successfully influence their children toward enlistment from those who believe they successfully influence away from enlistment. The survey instrument collected a wide range of data relevant to this and secondary objectives. The analysis plan required selecting a manageable set of variables to achieve these goals. A multi-stage procedure was followed.

Statistical analyses were based on the Statistical Package for the Social Sciences (SPSS). A wide range of SPSS programs was used, including frequency counts, cross-tabulations, and discriminant analysis. In addition, the effort required a substantial amount of data manipulation to create new variables and to group categories for analysis.

Descriptive Statistics

The first stage of the analysis involved the generation of weighted univariate (descriptive) statistics showing the distribution of responses to all questions in the interview guide. The distributions were valuable in themselves and as an aid in data reduction by identifying infrequently used response categories which could be collapsed for subsequent analyses.

Exploratory Analyses

The second stage of the effort involved detailed exploratory analyses of relationships among key variables in the study. Three sets of variables were defined, consistent with the dimensions of influence specified in the study:

- Dependent variables: measures of attempts to influence, e.g., the frequency of career talks; and a measure of successful influence toward or away from military enlistment.

- Independent variables: forty-two measures of demographic characteristics of respondents and selected children, parental ambitions for children, perceptions of and attitudes toward the military, knowledge of military benefits and children's contacts with military recruiters;

- Intervening variables: five measures (e.g., age of respondent) which may influence the relationship between the independent and dependent variables.

Exhibit B-1 provides the list of variables constructed for the analysis and cross-references each variable to the appropriate question in the interview guide.

The first critical task in the exploratory analysis was to examine bivariate (two-variable) relationships between the independent and dependent variables. The second dependent variable, influence on enlistment, is a composite of several interview questions including presence and frequency of talks about enlistment, encouragement or discouragement, and evaluation of parental influence on enlistment. We explored relationships between all independent variables and each of these measures.

In some cases, we wished to test the statistical significance of the difference between two percentages. For example, X percent of parents considered military pay better than civilian pay, but Y percent believed that opportunities for a satisfying family life are better in the military than in civilian life. The issue was whether the difference between X and Y came about by chance, or whether it is statistically significant. The standard error of estimate of a percentage is applied here. It is multiplied by 1.96 to provide confidence intervals at the 0.05 level of significance or (alternately expressed) the 95 percent confidence level. In 95 percent of the cases, the true (population) value of an observed percentage lies between

Exhibit B-1

INDEPENDENT VARIABLES FOR PRELIMINARY STATISTICAL ANALYSIS

INDEPENDENT VARIABLES	INTERVIEW GUIDE QUESTION NUMBER
Demographic Characteristics/Background	
Education of Respondent	78
Income of Respondent	79
Ethnicity of Respondent	82
Prior Military Service of Respondent	85
Number of Children Served in Military	87
Sex of Respondent	8
Marital Status of Respondent	9
Sex of Selected Child	11
Type of School or College	20
Type of High School Program	18
Parental Ambitions for Selected Child	
Desired Educational Attainment	21
Desired Occupational Attainment	28
Perceptions of and Attitudes Toward the Military	
Rating Civilian vs. Military:	
Pay	52
Educational Assistance	52
Medical Benefits	52
Dental Benefits	52
Retirement Benefits	52
Military as a Career:	
Teaches a Valuable Job/Skill	53a
Provides Males/Females Equal Opportunities	53b
Provides Opportunity for Advancement	53c
Knowledge of Military Benefits	
Provides Cash Bonuses for Enlistment	48
Estimate of Dollar Amount	49
Provides Cash Bonuses for Re-Enlistment	50
Estimate of Dollar Amount	51
Starting Pay (Dollar Amount)	54
Housing Allowance (Dollar Amount)	55
Food Allowance (Dollar Amount)	56
Equivalent Civilian Starting Pay (Dollar Amount)	57
Pay After 20 Years (Dollar Amount)	58
Retirement Pay (Dollar Amount)	59

Exhibit B-1
(continued)

Educational Assistance	61(1)
Education Fund Refund	61(2)
2-for-1 Education Bonus	62
$8,000 for Education After 2 Years	63
$12,000 for Education After 3 Years	64
$12,000 for Education After 4 Years	65
Living Expenses during Education	66
Contacts with Military	
Talks With Recruiters	42
Talks with:	
Army Recruiters	43a
Navy Recruiters	43b
Air Force Recruiters	43c
Marine Corps Recruiters	43d

CONTROL VARIABLES

Age of Respondent	80
Educational Level of Child (high school graduate vs. not high school graduate)	12a
Grades of Selected Child	17
Age of Selected Child	11
Media Impact	72a-j

DEPENDENT VARIABLES

Frequency of Career Talks	29
Talks About Enlistment	35
Frequency of Enlistment Talks	39
Encourage/Discourage Enlistment	41
Perceived Parental Influence on Enlistment Decision	47
Likelihood of Enlistment	45

(observed percentage plus confidence interval) and (observed percentage minus confidence interval). If these ranges around two obtained percentages (X and Y in the example) do not overlap, one can be reasonably (95 percent) confident that the two percentages are really different, i.e. one concludes that the difference between them is statistically significant.

Exhibit B-2 provides 95% confidence intervals for various sample sizes. As can be seen, the standard error decreases as: (1) sample size increases, and (2) the observed percentage moves away from 50. Tables which were similar, but with arguments to a much finer level of detail, were used in this study. The confidence intervals presented were computed by a procedure for use with weighted data (see W.E. Deming. Proceedings of the ASQC, June 5, 1961, or Youth Attitude Tracking Study, Spring 1978, Market Facts, Inc. (p. 153).

The initial analyses were necessary to lay the groundwork for more complex statistical probes. The statistical significance of relationships between independent and dependent variables was explored, using contingency tables and the chi-square statistic. This is extremely useful in drawing initial inferences concerning the relative interdependence of two variables. The chi-square test, however, is limited in the sense that it does not indicate strength of relationship, nor does it indicate direction of relationship. Finally, it is limited to testing the significance of the relationship of at most two independent variables to one dependent variable. But in having done that, it identifies independent variables to be included in the structures of more complex hypothesis-testing designs, thus performing an important data reduction task. The bivariate analyses produced information which allowed the elimination from subsequent analyses of variables which are clearly unrelated to (independent of) the two key dependent variables. Examination of contingency tables also provided a basis for re-grouping responses to certain questions in order to produce the most meaningful statistical results.

Trivariate analyses (three-way cross-tabulations) for the measures listed in Exhibit B-1 as control variables were also carried out. Although generalizations in the social sciences are often stated in terms of only two variables, it is practically always implicitly recognized that relevant variables are assumed to be controlled. Frequently the phrase "other things being equal" is used to emphasize this fact. These control variables are not hypothesized to have a direct bearing on the influence process. Instead, they may affect the relationship between an independent and dependent variable. The trivariate analysis provides insights about the effects of these intervening variables on a relationship between two variables, by holding the control variable constant.

Multivariate Design

In order to examine characteristics which may differentiate (1) parents who frequently discuss career plans with their children from those who do not; and (2) parents who successfully influence their children toward enlistment from those who influence away from enlistment, a multivariate technique which uses combinations of independent variables to distinguish maximally between two or more groups was used. The most appropriate technique is discriminant

Exhibit B-2

CONFIDENCE INTERVALS (PERCENTAGES) FOR OBSERVED PERCENTAGES OBTAINED FROM THE SAME SAMPLE

(at the 95% level of Confidence)

Sample Size	Magnitude of Expected or Observed Percent[a]				
	10% 90%	20% 80%	30% 70%	40% 60%	50%
100	6.4	8.7	9.8	10.6	10.8
150	5.4	7.2	8.2	8.8	9.0
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

[a]Observed percent ± the appropriate number shows by how much the observation could vary due to sampling error.

analysis. We will summarize the concept of discriminant analysis and discuss the role that it played. First, however, the steps leading up to multivariate analysis are discussed.

A parsimonious multivariate design was derived from the bivariate and trivariate analyses. These prior analyses indicated independent variables that may be statistically interdependent with the dependent variables. The selected independent variables were included in the multivariate analysis. Any other methodological course would have amounted to an unstructured search for possible explanations of influence and the results would have been difficult both to interpret and to defend.

Discriminant analysis is a fundamental system of statistical techniques for differentiating or "discriminating" among groups of individuals on the basis of quantitative information (i.e., the independent variables). Discriminant analysis has three primary functions: (1) to determine whether or not significant differences exist among groups of individuals in terms of the independent descriptor variables; (2) to "explain" such differences, if they are found to exist, in terms of a smaller number of underlying factors; and (3) to accurately predict, on the basis of the independent variables, group membership.

The mathematical objective of discriminant analysis is to weight and linearly combine the discriminating (independent) variables (e.g., gender of child) so that the average linear weighted combinations for the groups (e.g., successful influencers toward and away from enlistment) are forced to be as statistically distinct as possible. Since no single issue or dimension is likely to differentiate perfectly between two groups, we use a number of dimensions which we hope will allow us to maximize the ability to discriminate. With only two groups, as is the case in this effort, discriminant function analysis is simply multiple regression with the dependent variable taking the values of 0 and 1. Using several measures (independent variables) for the individuals in the sample and a vector of 1's and 0's as the dependent variable, we solve the regression equation in the straightforward manner. The discriminant functions are of the form:

$$D_i = d_{i1}Z_1 + d_{i2}Z_2 + \ldots d_{ip}Z_p \quad ,$$

where D_i is the score on the discriminant function i, the d's are weighting coefficients, and the Z's are the standardized values of the p discriminating variables used in the analysis. The discriminant scores (D's) for the cases are formed in such a way as to maximize the separation of the groups.

The results of discriminant analysis identify the variables which contribute most to differentiation along a particular dimension (e.g. career influence). This objective is accomplished through the use of statistical tests which allow us to identify variables which contribute most to the differentiation. Discriminant analysis is also a classification technique producing a set of variables which provide the best discrimination for cases with known group memberships. This set of classification functions can be used to permit the classification of new cases with unknown memberships. The procedure for classification is basically one of generating a separate linear

combination of the discriminating variables to estimate a probability of membership in each group. Each case is assigned to the group for which it shows the highest probability.

The principal check for the adequacy of a discriminant function is to classify the original set of cases to see how many are correctly classified by the variables being used.

Procedures for Discriminant Analysis

Discriminant analyses were developed for (1) career discussions and (2) successful enlistment influence. The basic procedure for each of the discriminant analyses was the same and included the following steps:

(1) Identification of those independent variables which are statistically significantly related to the dependent variables in the bivariate analyses.

(2) Examination of the trivariate analyses in order to identify any important intervening variables which should also be included in the discriminant analysis. Trivariate analysis may also suggest the addition of new independent variables which did not appear in the bivariate analyses.

(3) Creation of dummy variables for each independent variable: assign members of a given category an arbitary number while all others (i.e., subjects not belonging to the given category) are assigned another arbitrary number. For example, if the variable is sex, a 1 is assigned to males and a 0 to females. The resulting vector of 1's and 0's is a dummy variable. Dummy variables are extremely useful in the analysis, as they indicate not only which variables are important but also the category within that variable which is most salient. Suppose that parents are comparing some job-related benefit between the military and civilian environments and the categories are "military better", "civilian better" and "about the same." If this benefit is important in discriminating between parents who influence toward versus away from enlistment, the use of dummy variables will also tell us whether the "military better", "civilian better" or "about the same" value is the most important discriminator. These dummy variables create categorical data which are used in the discriminant analysis. The original values of the variables as they were initially coded may also be used in separate discriminant analyses in order to compare results. Any significant differences will be discussed.

(4) Execution of the discriminant analysis program. The SPSS discriminant analysis program was used and the stepwise selection method implemented. The stepwise method provided for order of entry of independent variables on the basis of their discriminating power.

(5) Interpretation of results of the discriminant analysis. This step primarily involved the interpretation of discriminant function coefficients which indicated the relative contribution of each associated variable to that function and the interpretation of group classification results.

(6) Use of key control variables to generate separate discriminant analyses. For example, since sex of parent appeared to be an important intervening variable, two separate discriminant analyses were generated: one for male parents and one for female parents. One control variable used in the analysis of successful influence toward or away from enlistment was educational level of child (high school graduate vs. non-high school graduate). This variable was identified in the initial specifications for this effort as of particular interest to the DoD.

(7) Interpretation of the results of the discriminant analyses using control variables, and comparing and contrasting them with the initial results.

APPENDIX C

SUMMARIES OF RESULTS OF THE DISCRIMINANT FUNCTION ANALYSES

This appendix provides summary tables from the major discriminant analyses discussed in Chapter V. The appendix provides results for the following analyses:

A. Ordinary (originally coded) variables

B. Dummy variables

C. Dummy variables, controlling for sex of parent (female)

D. Dummy variables, controlling for sex of parent (male)

E. Dummy variables, controlling for child's level of education (non-high school graduate)

F. Dummy variables, controlling for child's level of education (high school graduate)

A. SUMMARY DISCRIMINANT ANALYSIS RESULTS

(Using Ordinary Variables)*

SUMMARY TABLE

STEP	ACTION ENTERED	ACTION REMOVED	VARS IN	WILKS' LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
1	ADV		1	0.933816	0.6030	9.181	0.0024	9.181	0.0024	
2	VAR056		2	0.876601	0.0002	18.24	0.0001	9.054	0.0026	
3	VAR135		3	0.849464	0.0001	22.96	0.0000	4.721	0.0298	
4	MILBENSC		4	0.830309	0.0001	26.47	0.0001	3.518	0.0607	
5	SEX		5	0.818040	0.0001	28.81	0.0003	2.340	0.1261	
6	JOBSKIL		6	0.807997	0.0001	30.96	0.0000	2.147	0.1429	
7	VAR065		7	0.799800	0.0002	32.43	0.0000	1.464	0.2262	

CLASSIFICATION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP Away	50	24 48.2%	26 51.8%
GROUP Toward	82	13 15.3%	69 84.7%
UNGROUPED CASES	579	195 33.8%	383 66.2%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 70.50%

*The initially coded values for each independent variable (not dummy variables as used in the remaining discriminant analyses) were used.

B. SUMMARY DISCRIMINANT ANALYSIS RESULTS
(Using Dummy Variables)

SUMMARY TABLE

STEP	ACTION ENTERED	ACTION REMOVED	VARS IN	WILKS LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
1	V056D1		1	0.928190	0.0000	28.66	0.0000	28.66	0.0000	
2	JOB01		2	0.878251	0.0000	51.35	0.0000	22.69	0.0000	
3	SEXD		3	0.848746	0.0000	66.02	0.0000	14.66	0.0001	
4	ADVD3		4	0.830205	0.0000	75.76	0.0000	9.747	0.0018	
5	V065D3		5	0.818464	0.0000	82.16	0.0000	6.401	0.0114	
6	MILBEND3		6	0.806374	0.0000	88.95	0.0000	6.786	0.0092	
7	V056D2		7	0.799340	0.0000	92.99	0.0000	4.042	0.0444	
8	JOBD3		8	0.793851	0.0000	96.20	0.0000	3.204	0.0734	
9	JOBD2		9	0.773554	0.0000	108.4	0.0000	12.24	0.0005	
10	V065D5		10	0.770440	0.0000	110.4	0.0000	1.936	0.1641	
11	V135D3		11	0.767480	0.0000	112.2	0.0000	1.855	0.1733	
12	ADVD1		12	0.765331	0.0000	113.6	0.0000	1.355	0.2444	
13		ADVD3	11	0.767437	0.0000	112.3	0.0000	-1.326	0.2492	
14	ADVD2		12	0.765073	0.0000	113.7	0.0000	1.491	0.2220	

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CLASSIFICATION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP 1(Away)	92	38 40.4%	54 59.2%
GROUP 2(Toward)	280	18 6.6%	262 93.4%
UNGROUPED CASES	1374	478 25.5%	1396 74.5%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 88.40%

LEGEND

V056D1	=	Type of School:Private
V056D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All

C. SUMMARY DISCRIMINANT ANALYSIS RESULTS
(Using Dummy Variables)
(Controlling for Sex of Parent: Female)

SUMMARY TABLE

STEP	ACTION ENTERED	ACTION REMOVED	VARS IN	WILKS' LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
1	V056D1		1	0.928187	0.0000	19.71	0.0000	19.71	0.0000	
2	JOBD1		2	0.873628	0.0000	36.85	0.0000	17.14	0.0000	
3	ADVD3		3	0.843601	0.0000	47.22	0.0000	10.38	0.0013	
4	MILBEND3		4	0.823131	0.0000	54.73	0.0000	7.509	0.0061	
5	V135D3		5	0.807018	0.0000	60.91	0.0000	6.178	0.0129	
6	V065D3		6	0.797596	0.0000	64.64	0.0000	3.728	0.0535	
7	SEXD		7	0.789645	0.0000	67.77	0.0000	3.134	0.0767	
8	ADVD2		8	0.781927	0.0000	71.04	0.0000	3.265	0.0708	
9	V056D2		9	0.775006	0.0000	73.95	0.0000	2.912	0.0879	
10	ADVD1		10	0.770180	0.0000	76.01	0.0000	2.057	0.1515	
11	V065D2		11	0.765658	0.0000	77.96	0.0000	1.953	0.1622	

CLASSIFICATION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP 1 (Away)	64	28 44.6%	36 55.4%
GROUP 2 (Toward)	193	16 8.1%	177 91.9%
UNGROUPED CASES	1329	338 25.4%	991 74.6%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 80.15%

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All

D. SUMMARY DISCRIMINANT ANALYSIS RESULTS

(Using Dummy Variables)

(Controlling for Sex of Parent: Male)

SUMMARY TABLE

STEP	ACTION ENTERED	ACTION REMOVED	VARS IN	WILKS' LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
1	SEXD		1	0.876596	0.0001	16.01	0.0001	16.01	0.0001	
2	JOBD3		2	0.808068	0.0000	27.31	0.0000	11.00	0.0009	
3	V056D1		3	0.764475	0.0000	35.94	0.0006	8.625	0.0046	
4	JOBD2		4	0.751922	0.0000	37.52	0.0000	2.483	0.1150	
5	V065D3		5	0.738908	0.0000	40.18	0.0000	2.664	0.1027	
6	MILBEND2		6	0.725989	0.0000	42.92	0.0000	2.739	0.0979	

CLASSIFICATION RESULTS -

ACTUAL GROUP		NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP	1 (Away)	28	12 42.8%	16 56.2%
GROUP	2 (Toward)	87	1 1.7%	86 98.3%
UNGROUPED CASES		545	165 30.4%	379 69.6%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 64.95%

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail. to All

E. SUMMARY DISCRIMINANT ANALYSIS RESULTS
(Using Dummy Variables)
(Controlling for Level of Education of Child: Less than High School Graduate)

GROUP MEANS

	INF	V056D1	V056D2	MILBEND1	MILBEND2	MILBEND3	SEXD	V065D1
Away	1.00000	0.24256	0.26476	0.20446	0.13056	0.49989	0.64702	0.20912
Towards	2.00000	0.01968	0.28774	0.14655	0.13033	0.71860	0.84295	0.23164
TOTAL	1.67707	0.04259	0.28317	0.15772	0.14051	0.67640	0.80515	0.22723

	V065D2	V065D3	V065D5	JOBD1	JOBD2	JOBD3	ADVD1	ADVD2
Away	0.59803	0.0	0.06556	0.18647	0.29957	0.42964	0.13650	0.37037
Towards	0.51097	0.00045	0.0	0.03008	0.21552	0.75360	0.09165	0.20402
TOTAL	0.52769	0.00493	0.01265	0.06129	0.23174	0.69109	0.10030	0.23612

	INF	ADVD3	V135D1	V135D2	V135D3
Away	1	0.37803	0.19934	0.07257	0.37691
Towards	2	0.67244	0.08993	0.18296	0.56337
	TOTAL	0.61563	0.11032	0.16093	0.52739

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All

E. SUMMARY DISCRIMINANT ANALYSIS RESULTS (continued)

SUMMARY TABLE

ACTION ENTERED/REMOVED	VARS IN	WILKS' LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
V056I1	1	0.866346	0.0000	27.35	0.0000	27.35	0.0000	
JOBD1	2	0.808811	0.0000	42.65	0.0000	15.29	0.0001	
V065D5	3	0.746777	0.0000	61.19	0.0000	18.53	0.0000	
V065D3	4	0.722875	0.0000	69.17	0.0000	7.989	0.0047	
JOBD3	5	0.701121	0.0000	76.91	0.0000	7.744	0.0054	
JOBD2	6	0.637492	0.0000	102.6	0.0000	25.68	0.0000	
ADVD2	7	0.622586	0.0000	109.4	0.0000	6.776	0.0092	
SEXD	8	0.616697	0.0000	112.1	0.0000	2.767	0.0962	
V135D2	9	0.612553	0.0000	114.1	0.0000	1.977	0.1598	
V135D3	10	0.608296	0.0000	116.2	0.0000	2.064	0.1508	

CLASSIFICATION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP 1 (Away)	35	19 54.6%	16 45.4%
GROUP 2 (Towards)	147	6 4.0%	141 96.0%
UNGROUPED CASES	813	186 22.9%	627 77.1%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 88.01%

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All

F. SUMMARY DISCRIMINANT ANALYSIS RESULTS
(Using Dummy Variables)
(Controlling for Level of Education of Child: High School Graduate)

Group Means

INF	INF	V056D1	V056D2	MILBEND1	MILBEND2	MILBEND3	SEXD	V065D1
Away	1.00000	0.23590	0.59031	0.23482	0.23813	0.49720	0.57910	0.14917
Towards	2.00000	0.08678	0.43550	0.16856	0.12879	0.69674	0.72659	0.19939
TOTAL	1.70350	0.13099	0.48140	0.18820	0.16121	0.63757	0.68285	0.18450

INF	V065D2	V065D3	V065D5	JOBD1	JOBD2	JOBD3	ADVD1	ADVD2
Away	0.64992	0.01147	0.00536	0.18053	0.27063	0.51208	0.20705	0.32343
Towards	0.55947	0.06167	0.01325	0.06707	0.21186	0.71699	0.09248	0.26506
TOTAL	0.58629	0.04678	0.01091	0.10071	0.22900	0.65623	0.12645	0.28237

INF	ADVD3	V135D1	V135D2	V135D3
Away	0.44504	0.13675	0.30929	0.42536
Towards	0.61588	0.07570	0.24617	0.52956
TOTAL	0.56524	0.09280	0.26499	0.49967

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: White Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All

F. SUMMARY DISCRIMINANT ANALYSIS RESULTS (continued)

SUMMARY TABLE

STEP	ACTION ENTERED	ACTION REMOVED	VARS IN	WILKS' LAMBDA	SIG.	RAO'S V	SIG.	CHANGE IN V	SIG.	LABEL
1	V056D1		1	0.959251	0.0058	7.803	0.0052	7.803	0.0052	
2	V056D2		2	0.904494	0.0001	19.39	0.0001	11.59	0.0007	
3	MILBEND3		3	0.879068	0.0000	25.27	0.0000	5.874	0.0154	
4	JOBD3		4	0.860956	0.0000	29.66	0.0000	4.395	0.0360	
5	ADVD1		5	0.849806	0.0000	32.46	0.0000	2.799	0.0943	
6	SEXD		6	0.838974	0.0000	35.25	0.0000	2.791	0.0949	
7	JOBD2		7	0.831284	0.0000	37.28	0.0000	2.025	0.1547	
8	V065D5		8	0.823716	0.0000	39.31	0.0000	2.036	0.1542	

CLASSIFICATION RESULTS -

ACTUAL GROUP	NO. OF CASES	PREDICTED GROUP MEMBERSHIP 1	2
GROUP 1 (Away)	55	18 33.5%	37 66.5%
GROUP 2 (Towards)	131	12 9.1%	119 90.9%
UNGROUPED CASES	1 03	229 22.9%	774 77.2%

PERCENT OF "GROUPED" CASES CORRECTLY CLASSIFIED: 73.90%

LEGEND

VD56D1	=	Type of School:Private
VD56D2	=	Type of School:Public
JOBD1	=	Valuable Job: Military Better
JOBD2	=	Valuable Job: Mil/Civ about Same
JOBD3	=	Valuable Job: Civilian Better
ADVD1	=	Opp. for Adv.: Military Better
ADVD2	=	Opp. for Adv.: Mil/Civ about Same
ADVD3	=	Opp. for Adv.: Civilian Better
MILBEND1	=	Mil. Benefits Score: Mil. Better
MILBEND2	=	Mil. Benefits Score: About Same
MILBEND3	=	Mil. Benefits Score: Civilian Better
SEXD	=	Sex of Child: Male
V065D1	=	Desired Occupation: Blue Collar
V065D2	=	Desired Occupation: While Collar
V065D3	=	Desired Occupation: Military
V065D5	=	Desired Occupation: Housewife
V135D1	=	2 for 1 Educ Contrib: Not Available
V135D2	=	2 for 1 Educ Contrib: Avail to Some
V135D3	=	2 for 1 Educ Contrib: Avail to All