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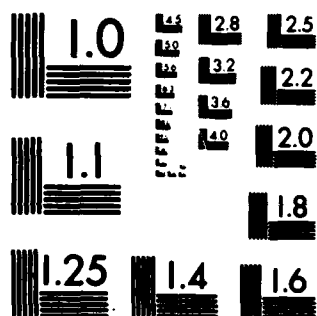
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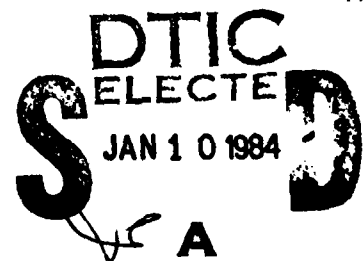
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Navy Hispanic Recruitment:

Analyses of Navy Recruit Command Data

Harry C. Triandis and C. H. Hui

Final Report

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number)

See attached.

Abstract

Data in two tapes obtained from the Navy Recruit Command were analyzed. Though the number of Hispanics in the tapes was limited, some tentative conclusions are possible. (a) The profile of Hispanics differs from that of Mainstream recruits in that the Hispanics are older, are more likely to be married, have more dependents, and are less likely to pass the AFQT. (b) Clues obtained in this analysis and in a review of other studies (Triandis, 1983) suggest the need for the Navy to utilize a more "personal" approach in Hispanic recruitment, to provide training to high school students (particularly in districts with a large Hispanic population) concerning the way bureaucracies function, to review the validity of mental tests now in use for the Hispanics in the U.S., and to increase the number of Hispanics in the U.S. Navy who act as "career consultants" for Hispanic high school students.

Analyses of Navy Recruit Command Data

Problem

To improve understanding of the sources from which the Navy obtains recruits, the causes of disqualification and non-processing of the applications of recruits, and the relationships between the events that occur during recruitment and the probability of enlistment of the potential recruit.

Method

Analysis of two tapes received from Navy Recruit Command. One tape consisted of data from NRD Houston and New York. It will be referred to in this report as the "short tape". The other tape included data from the Military Enlistment Processing Command. It will be referred to as the "long tape" in the present report.

Description of Data

The short tape included data about recruiters as well as all the prospects contacted by these recruiters during 1978-79. It had information about the source of the recruit contact, age, education, ethnic background (including Hispanic), number of dependents, test scores on two tests, results of the physical examination, and disposition of the case.

The long tape included data from those who joined the Navy during 1978-79. It had information about number of dependents, test scores and whether a waiver was required to enlist the recruit, as well as the level of clearance required for the waiver.

The short tape identified the Hispanics. We double checked by examining the names.

In both tapes several names appeared more than once. Thus it was necessary to "clean up the data". We had to alphabetize the lists and

check them to eliminate one of the several entries which referred to the same individual. We also had to inspect the names to establish that the individual was a Hispanic. For the short tape we used the criterion that if a person had a Hispanic name he was a Hispanic. For the long tape, we relied on the ethnic information classification provided in the tape.

After identifying 44 Hispanics in the short tape and 132 in the long tape we selected comparison samples of 610 blacks and 689 whites (Caucasians) in the short and 261 blacks and 449 whites in the long tape.

Results

Table 1, based on the short tape, shows the sources of contact with Hispanic and white recruits, as found in the short tape. The only percentage that reaches significance is for "personally developed contacts". The asterisks, however, suggest that there are some other trends of some interest. Apparently, person-linked recruitment procedures are more effective with Hispanics, since the Hispanic rates under "sailor on leave" as well as under "prospecting" are higher than the comparison group rates. Furthermore, classified ads appear more useful with Hispanics than with the comparison sample.

Table 2, based on the short tape, shows the demographic attributes of the samples. The one difference that is striking is that the Hispanics are one to two years older than the other samples.

Table 3, based on the short tape, shows the results of the various examinations given during the recruitment process. The percent given the Enlistment Screening Test (EST) is about the same, but the percent of Hispanics passing the test is lower. The percent taking the Armed Forces Qualification Test (AFQT) is slightly lower in the case of the

Table 1: Sources of Contact of Hispanic and Comparison Samples

Percentages from Various Sources

	White (comparison group)		Hispanics	
Phone	20.0		11.4	
Classified Ads	3.2		6.8	*
Mail Out	.7		0.0	
Personally Developed Contacts	18.8	← p<.01 →	34.1	*
Other Applicants	4.1		0.0	
Blue/Gold	0.1		0.0	
School Counselors	.4		0.0	
DEP	4.6		6.8	*
Center of Influence	1.0		0.0	
Sailor on Leave	1.0		2.3	*
Rap/Harp	1.5		0.0	
Reserve	5.9		0.0	
Other Methods	10.6		18.2	
Prospecting	6.7		9.1	*
National Leads	3.3		2.3	
Walk-in	19.3		18.2	

Note: The categories above and below the line may refer to the same cases, i.e., are non-independent.

Table 2: Demographic Attributes of Hispanic and Comparison Samples (Short Tape)

	Whites (Caucasians)	Blacks	Hispanics
Age (Mean)	19.7	20.3	21.3
(Median)	18.4	19.3	20.6
(Mode)	18	18	20
Highest Grade Completed (Mean)	11.3	11.8	11.3
(Mode)	12	12	12
No. of Dependents (Mean)	0.2	0.2	0.3
(Mode)	0	0	0
Percent who have no dependents	90	89	80

Table 3: Percentages Who Passed Selection Tests (Short Tape)

	HISPANICS	BLACKS	CAUCASIANS
N =	44	610	689
Percent Given Enlistment Screening Test	50.0	58.6	50.9
Percent Passing EST	38.6	46.9	46.5
Percent Taking Armed Forces Qualification Test	36.4	39.3	42.6
Percent Passing AFQT	36.4	31.8	41.5
Percent Taking Physical Examination	22.7	17.4	21.4
Percent Passing Physical	20.4	16.1	20.3

$p < .10$

Percent who Pass EST out of those who take it	77.2	80.0	91.6

N.S.

Percent who Pass AFQT out of those who take it	100.0	80.8	96.9

N.S.

Percent who Pass Physical out of those who take it	90.0	92.5	94.5

Percent Requiring Waiver	None	3.11	6.38
Percent of those requiring waiver, referred to Headquarters (top)	None	16.00	18.00

Hispanics. The percent passing it is definitely lower in the case of the Hispanics, compared to the whites, but it is higher than the percent passing among blacks. The percent passing the physical examination is about the same for the three samples. The table also shows the percentages of those who pass the various hurdles, out of those who are given the particular examinations. There are no statistically significant differences. Finally, the table shows that none of the Hispanics required a waiver, while the other samples did require waivers.

Table 4, based on the short tape, shows the disposition percentages for the three samples. The percent who enlist, out of those contacted (excluding 12 Hispanics whose case was "pending" and could thus go in any direction) is comparable for the three samples. However, the percentages of Hispanics and blacks who are disqualified are higher than the percentages of whites. On the other hand, the percentages of Hispanics "not processed" is lower. Disqualification seems due to failure to pass the mental test (25% for Hispanics vs. 12% for whites), failure to pass the physical (13% vs. 8%) and is also due to the applicant being overweight (6% vs. 3%).

Table 4 shows asterisks where the percentages seem to be discrepant, and worth noting. It seems fair to infer that the Navy is trying hard to recruit Hispanics, since the rate of "not processed" is lower for this group.

A regression analysis was done to see if we could predict the enlistment from the remaining variables in the tape. The only variable that shows a slight predictive trend is AFQT, and it does so only for the black sample.

We also attempted to find attributes of recruiters that might be

Table 4: Disposition--Percentages in Each Category (Short Tape)

		White (n=444)	Black (n=436)	Hispanic (n=32)	Note
Enlisted		28	24	28	
	Direct Ship	9	8	3	*
DEP-	Nuclear Field	2	0	0	*
	Advanced Electronics	2	1	0	
	School	1	1	0	
	Seaman/Airman	1	0	3	
	Active Mariner	1	1	0	
	Ready Mariner	0	1	3	
	Prior Service	2	4	6	*
DEP (Delayed Entry Program)		11	7	13	
DEP in month		1	1	0	
Disqualified		39	52	56	*
	Physical--overweight	3	2	6	*
	other	8	4	13	*
	Mental test failure	12	29	25	*
	Age--too young	4	1	0	
	too old	0	0	0	
	Moral-Drug	2	1	0	
	Other-Police Record	10	14	13	
Bad Re Code (Re 4)		1	2	0	
Not Processed		33	24	16	*
Declined enlistment		16	11	9	*
Not interested		3	3	0	
Lost Contact		6	5	6	
Transferred to other recruiter		1	1	0	
Enlisted in other service		3	1	0	
Going to College		3	3	0	

linked to successful recruitment of Hispanics. However, the Ns were too small and we could not identify recruiters who were especially good or bad in Hispanic recruitment. For example, the data, based on 36 recruiters, showed that 20 of them had interviewed no Hispanics. The 16 recruiters who had interviewed Hispanics had worked with from 1 to 11 Hispanics, and the percent of Hispanics who enlisted, out of those who were interviewed, was 21%. For individual recruiters the percentages ranged from zero to 50%, but the Ns were too small for statistical analysis; for example, in one case a recruiter enlisted two of the four Hispanics interviewed. Comparisons with data about the way these particular recruiters dealt with blacks and whites do not reveal any systematic trends.

Turning to the data on the long tape, we see in Table 5 that the mean number of years of education of the Hispanics in the tape is lower than the mean number of years of education of the comparison samples. The AFQT scores of the minority groups are lower than the scores of the whites. The Hispanics are more likely to be married. The percentages of the three groups requiring waivers seem comparable; however, the Hispanics require it at higher levels than the other samples. This too may be indicative of the Navy's effort to recruit Hispanics. The remaining variables in the tape did not show significant differences.

Discussion

The data are consistent with findings by Rojas (1981), Triandis (1983) and other studies, in that they strongly suggest that Hispanic recruitment must depend on a "personal method." It would seem important to use more Hispanic recruiters and to establish a "career consultant" variation of Navy recruiter. Such a person would not only talk to the potential recruits, but also to their families.

Table 5: Attributes of Samples in Long Tape

	Whites	Blacks	Hispanics
N =	449	261	132
Mean Years of Education	11.36	11.46	10.99
Mean AFQT -Percentile	59.2	45.0	46.8
Percent Married	4.5	5.5	23.9
Percent Requiring Waiver	10.2	6.9	8.0
By Navy Department	.4	.4	2.9
Commander NRC	.7	1.1	2.2

No other differences in tape

Note: ** means p<.01

There are two kinds of data suggesting the Navy is trying hard to recruit Hispanics: the Hispanic percentage of "not processed" are lower than the percentages of the other groups, and the waivers required for Hispanics are at higher levels.

Data from other studies suggest that Hispanics in the Navy are relatively acculturated, and have an aversion to dealing with bureaucracies. Since the percentage of the U.S. Hispanics who are acculturated is not the same as the percentage of Hispanics shown by the Census Bureau, and even the ones who are acceptable to the Navy may not contact the Navy because they will have an aversion to bureaucracies, it is very likely that the Navy will not be able to interest more than a small percentage of Hispanics to contact it.

Once contact has been established there are losses of Hispanics because of failure to pass the mental tests. There is a legitimate question about the validity of these tests for the Hispanics, and also the appropriateness of the cutting scores established for whites when they are used with Hispanics. Hispanics complained to Rojas that they cannot do well in tests because they cannot read English fast enough. Reading skill for people who have been raised in another language may not have the same validity predicting Navy performance, as for the comparison samples.

The Hispanics in the tape are older (by 2 years) and more likely to be married. Comparison of the applicants processed by the Navy and those for the other branches of the Armed Forces showed that the former tend to have fewer dependents (mean of .09 vs. .22, $p < .000$), have higher educational levels (mean of 11.4 vs. 11.3, $p < .000$) and higher AFQT scores (mean percentile of 54.3 vs. 52.2, $p < .000$) than the latter. In

other words, the Navy appears to be taking recruits who do not fit the
Hispanic profile as well as do the other services. A Hispanic who is
married, has dependents, has fewer years of education and lower AFQT
scores would be "more at home" in the other services than in the Navy.
This is a "reality" that may further reduce the probability that a
Hispanic will contact the Navy.

Hispanics also seek environments that are interpersonally supportive
(Triandis, 1983), and may perceive all bureaucracies as deficient on
this factor.

Finally, the lack of the Navy's success with Hispanic recruitment
is reflected in the few role models that Hispanics can see in the Navy
at this time. Those Hispanics who are in the Navy need to be encouraged
to seek positions of responsibility and to visit Hispanic neighborhoods,
to tell about life in the Navy.

Conclusions

The analyses of the data in the two tapes obtained from the Navy
Recruit Command did not prove as useful as had been anticipated.
There were too few cases of Hispanics in each tape, and they did not
overlap across tapes. Yet it is possible to draw some tentative con-
clusions:

1. The major difficulties experienced by the Navy in Hispanic
recruitment can be traced to

   (a) the Hispanic tendency to be allocentric (Triandis, 1983).

   (b) the Hispanic avoidance of bureaucracies

   (c) the loss of prospects due to low AFQT scores

   (d) the tendency of Hispanic recruits to be older, married,
   and to have more dependents than Mainstream recruits,

which makes it more likely that they would join one of
the other services (where the age, number of dependents,
and marital status profile of the members of the service
is more similar to the profile of the Hispanics).

(e) the lack of role models for Hispanic recruits. This is
due to the small number of Hispanics in the Navy and also
to the fact that Navy Hispanics are quite acculturated and
hence do not wish to emphasize the fact that they are
Hispanic.

From these conclusions follow these recommendations:

(a) The Navy should experiment with "career consultants" who
would increase the use of a "personal touch" in recruitment.

(b) The Navy should develop training programs that may teach
high school students about bureaucracies, how they work,
and how to deal with them. Such training may be incorporated
in the civics curricula of high schools in districts with
a heavy concentration of Hispanics.

(c) The Navy should re-examine the validity of the mental
tests now in use, and explore the possibility that more
appropriate tests might be developed.

(d) The Navy may attempt to interest Navy Hispanics to work
as "career consultants" to help in Navy recruitment, and
become more salient models for Hispanic recruits.

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