MICROCOPY RESOLUTION TEST CHART

NATIONAL BUREAU OF STANDARDS-1963-A

AD-A143 105

YOUTH ATTITUDE

TRACKING STUDY

FALL 1975

A Report Prepared for:

The Department of Defense

Prepared by:

Market Facts, Inc.

Job No. 9221   100 South Wacker Drive
OMB # 22-R-0339   Chicago, Illinois 60606

February, 1976

REPORT DOCUMENTATION PAGE
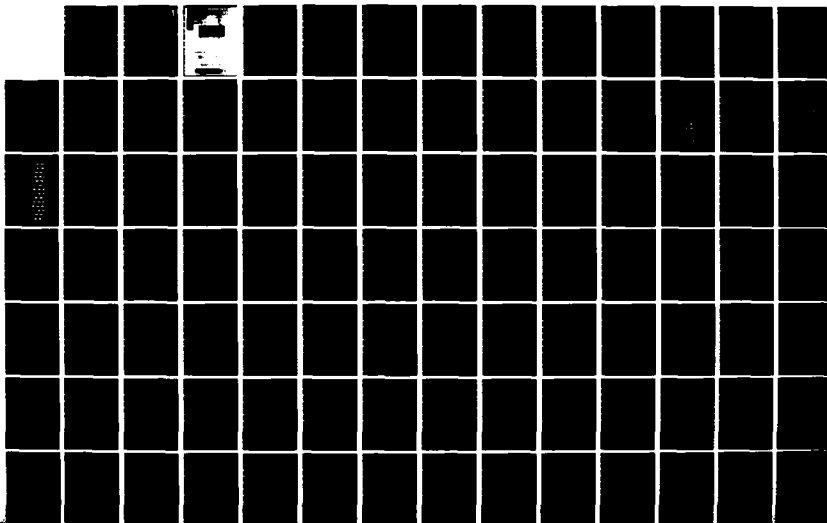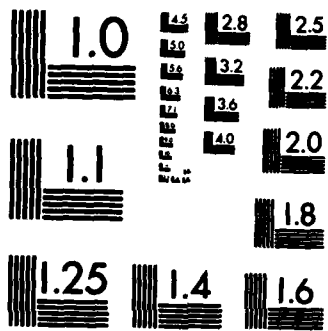
1a. REPORT SECURITY CLASSIFICATION Unclassified	1b. RESTRICTIVE MARKINGS
2a. SECURITY CLASSIFICATION AUTHORITY	3. DISTRIBUTION/AVAILABILITY OF REPORT Approved for public release; distribution is unlimited.
2b. DECLASSIFICATION/DOWNGRADING SCHEDULE	
4. PERFORMING ORGANIZATION REPORT NUMBER(S) 9221	5. MONITORING ORGANIZATION REPORT NUMBER(S) DMDC/MRB/TR-75/1

6a. NAME OF PERFORMING ORGANIZATION Market Facts, Inc.	6b. OFFICE SYMBOL (If applicable)	7a. NAME OF MONITORING ORGANIZATION Defense Manpower Data Center (DMDC)
6c. ADDRESS (City, State, and ZIP Code) 1611 North Kent Street Arlington, Virginia 22209		7b. ADDRESS (City, State, and ZIP Code) 1600 Wilson Blvd., Suite 400 Arlington, Virginia 22209

8a. NAME OF FUNDING/SPONSORING ORGANIZATION Office of Secretary of Defense	8b. OFFICE SYMBOL (If applicable) OSD/MIL/MPFM/AP	9. PROCUREMENT INSTRUMENT IDENTIFICATION NUMBER 22-R-0339

8c. ADDRESS (City, State, and ZIP Code) Pentagon, 2B269 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)

Youth Attitude Tracking Study Fall 1975

12. PERSONAL AUTHOR(S)

Principal Investigator: Dr. James T. Heisler

13a. TYPE OF REPORT Technical Report	13b. TIME COVERED FROM _____ TO _____	14. DATE OF REPORT (Year, Month, Day) February 1976	15. PAGE COUNT 103

16. SUPPLEMENTARY NOTATION

Data tapes and documentation available at DMDC.

17. COSATI CODES			18. SUBJECT TERMS (Continue on reverse if necessary and identify by block number)
FIELD	GROUP	SUB-GROUP	Military/Manpower/Active Force/Recruiting/Market/ Research/Non-prior service/Male
05	09		

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

The Youth Attitude Tracking Study (YATS) is a telephone interview survey in which respondents are selected by random digit dialing. It is a component of the Joint Market Research Program, contributing to recruiting policy formation and the development of recruiting strategies. In 1983, YATS underwent a reconfiguration and was renamed YATS II. Initiated in 1975, it tracks the self-reported attitudes perceptions, and pre-enlistment behavior of non-military 16 to 21 year olds with respect to future service in the military for both active and reserve duty. Respondents are categorized into two groups: those with a negative propensity to enlist in the active military and those with a positive propensity. Negative propensity individuals stated in the survey that they would definitely or probably not enlist or did not indicate. Positive propensity individuals said they would definitely or probably enlist. YATS includes advertising awareness, contact with recruiters, and knowledge of the financial incentives for enlisting. YATS also provides time series data about the propensity of young men and women to enlist in the military. Through the Spring of 1980, males only

20. DISTRIBUTION/AVAILABILITY OF ABSTRACT ☑ UNCLASSIFIED/UNLIMITED ☐ SAME AS RPT ☐ DTIC USERS	21. ABSTRACT SECURITY CLASSIFICATION Unclassified
22a. NAME OF RESPONSIBLE INDIVIDUAL Lisa Squadrini	22b. TELEPHONE (Include Area Code) (703) 696-5830	22c. OFFICE SYMBOL DMDC

DD FORM 1473, 84 MAR   83 APR edition may be used until exhausted   SECURITY CLASSIFICATION OF THIS PAGE
All other editions are obsolete.

were tracked on a semi-annual basis. Beginning with the Fall 1980 survey, the sample size was doubled to include females. Subsequent surveys have been conducted annually and include cross-sectional samples of both sexes.

In 1975, only a Fall YATS survey was conducted. The study showed that about 25 percent of 16 to 21 year olds claimed to have had contact with a recruiter within the period of five to six months prior to the survey. About 40 percent of all 16 to 21 year olds had no idea of the value of enlisted starting pay. In addition, the survey indicates that each of the four Military Services was perceived differently by the country's youth. Air Force was most frequently cited as the service which offers self-improvement opportunities, a challenging job, a proud career, and higher pay than other Services. The Army is recognized as helping to get a college education and providing better family benefits. The Marine Corps is distinguished for leadership training and the Navy stands out in world travel. Results also indicate that positive propensity groups had a higher rate of recruiter contact, were younger and lower in quality (except for the Air Force) than the negative groups.

TABLE OF CONTENTS

MARKET FACTS

INTRODUCTION

Background and Objectives

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

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

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

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

The information gathered on this survey has three other special objectives. The first objective is to gather information that has common utility for all the military services.

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

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

The report that follows covers the first of a number of such survey waves now planned for execution on a semi-annual basis. Future analyses and report format will therefore place greater emphasis on comparisons over time.

Study Design

The survey involved 16 - 21 year old male youths who do not have prior or current military involvement and who are not beyond their second year of college. This report is the result of the first of two waves scheduled in Fiscal Year 1976. The plan called for 3,000 interviews; 3,167 were actually completed.

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

The 13 Tracking Areas studied were selected from the total of 27 by using three criteria: a) maximizing the percentage of the potential applicant pool covered and b) providing sufficient geographic dispersion or regional coverage and c) limiting the number of recruiting units to 3 or less per Service. The 13 areas cumulatively account for about 65% of the U.S. "military available". The tracking areas included in the survey have the following cities and states as their major content:

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

Detailed tabulations, referred to in this report, are given in four volumes:

Volume 1:	By Individual Tracking Area
Volume 2:	By Positive vs. Negative Enlistment Intent Toward Each Service
Volume 3:	By Schooling Status, and By Grades in High School
Volume 4:	By Age, White vs. Non-White, and By High - Middle - Low Quality Groups

The interviewing for this wave took place between 10/27 and 11/29, 1975.

EXECUTIVE SUMMARY

Tracking Area Actionability
___

In order to draw attention to the more important regional findings from the survey this report in Section I focuses attention primarily on those individual tracking areas that are exceptionally different from trends in the total U.S. The statistical exceptions basis for reporting does eliminate a substantial proportion of tracking area data points that are unlikely to be actionable in the recruiting efforts of the various services.

Many of the remaining regional exceptions are consequently seen with heightened clarity as, for example, the general tendency of metropolitan New York to fall below average on a number of survey variables. This, in turn, leads to a characterization of this region as reflecting low valence toward the military services in regard to attitudes, knowledge, propensity to serve and on information seeking behavior.

In numerous other instances involving tracking area exceptions to the general trend, the issue of actionability will have to hinge on interpretation by the individual services in light of their own specific recruiting objectives and with knowledge of how given recruiting areas have responded in the past to efforts designed to improve performance or otherwise exploit favorable local conditions.

Propensity to Serve and Related Factors

With the exception of the Marine Corps, all service branches reveal a number of individual tracking areas that vary significantly in level of positive propensity to serve. Important tracking area differences also appear on measures critical to any proposed use of positive propensity estimates in forecasting enlisted accessions. These adjustment factors are expected time of entry into military service and entry into enlisted or officer ranks.

The pattern of tracking area exceptions varies by survey measure and it is anticipated that more accurate and reliable estimates of gross accessions by service will be obtained if forecasts are developed by region.

The data suggest that a quality index that characterizes respondents on the basis of a composite of self reported academic achievements may have utility as an aid in managing quality standards for selecting enlisted personnel. The quality index reveals tracking area differences, and the bases for the regional differences are clarified in terms of the individual components of the index. For example, quality differences between metropolitan New York and Alabama/Mississippi/ Tennessee are traceable to number of math courses taken in high school, among other things. The two tracking areas also differ in the mix of academic programs reported by respondents.

Relatively few regional differences are seen regarding type of military work that would interest those with positive propensity to serve.

Advertising Identification and Related Importance

There are generally two and occasionally as many as six tracking area exceptions per advertising slogan with regard to level of correct identification in the total U.S. Correct identification levels by advertising theme range from a high of about 70 percent to a low of about 20 percent in the total survey sample.

There are considerable tracking area differences in the rated importance attached to the content of the various advertising themes. The practical significance of the regional differences is difficult to assess other than that metropolitan New York respondents attach below average importance to all service advertising themes, while the Alabama/Mississippi/Tennessee and Washington D.C. areas are generally pro-military with regard to rated importance of the set of slogans.

Recruiter Contact and Other Activities Concerning Enlistment

In the country as a whole about 25 percent of 16 - 21 year olds claim to have had contact with a recruiter within the past five to six months. Tracking area deviations about this average are large enough in some instances to warrant perhaps closer examination of high vs. low areas to determine whether assignable causes can be identified. If so, this type measure could be particularly useful to track over time as a performance measure. Respondent ratings of adequacy of information received are also potentially usable as a performance tracking measure. In this survey, perceptions of adequacy of information show some tracking area exceptions for all four services.

Compared with other information seeking activities, such as talking with parents, taking aptitude tests in the high school testing program of the Armed Services, mailing coupons, and taking pre-enlistment qualification (physical/mental) tests at a military examining station, the level of reported use of toll-free calls is relatively low (2. 8%). This might suggest that further evaluation of the cost-benefits of this telephone service is in order.

Respondents in the metropolitan New York area are below the U.S. average in all information seeking activities.

Knowledge of Enlisted Starting Pay

About 40 percent of all 16 - 21 year olds have no idea of the value of enlisted starting pay. This figure is higher in metropolitan New York and Washington D.C. In the total U.S., those who do attempt to state a value for pay are correct on average. However, in seven tracking areas mean estimates of monthly starting pay are below the correct figure of $362 by amounts ranging from $10 to $45.

Perceived Service Attributes

Each of the four Military Services is perceived differently by today's youth. The positioning, as recorded in this study, reflects the cumulative effect of advertising and promotion, contacts, and influences by others.

The major distinguishing traits of each Service reveal that the Air Force is most frequently cited as the Service which offers self-improvement opportunities, a challenging job, a proud career, and somewhat higher pay than other Services.

The Army is cited most frequently as helping to get a college education. It also is rated relatively high on providing family benefits. On most other attributes, the Army is not perceived as particularly different from the other Services.

The Marine Corps is strongly distinguished for leadership training. This particular recognition is reinforced by positive association with a proud career. However, the Marine Corps is less often associated with the attributes of education, trade-learning, and provision of family benefits. Nor is it associated with general opportunity to better one's life.

The Navy, is perceived as standing out on a single attribute: world travel. The Navy is least associated with leadership training. On most other attributes, the Navy is not particularly seen as different from the other Services.

Analysis of Propensity to Serve

Propensity to serve is considered to be a good indicator of overall feeling towards military service. Its association with various explanatory variables was examined through a comparison of positive and negative propensity groups defined on the basis of propensity to serve in a given military service. The analysis was conducted for each of the four active duty services separately.

The results indicate that in general positive propensity groups have had a higher rate of recruiter contact, are younger and lower in quality (except for the Air Force) than the negative propensity groups. A consistent finding is that a larger proportion

of the positive propensity groups have talked with influencers about
the military. The importance of parents as influencers is consis-
tent across services. There are relatively few differences between the
groups in importance of life goals. The groups are consistently different,
however, in terms of perceptions of the likelihood of achieving life goals
in a civilian job versus in military service. Although all respondents on
the average feel that they are more likely to have personal freedom in
a civilian job, the negative propensity groups consistently express this
feeling more strongly than the positive propensity groups. The positive
groups consistently feel that the military is more advantageous than
civilian employment for doing challenging work. The same perception
frequently holds for job security. These life goals on which the positive
and negative groups are different may possibly have utility for creating a
more favorable image of military service in general.

An analysis of slogan identification shows that positive and
negative groups are different in ability to identify the service of four
of the eight slogans studied. Three of the four slogans which did dis-
criminate involved skill training or education benefits.

SECTION I

KEY RESULTS BY TRACKING AREA

SECTION I
KEY RESULTS BY TRACKING AREA

Allocation of the survey sample to defined tracking areas is a point of departure in this survey relative to past tracking studies. Anticipated benefits include the possibility of feedback to sub-area recruiting commands of performance data for their specific geographic sectors of responsibility. Since a tracking area normally contains no more than two or three district recruiting commands, high performance tracking areas may be examined for purposes of identifying factors in the make up of the recruiting, promotional and advertising programs that distinguish these tracking areas from lower performance areas. Those elements under the control of the district command and allocatable, such as quantity and quality of recruiting staff, local advertising dollars and media, customized information and successful recruiting tactics can be directed selectively to targeted tracking area.

As will be shown when results are discussed later in this section, tracking areas (TA's) vary considerably on the survey measures. A procedure for identifying smaller sets of exceptional TA's is adopted so that attention can be focussed on relatively few for potential action and away from the majority of TA differences that are within the range of normal sampling error.

Propensity to Serve

Intention to serve in the military is a key measure in the tracking study. A forced-rating scale format similar to the one described below is in broad use in various sectors of business as an aid in forecasting consumer demand for durables and non-durables.

With proper calibration of the scale it is anticipated that it may have future utility in forecasting accessions to military service. However, until this calibration work is completed, users of the data are advised not to attempt to make absolute projections, but to interpret the data only in a relative sense, e.g. in identifying high vs. low tracking areas. Through retention of respondent social security numbers provision has been made to accomplish the necessary calibration by determining conversion rates to accessions according to prior level of propensity to serve. The availability of both accessions data and propensity ratings in a number of tracking areas will also permit statistical analyses to be conducted as an alternative approach to weighting propensity ratings for forecasting purposes.

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

1.1   Definition of Propensity

Respondents indicated likelihood of serving on active duty in

each military service and likelihood of serving in the National Guard/Reserves,

using a four-step scale: definitely, probably, probably not and definitely

not (Qu. 4a, Appendix). For the purposes of Section I and II <u>positive</u>

<u>propensity</u> is defined as the percent of respondents endorsing either <u>definitely</u>

or <u>probably.</u> The analysis of Section III uses both positive propensity and

negative propensity groups, the latter consisting of respondents endorsing

<u>probably not</u>, <u>definitely not</u>, <u>don't know</u> and <u>no answer</u> to Qu. 4a.

1.2   Positive Propensity By Tracking Area

Figures 1.1 through 1.5 summarize positive propensity to

serve in bar graph form for combined National Guard/Reserves, Air Force,

Army, Marine Corps and Navy, respectively. Highest positive propensity

for total U.S. is registered for National Guard/Reserves (21.4%). Air

Force, Army and Navy are about equally favored (14% to 16%), while posi-

tive propensity toward Marine Corps service averages a lower 10.4% in the

country as a whole.

Figure 1.1

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NATIONAL GUARD/RESERVES

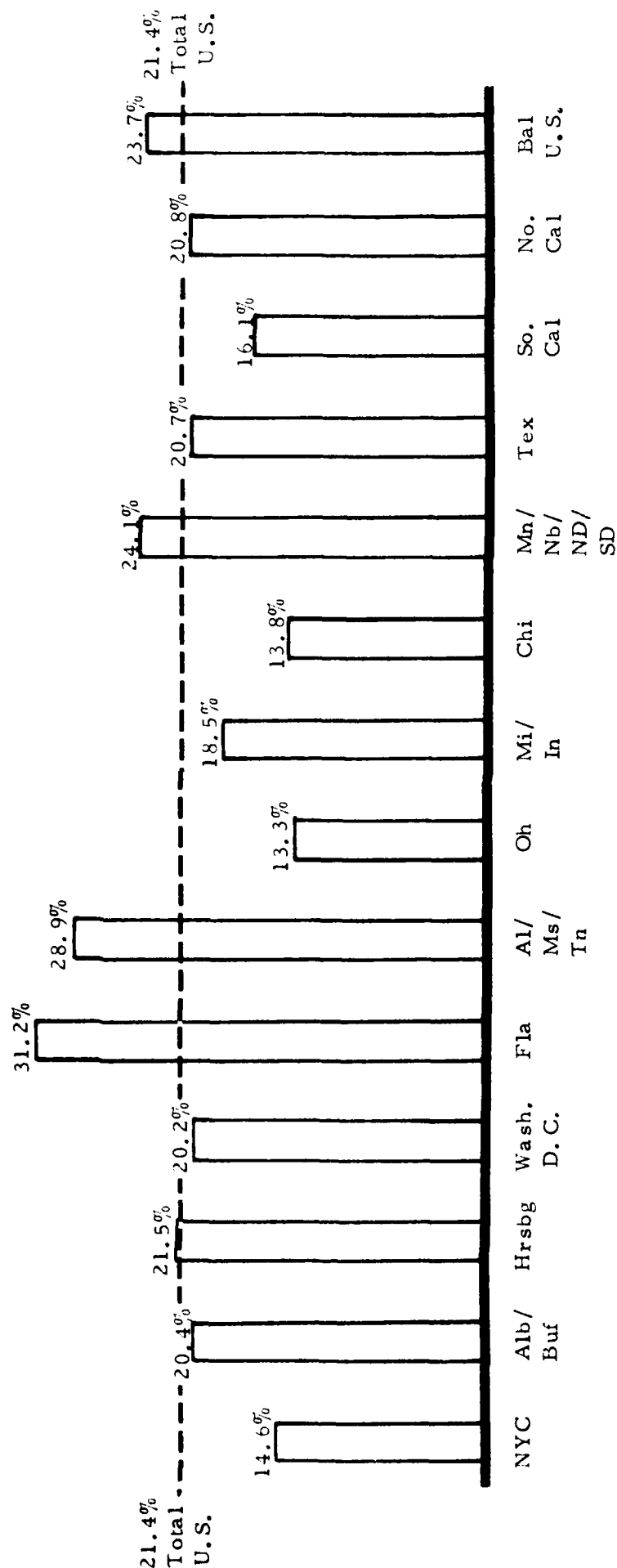(Percent respondents endorsing definitely or probably consider serving)

Source: Vol. 1, Qu. 4a, Page 048

Figure 1.2

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

AIR FORCE

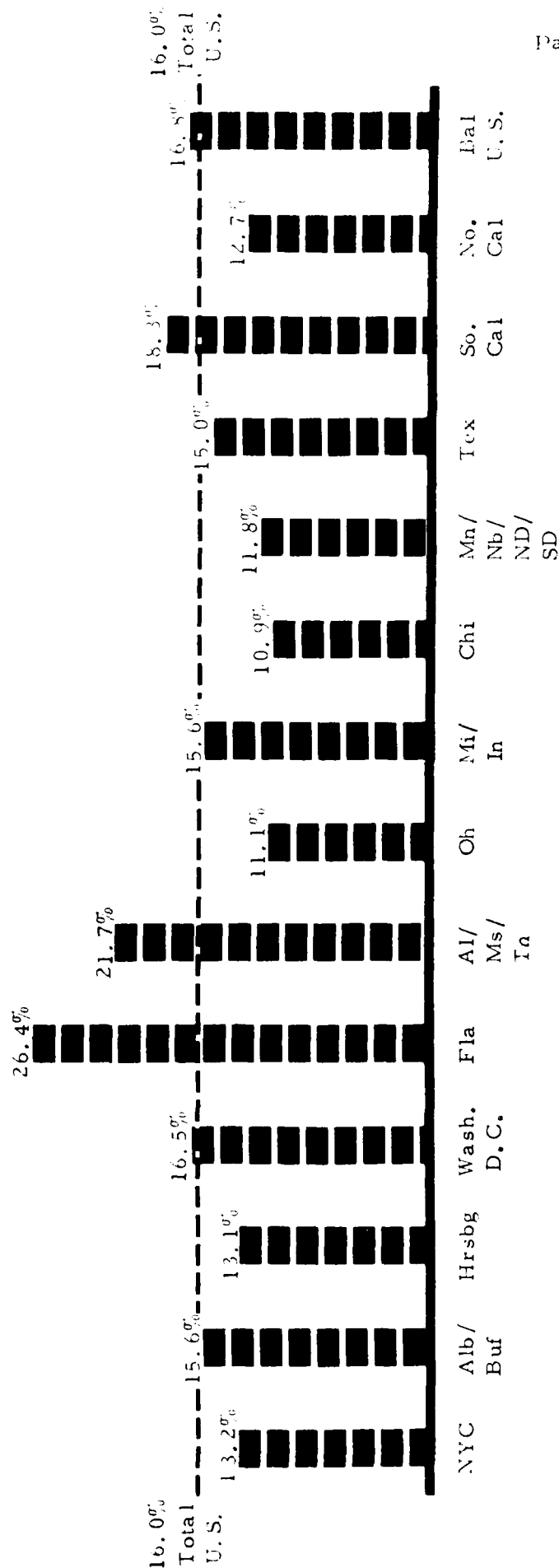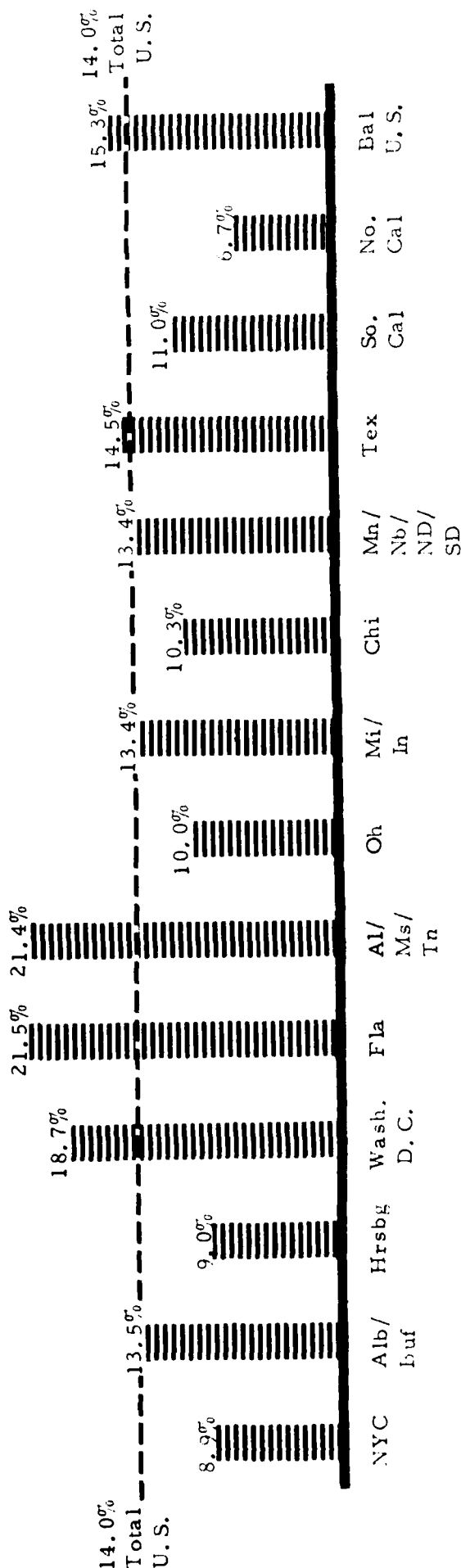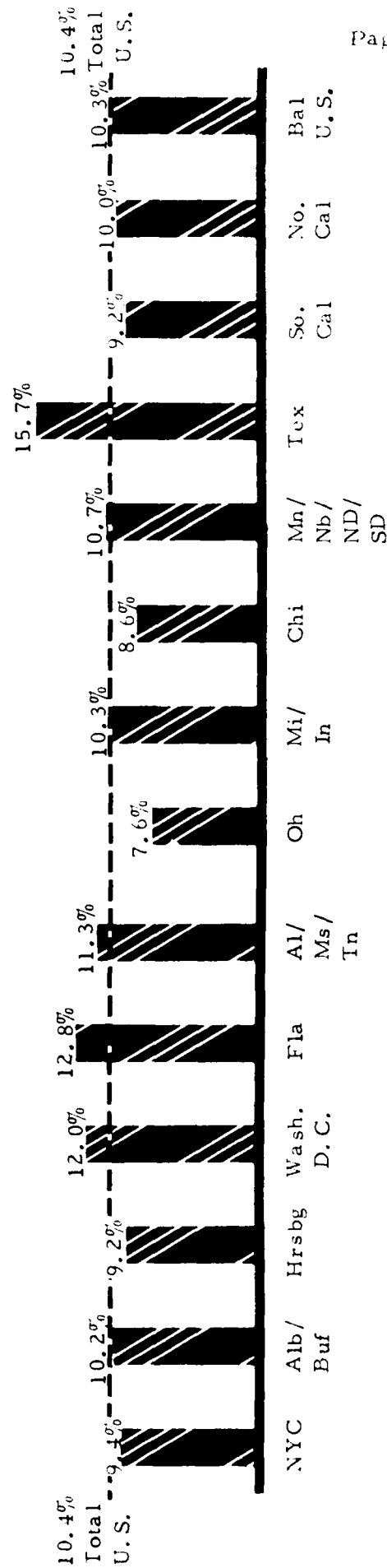(Percent respondents endorsing definitely or probably consider serving)

Source: Vol. 1. Qu. 4a. Page 049

Figure 1.3

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

ARMY

(Percent respondents endorsing definitely or probably consider serving)

14.0%
Total
U.S.

13.5%

8.9%   9.0%   18.7%   21.5%   21.4%   10.0%   13.4%   10.3%   13.4%   14.5%   11.0%   6.7%   15.3%   14.0%
                                                                                                              Total
                                                                                                              U.S.

NYC | Alb/buf | Hrsbg | Wash. D.C. | Fla | Al/Ms/In | Oh | Mi/In | Chi | Mn/Nb/ND/SD | Tex | So. Cal | No. Cal | Bal U.S.

Source: Vol. 1, Qu. 4a, Page 049

Figure 1.4

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

MARINE CORPS

(Percent respondents endorsing definitely or probably consider serving)

Source: Vol. 1, Qu. 4a, Page 052

Figure 1.5

POSITIVE PROPENSITY LEVELS BY TRACKING AREA

NAVY

(Percent respondents endorsing definitely or probably consider serving)

Source: Vol. 1, Qu. 4a, Page 053
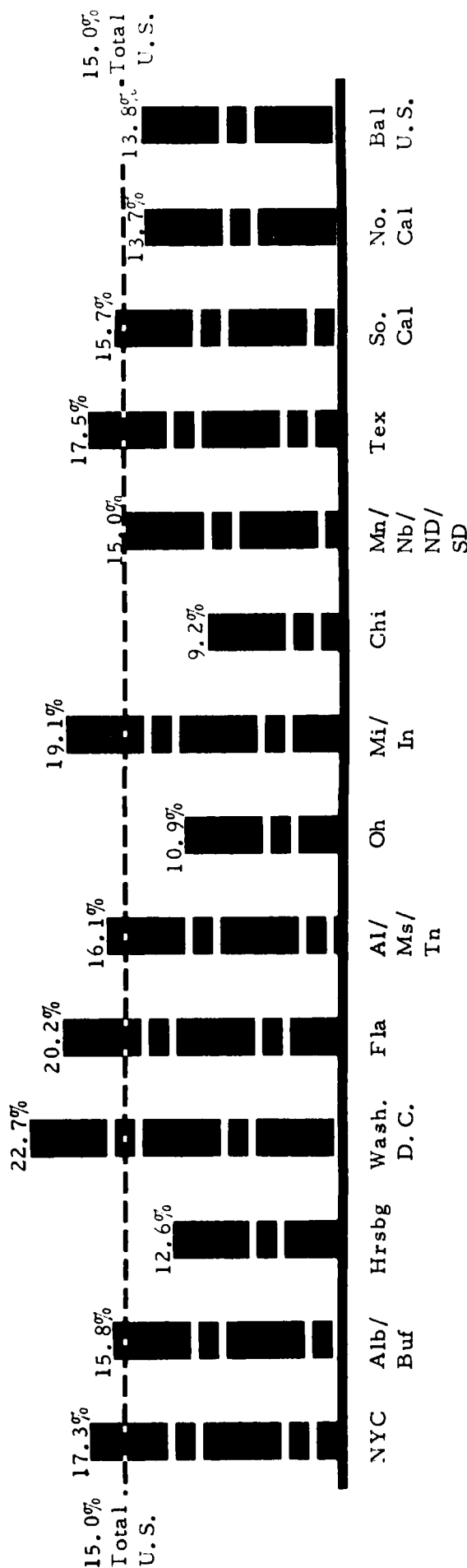
MARKET FACTS

With each service, the bar graphs evidence considerable variation in positive propensity between tracking areas. Table 1.1 reduces the number of tracking area differences to the essentials. Eliminated are those tracking area entries that do not vary in any important degree from the average for total U.S. Retained are those area estimates for which the U.S. average lies outside two standard errors $\triangleright$ around the tracking area mean. These tracking areas are considered exceptions in the sense that statistically they are different from the total U.S. with .95 probability.

On an exceptions basis, the following observations appear in Table 1.1:

1. Florida (31%) and Alabama/Mississippi/Tennessee (29%) are above average positive propensity tracking areas for National Guard/Reserves, while metropolitan New York (15%), Ohio (13%), Chicago (14%) and Southern California/Arizona (16%) are below average.

2. For Air Force, Florida (26%) is above average and Ohio (11%) and Chicago (11%) are below average.

3. For Army, Florida (22%) and Alabama/Mississippi/Tennessee (21%) are above average, while metro New York (9%), Harrisburg (9%) and Northern California (7%) are below average.

$\triangleright$ A measure of statistical variability.

4. Marine Corps, while nationally having the lowest positive propensity of any of the services, also shows the most stable patterns across tracking areas, with only one TA, Texas, above average at 16 percent.

5. Navy has only two exceptional TA's. Above average in positive propensity is Washington, D.C. (23%) and below average is Chicago (9%).

6. By tracking area, Florida may be characterized as an above average propensity area for military service in general (Guard/Reserves, Air Force, Army) and Chicago as a below average tracking area (Guard/Reserves, Air Force, Navy). Remaining tracking areas are exceptional for only one or at most two services.

The foregoing tracking area profiles are not necessarily indicators of potential for future accessions in any absolute sense. The areas differ in size of population and, therefore, in numbers of military availables. Many other area variables operate to affect accession rates, both with and without direct impact on attitude formation or intentions.

The analyses to be reported in Section III are particularly geared to investigating sets of demographic variables, attitudes and values as they impinge on propensity to serve.

TABLE 1.1 POSITIVE PROPENSITY TO SERVE IN VARIOUS BRANCHES OF MILITARY SERVICE

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent saying definitely or probably	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
National Guard/Reserves	21.4	15				31	29	13		14			16	
Air Force	16.0					26		11		11				
Army	14.0	9		9		22	21							
Marine Corps	10.4											16		
Navy	15.0				23					9				7

Base: All respondents

Response alternatives: Definitely consider
Probably
Probably not
Definitely not

Source: Qu. 4a, Vol. 1, pp. 48 - 53.

What is suggested for the preceeding profiles is that they be used to single out tracking areas for which examination of the recruiting program mix might identify the particular elements that account for differences in area performance.

Unless otherwise indicated, the remainder of this section will deal mainly with tracking areas on the exceptions basis described previously. Tracking area data points that are not exceptions to average values for total U. S. are suppressed from subsequent tables of the text. Tables, however, are footnoted as to exact source, so that all data points and sample sizes are recoverable from the full tabulations in Volume 1, YOUTH ATTITUDE STUDY, WEIGHTED DATA, FALL, 1975, as needed.

1.3   Factors Mediating Between Propensity to Serve and Enlistment

Certain survey questions have relevance in that they provide indications of the likely flow rate of new accessions in time, or are potentially useful in differentiating officer from enlisted prospects. This section presents results on when positive propensity prospects would expect to join the military service and likely officer/enlisted entry level. These factors, together with academic achievement in high school, including a derived measure of academic "quality", are examined across the tracking areas.

1.3.1   Expected Time of Entry Into Military Service

As indicated in Table 1.2, positive propensity prospects are
not equally committed as to when they would expect to join the military
service, 36 percent saying within two years on average for the total U.S.,
another 46 percent saying two or more years and a remaining 18 percent,
uncommitted. One explanation for the large percent saying two years or
more is that a large fraction of the positive propensity group is still in
the early years of high school.   For the two-year intention group, relative to
total U.S. (36.0%) Ohio is above average (51%), while below average areas
are Chicago (19%) and Northern California (21%).

Clearly, any future attempts to forecast accessions using
the positive propensity scale will require development also of a discount
factor for degree of commitment. Furthermore, there appears to be
enough regional differences in level of positive propensity and time of
entry expectations that consideration should be given to forecasting by
tracking area rather than for the aggregate U.S.

TABLE 1.2 WHEN EXPECT TO JOIN MILITARY SERVICE

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Percent naming this time span	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Within 2 years	36.0							51		19				21
More than 2 years	46.3			33				30	32					60
Don't Know/No Answer	17.6										10			

Base: Those with positive propensity

Source: Qu. 4b, Vol. 1, p. 56.

1.3.2   Officer vs. Enlisted Entry Expectations

Table 1.3 shows that 77 percent of those with positive propensity expect to enter service as enlisted men and 20 percent as officers, with metropolitan New York the single tracking area exception, a lower 61 percent registering interest in the enlisted ranks and a corresponding higher than average percentage expecting to be officers.

1.3.3   Academic Achievement and Derived Quality Index

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

TABLE 1.3 EXPECTATION OF ENTERING SERVICE AS AN ENLISTED MAN OR AN OFFICER

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Percent would enter as:														
Enlisted man	77.0	61												
Officer	19.7	35												

Base: Those with positive propensity

Source: Qu. 4c, Vol. 1, p. 57.

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

Table 1.4 summarizes average quality level for the entire respondent sample as measured by the quality index described above. With a score of 10 as maximum, the average index for the total U. S. is 6.41. Metropolitan New York is above average for the country (7.09) and Alabama/Mississippi/Tennessee below average (5.94). The remaining tracking areas fluctuate narrowly around the estimate for total U. S. The distribution of quality scores for individual respondents in the various area survey samples may be seen in Vol. 1, Qu. 15, page 159, YOUTH ATTITUDE STUDY WEIGHTED DATA, FALL, 1975.

Table 1.5 (base all respondents) shows for all tracking areas the claimed number of math courses taken and passed. This measure is one of the three components of the quality index. It will be seen that one of the reasons why metropolitan New York and Alabama/Mississippi/Tennessee are above and below average, respectively on the overall quality index is that New York students have taken more math courses and Alabama/Mississippi/Tennessee students fewer math courses on average.

TABLE 1.4 RESPONDENT QUALITY INDEX

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Total U.S.	NYC	Alb./ Buf.	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	Chi.	MN/ NB/ ND/ SD	TX	So. CA	No. CA
6.41	7.09					5.94							

Mean index value

Base: All respondents

Minimum value - 1
Maximum value - 10

Source: Vol. 1, p. 159.

TABLE 1.5   NUMBER OF MATH COURSES PASSED

BY TRACKING AREA

Percent naming this number of courses:	Total U.S. %	NYC %	Alb./Buf. Hrsbg. %	D.C. %	FL %	AL/MS/TN %	OH %	MI/IN %	Chi. %	MN/NB/ND/SD %	TX %	So. CA %	No. CA %
Three or More	36.3	54	40	43	40	38	24	42	42	36	41	27	32	34
Less than Three	44.9	31	44	39	43	45	49	39	41	50	45	56	51	44
None/No Answer	18.7	15	16	19	17	17	28	20	18	15	14	17	17	22

Base: All respondents

Source: Qu. 15, Vol. 1, p. 171.

The metropolitan New York sample also contains a higher percentage and the Alabama/Mississippi/Tennessee sample a lower percentage of respondents claiming to have earned A and B grades in high school (Table not shown. See Vol. I, Qu. 13, page 162 for tabulation of self-reports of high school grades).

Although not a component of the quality index, type of high school education program differentiates New York as above average for the U.S. in percentage of students taking the college preparatory program and shows Alabama/Mississippi/Tennessee below average in college preparatory enrollment. Instead students in this tracking area show an above average enrollment in high school vocational programs (Table not included. See Vol. I, Qu. 14, page 163).

In summary, the quality index does seem to discriminate between tracking areas and thus appears to have some utility for improving estimates of accession potential to the extent that the military services can establish the value of an accession at different quality levels.

It should be noted in passing that 12th grade high school students can (but not necessarily do) place higher than 11th or 10th graders on the quality index to the extent that the senior has had an opportunity to take and, therefore, pass more math courses.

1.4   <u>Consideration of Various Types of Work in Armed Services</u>

The sub-sample of respondents with positive propensity was asked to indicate whether they would or would not consider each of six major categories of work in the armed services. As shown in Table 1.6, electrical/mechanical technician received the largest percentage of affirmative responses (68.4%) in the total U. S. Interest in the other types of work ranged downward to a low for Medical/Dental specialists (18.9%). Direct Combat would be considered by 46.5 percent.

Tracking areas with above average category interest are:

Direct Combat—Texas

Electronic Equipment Technician—Florida, Alabama/Mississippi/
                                                            Tennessee

Electrical/Mechanical Technician—Texas

Clerical/Service/Supply Handling—Michigan/Indiana

Communications/Intelligence/Craftsman/
   Other Specialist   —Florida, Ohio

Medical/Dental Specialist—None

1.5   <u>Advertising Slogan Identification and Rated Importance</u>

1.5.1   <u>Slogan Importance</u>

Respondents were asked to give the name of the service making each of a number of statements, e.g., "The _____ can train you in one of more than 250 skills."

TABLE 1.6 CONSIDERATION OF TYPES OF WORK IN THE MILITARY

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent would consider these types of work:	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Direct combat role	46.5	35		26								60		
Electronic equipment technician	52.1					63	64							
Medical/dental specialist	18.9													
Electrical/mechanical technician	68.4	53										79		
Clerical/service/supply	35.8								49					
Communications/intelligence/ craftsman/other	61.5					72	48	76						

Base: Those with positive propensity

Source: Qu. 4d, Vol. 1, pp. 58 - 63.

There were eight such advertising statements, none of which were referred to as advertising by the interviewer.

Table 1.7 summarizes the percent correct association of service with slogan and also shows the service most often associated with each slogan. Navy's "Be someone special, go _____" had the highest correct registration for total U. S. (69.7%), and no individual tracking area fell under 50%. Next best registered were Marine Corps' "For 200 years the _____ has kept its ranks small and its standards high" (52.6%) and Army's "Join the people who've joined the _____" (51.3%). Registration levels of both slogans deviated from the national average in two or more tracking areas.

Army's PROJECT AHEAD slogan was correctly identified by 40.5% of all respondents and two tracking areas were exceptions. The four remaining slogans had correct identification levels ranging between 21 and 27% for the country as a whole and two or more tracking areas per slogan deviated from the U. S. average. It will be noted that two out of the four slogans, Air Force's "The _____ can train you in one of more than 250 skills" and "Further your education throught the Community College of the _____ where you can learn while you earn" were more frequently associated with the Army than with the Air Force.

TABLE 1.7 ASSOCIATION OF ADVERTISING SLOGANS WITH SERVICES

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Percent associating:	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Can train in one of more than 250 skills Correct: Air Force Most Associated:	21.5 A								16				28	
For 200 years kept ranks small/standards high Correct: Marine Corps Most Associated:	52.6 MC						42				61			
Join the people who've joined the . . . Correct: Army Most Associated:	51.3 A			60	40				44	44	62	38		
Be someone special, go . . . Correct: Navy Most Associated:	69.7 N	52		77			79			62				
Further your education through Community College Correct: Air Force Most Associated:	27.4 A									20			35	
Project Ahead lets you earn college credits Correct: Army Most Associated:	40.5 A	34									52			
Build your future on a proud tradition Correct: Navy Most Associated:	22.5 MC	14			33		15	17					31	
Same pay/training/opportunities as other services Correct: Marine Corps Most Associated:	23.0 MC	15					30							

Base: All respondents

Source: Qu. 5a, Vol. 1, pp. 81, 84, 87, 90, 93, 96, 99, 102.

1.5.2   Rated Importance of Advertising Content

          All respondents were asked to rate the importance of the
information contained in each advertising statement, assuming military
service to be under consideration. Response alternatives and weights used
in analysis were: very important—4, fairly important—3, don't know/not
sure—2, not important—1. Mean importance ratings are summarized in
Table 1.8 for total U. S. and for tracking areas on an exceptions basis.

          The three slogans containing education and training references
received highest overall ratings, ranging between fairly and very important
(3.0 to 4.0). The remaining themes were considered of lesser importance
and Army's "Join the people . . ." theme received a rating low enough (1.87)
to raise a question whether the slogan contains enough information to be
evaluated in the sense of personal importance.

          Table 1.8 contains many more tracking area exceptions than
was typical of other survey measures, and this is attributable to a high degree
of sensitivity in the rating scale. By no means are all or even most of the
tracking area deviations necessarily of actionable significance. Nonetheless,
it may be noted that metropolitan New York respondents attached lower than
average importance ratings to seven out of eight slogans relative to total
U. S. By way of contrast, the Alabama/Mississippi/Tennessee tracking
area attached higher than average importance ratings to all service themes.

TABLE 1.8 RELATIVE IMPORTANCE OF ADVERTISING SLOGANS

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Mean scores for each slogan	Total U.S.	NYC	Alb./ Buf.	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	Chi.	MN/ NB/ ND/ SD	TX	So. CA	No. CA
Train in one of more than 250 skills	3.09	2.81			3.23		3.32		2.91		3.40		2.92	
For 200 years kept ranks small/standards high	2.45	1.98			2.67	2.66	2.82	2.26	2.27		2.63	2.74	2.27	2.23
Join the people who've joined the . . .	1.87	1.55			2.33		2.35	1.61	1.59			2.16		1.59
Be someone special, go . . .	2.09	1.92	1.88	1.93	2.52		2.52		1.91			2.40	1.90	1.93
Further your education through community college	3.08	2.81					3.34	2.86						
Project Ahead lets you earn college credits	3.14	2.84					3.31				3.37		2.93	
Build your future on a proud tradition	2.32	2.02		2.09	2.64		2.81	2.08	2.10				2.02	2.00
Same pay/training/oppor-tunities as other services	2.70				2.93	2.86	3.02		2.48		2.94		2.51	

Base: All respondents

Weights used in computing means:

Very Important = 4	Don't Know/Not Sure = 2
Fairly Important = 3	Not Important = 1

Source: Qu. 6b, Vol. 1, pp. 82, 85, 88, 91, 94, 97, 100, 103.

Similarly, the Washington, D. C. area exhibits a general pro-military

tendency in the form of higher than average importance ratings in relation

to total U. S.

1.6   Perceived Attributes of the Services

All respondents in the survey sample were read a list of

attributes one at a time and asked to indicate to which service or services

each attribute best applied, if any. Tables 1.9 through 1.12 show attribute

associations by individual service. In this section attention is drawn mainly

to gross patterns by tracking area. Section II of the report will later

examine service image differences in greater detail.

1.6.1   Air Force—Table 1.9

The Albany/Buffalo tracking area falls below the U. S. average

in level of association of six out of eleven attributes with the Air Force.

On a smaller attribute set metropolitan New York also has lower association

levels.

1.6.2   Army—Table 1.10

Southern California and metropolitan New York tracking areas

have low level attribute profiles for Army relative to the U.S. as a whole,

while Minnesota/Nebraska/North Dakota/South Dakota, in relation to the rest

of the country has high association levels on about half the attributes.

TABLE 1.9 IMAGERY ATTRIBUTES ASSOCIATED WITH AIR FORCE

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimates

Percent associating attribute with Air Force	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Opportunity to better life	41.7		34											
Trains for leadership	27.9		22							37				
Teaches valuable trade	47.6		39		40	56								
College education	43.6						36				52			35
See many countries	36.0													
Good benefits for family	42.7	31					36							
Career you can be proud of	47.9		41					56			58			
Men you like to work with	40.3	31	·33					49						
Job you want	37.1	28												
Challenging job	46.5		38								55			
Pays well to start	32.8	17												

Base: All respondents

Source: Qu. 5, Vol. 1, pp. 70 - 80

TABLE 1.10 IMAGERY ATTRIBUTES ASSOCIATED WITH ARMY

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent associating attribute with Army	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Opportunity to better life	29.5	22	22											
Trains for leadership	32.8		23	26				41		40	40		22	
Teaches valuable trade	39.4									32			32	
College education	47.4					37					57			
See many countries	31.7	23									42		23	
Good benefits for family	42.3							51	33		48		31	
Career you can be proud of	35.1	20									42		22	27
Men you like to work with	33.0										42		18	
Job you want	29.1	16											23	
Challenging job	33.4	25	26					41					22	
Pays well to start	27.8	13												

Base: All respondents

Source: Qu. 5, Vol. 1, pp. 70 - 80

TABLE 1.11 IMAGERY ATTRIBUTES ASSOCIATED WITH MARINE CORPS

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent associating attribute with Marine Corps	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Opportunity to better life	24.7	17					11	32						
Trains for leadership	48.8	39	42	57			34	60						56
Teaches valuable trade	25.2	17					18							
College education	28.4	20	22				20							
See many countries	23.9												18	
Good benefits for family	31.1						21		24					
Career you can be proud of	41.2	33					28				56	49	29	
Men you like to work with	30.4	16					24						18	
Job you want	19.2	10			14		14						11	
Challenging job	38.3	23											29	
Pays well to start	20.2	9											14	

Base: All respondents

Source: Qu. 5, Vol. 1, pp. 70 - 80

TABLE 1.12 IMAGERY ATTRIBUTES ASSOCIATED WITH NAVY

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

Percent associating attribute with Navy	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	Fl. %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Opportunity to better life	30.8				41						39	39		
Trains for leadership	22.2				29		14					29		29
Teaches valuable trade	37.1						26				44			
College education	37.4	27.					28							
See many countries	64.7						53							
Good benefits for family	37.2				47		27			30				
Career you can be proud of	39.2				48		31				51		28	
Men you like to work with	35.0	27			45									
Job you want	29.6	23												23
Challenging job	35.1	25					25				43		26	
Pays well to start	24.7	12		31	33									

Base: All respondents

Source: Qu. 5, Vol. 1, pp. 70 - 80.

1.6.3   Marine Corps — Table 1.11

As with Air Force and Army, metropolitan New Yorkers are less likely than respondents elsewhere to describe the Marine Corps in terms of the eleven attributes. The Alabama/Mississippi/Tennessee and Southern California tracking areas also have lower level profiles.

1.6.4   Navy — Table 1.12

Washington, D. C. and Minnesota/Nebraska/North Dakota/ South Dakota are relatively high profile areas for Navy, while metropolitan New York and Alabama/Mississippi/Tennessee are low profile areas.

1.7   Recent Recruiter Contact

Table 1.13 shows incidence of recruiter contact since beginning of summer (past 5 to 6 months). Nationally, 24.4% of all respondents had some form of recruiter contact. The Chicago area had an above average incidence (33%), while Albany/Buffalo and Southern California tracking areas were below average (18%) and with metropolitan New York showing the lowest contact rate (13%).

TABLE 1.13 HAD CONTACT WITH MILITARY RECRUITER

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

	Total U.S.	NYC	Alb./ Buf.	Hrsbg.	D.C.	FL	AL/ MS/ TN	OH	MI/ IN	Chi.	MN/ NB/ ND/ SD	TX	So. CA	No. CA
	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Percent had contact:														
Since beginning of summer	24.4	13	18							33			18	

Base: All respondents

Source: Qu. 7a, Vol. 1, p. 105

1.7.1   Adequacy of Information Received

The sub-sample of respondents who had ever had contact with a recruiter was asked to evaluate the adequacy of the information given them in terms of receiving all information wanted, most of it, or very little. In the total U. S., approximately 80% of contacts resulted in respondents getting all or most of the information wanted, and this held true for the individual services. Table 1.14, consequently, focuses only on the remaining 20% of respondents within each service who felt they received very little of the information wanted.

1.   Air Force tracking areas in which recruiters seem to be particularly effective in providing information are Albany/Buffalo, Ohio, Minnesota/Nebraska/North Dakota/South Dakota and Northern California. The Michigan/Indiana area, on the other hand, reflects twice the national rate (35% vs. 17.8%) of dissatisfied prospectives.

2.   Relative to a 22.8% level of dissatisfaction nationally for Army, metropolitan New York, Southern and Northern California have less than half this rate and no tracking areas exceed the national average.

TABLE 1.14   PERCENT RECEIVING INADEQUATE INFORMATION FROM MILITARY RECRUITER

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Percent getting very little information	Total U.S. %	NYC %	Alb. / Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
From Air Force	17.8		8					6	35		5			6
From Army	22.8	8											7	9
From Marine Corps	21.7				38	39					11			
From Navy	21.4										10		4	

Base: Respondents with recruiter contact since the beginning of summer

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

Source: Qu. 8e, Vol. 1, pp. 124, 127, 130, 133

3. Marine Corps has two tracking areas, Washington, D. C. and Florida, with above average levels of dissatisfaction, while Minnesota/Nebraska/North Dakota/South Dakota registers less than the national average (21.7%)

4. Navy's national average (21.4%) is not exceeded by any individual tracking area. Minnesota/Nebraska/North Dakota/South Dakota (10%) and Southern California (4%) have lower than average complaint rates.

1.7.2 <u>Change in Attitude Toward Service After Talking to Recruiter</u>

Finally, respondents who had talked to recruiters were asked to rate their attitude toward joining the particular service branch relative to what it had been before the recruiter contact. The response alternatives and weights for analysis were: much more favorable—5, slightly more favorable—4, didn't change—3, slightly less—2 and much less favorable—1.

As indicated in Table 1.15, attitudes toward enlistment shifted in the favorable direction on average for each service. Among the services, Air Force had the greatest number of tracking area exceptions relative to its national average. Notable is metropolitan New York's above average favorable attitude shift (3.55 vs. 3.37 for total U. S.). This is one of the few positive exceptions for New York, which is otherwise characterized by the remaining data of the study as a low interest, low knowledge area for military recruiting in general and the individual services specifically.

TABLE 1.15 ATTITUDE TOWARD SERVICE AFTER TALKING TO RECRUITER

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Mean ratings	Total U.S.	NYC	Alb./Buf.	Hrsbg.	D.C.	FL	AL/MS/TN	OH	MI/IN	Chi.	MN/NB/ND/SD	TX	So. CA	No. CA
From Air Force	3.37	3.55		3.15	3.09	2.85		3.52					3.06	
From Army	3.14						3.57							
From Marine Corps	3.16						3.72							
From Navy	3.22						3.57							

Base: Respondents who ever talked with recruiter

Weights used in computing means:

Much More Favorable = 5
Slightly More Favorable = 4
Didn't Change = 3
Slightly Less Favorable = 2
Much Less Favorable = 1

Source: Qu. 8f, Vol. 1, pp. 125, 128, 131, 134.

Among tracking areas, Alabama/Mississippi/Tennessee showed the greatest number of mean attitude shifts across services and all shifts were in the more positive direction.

1.8   Other Activities Concerning Enlistment

All respondents in the survey were asked whether they had been involved or not involved in a series of information seeking behaviors since the beginning of the summer (past 5 to 6 months). Table 1.16 summarizes the percent answering affirmatively to a subset of those actions which are relevant to the services' recruiting and advertising programs.

In decreasing order of frequency of occurrence in the total U. S., actions concerning enlistment were: talked with parents—37.2%, took Armed Services Aptitude Test—19.6%, talked with teacher/counselor—11.9%, mailed coupon for information—11.1%, physically or mentally tested by military—6.0% and made toll-free call for information—2.8%.

Because of the low incidence of toll-free telephone use and physical/mental testing, all tracking area results are listed for these two activities rather than treated on a statistical exceptions basis. Entries by tracking area for the remaining activities occur only where the two standard error limits about the tracking area estimate do not include the average for total U. S. On this basis, metropolitan New York had a lower than average level of activity on all items.

TABLE 1.16 ACTION TAKEN SINCE THE BEGINNING OF SUMMER

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range
of two Standard Errors of the Tracking Area estimate

Percent answering yes	Total U.S. %	NYC %	Alb./ Buf. %	Hrsbg. %	D.C. %	FL %	AL/ MS/ TN %	OH %	MI/ IN %	Chi. %	MN/ NB/ ND/ SD %	TX %	So. CA %	No. CA %
Talked with Teacher or Guidance Counsellor	11.9	7									17			
Talked with One or Both Parents	37.2	29				47				26				
Taken Aptitude Test in High School given by Armed Services	19.6	5	12			28	32	13						
*Made Toll-Free Call to get information	2.8	1	3	4	4	10	3	3	4	3	3	3	4	4
Mailed Pre-Addressed Coupon to get information	11.1	7		18								7		
*Physically or Mentally Tested at a Military Examining Station	6.0	4	6		5	11	5	6	6	4	4	8	4	5

Base: All respondents

* Data shown for all Tracking Areas

Source: Qu. 7c, Vol. 1, pp. 111, 113, 115 - 117

The low use rate of toll-free calls, if the survey results are indicative of year round levels rather than reflecting a summer seasonal decline, might suggest further evaluation of the cost benefits of this telephone service.

1.9   Knowledge of Monthly Enlisted Starting Pay

Respondents provided their best estimates of monthly enlisted starting pay before taxes. No pay scales or other monetary cues were given by the interviewer. Estimates were coded by $50 intervals for analysis purposes.

Table 1.17 summarizes two aspects of the data. The first is the percentage of respondents who were not able to make any estimate (41.5% in total U. S.). Metropolitan New York and Washington, D. C. had higher than average sample fractions not able to make an estimate of starting pay, while Southern California had a lower percentage than the national average.

Table 1.17 also shows the mean monthly dollar value of starting pay for those respondents who made an estimate. The mean estimate of $361 is within one dollar of the correct monthly starting pay of $362 in the total U. S. However, seven out of ten tracking area means were between $10 and $45 per month too low. The Texas tracking area, as well as Southern and Northern California, overestimated the correct amount of monthly pay by $15 to $35, on average.

TABLE 1.17 ESTIMATED MONTHLY STARTING PAY FOR ENLISTED MAN

TRACKING AREAS WHICH DIFFER FROM TOTAL U.S.

Entries only shown where Total U.S. falls beyond the range of two Standard Errors of the Tracking Area estimate

	Total U.S.	NYC	Alb./ Buf.	Hrsbg.	D.C.	FL	AL/ MS/ T..	OH	MI/ IN	Chi.	MN/ NB/ ND/ SD	TX	So. CA	No. CA
Don't Know/No Answer (Percent)	41.5%	62%			50%								32%	
Pay in Dollars (Mean)	$361.1	$322		$316		$346	$351	$352		$328	$344	$395	$381	$376

Base: All Respondents

Source: Qu. B, Vol. 1, p. 25.

The opportunities to correct misperceptions about amount of pay in below
average tracking areas are clearly identified, as is the need to stimulate
awareness about pay in all tracking areas.

SECTION II

S E R V I C E   A T T R I B U T E S

SECTION II

SERVICE ATTRIBUTES

To investigate perception of service attributes, the survey
respondents were presented with eleven (11) image-related statements and
asked to associate one or more of the services -- Air Force, Army, Marine
Corps, Navy -- with each statement.

2.1   Most Discriminating Attributes

The findings reveal that today's young men discriminate among
the services on every one of the eleven attributes. The degree of dis-
crimination, however, varies dramatically among attributes. One statis-
tical measure of the relative importance of each variable in explaining
perceived differences among the services is the magnitude of an F Ratio
for that variable. On this basis, the image statements may be ranked
as shown on the following page.

	F Ratio*
See many different countries	507. 6
Trains you for leadership	310. 9
Teaches you a valuable trade	120. 4
College education while you serve	94. 7
Gives you the job you want	84. 1
Opportunity to better your life	66. 0
Gives you a challenging job	62. 2
A career you can be proud of	56. 4
Pays well to start	31. 3
Good benefits for family	31. 0
Other men you'd like to work with	21. 7

* An "F" Ratio of 3. 78 is required to be significant at a 99 percent level of confidence.

2. 2   Perceived Differences

Perceived positioning of each service on the image attributes is shown graphically in Figure 2. 1. The data show the extent to which the proportion naming a particular service differs (arithmetically) from the average proportion for all four services. Several key observations can be drawn from respondent perceptions:

- The Navy receives its highest endorsement relative to other Services for opportunity to travel abroad. On most other attributes, the Navy falls near the average position except on training for leadership, where it scores much lower than any other service.

- The Marine Corps stands out significantly above other services for its leadership training qualities. Also, the Marine Corps is positively recognized for a proud career and giving a challenging job. On both of these attributes, however, the Marine Corps is surpassed by the Air Force.

- The Army is cited most often as helping get a college education, even though the Air Force also is cited favorably on the same attribute. The Army shares the spotlight with the Air Force by getting equal recognition in terms of perceived family benefits.

- The Air Force gets highest endorsements on seven of the eleven image attributes included in the study: Gives you an opportunity to better your life; Teaches you a valuable trade; Gives you a job which is challenging; Gives you the job you want; Is a career you can be proud of; Has other men you would like to work with; and Pays well to start.

Figure 2.1

PERCEIVED IMAGES OF AIR FORCE, ARMY,
MARINE CORPS AND NAVY

(Deviations From All-Services Average)

Allows you to see many
different countries
of the world

MC   A AF   A   N
-.17   -.10 -.05   +.01   +.31

Trains you for leadership

N   AF   A   MC
-.15   -.08   +.01   +.24

Teaches you a
valuable trade

MC   N   A   AF
-.13   -.03   +.03   +.13

Helps you get
a college education
while you serve

MC   N   AF   A
-.12   -.04   +.05 +.11

Gives you the
job you want

MC   N A   AF
-.10   -.00   +.11
        -.01
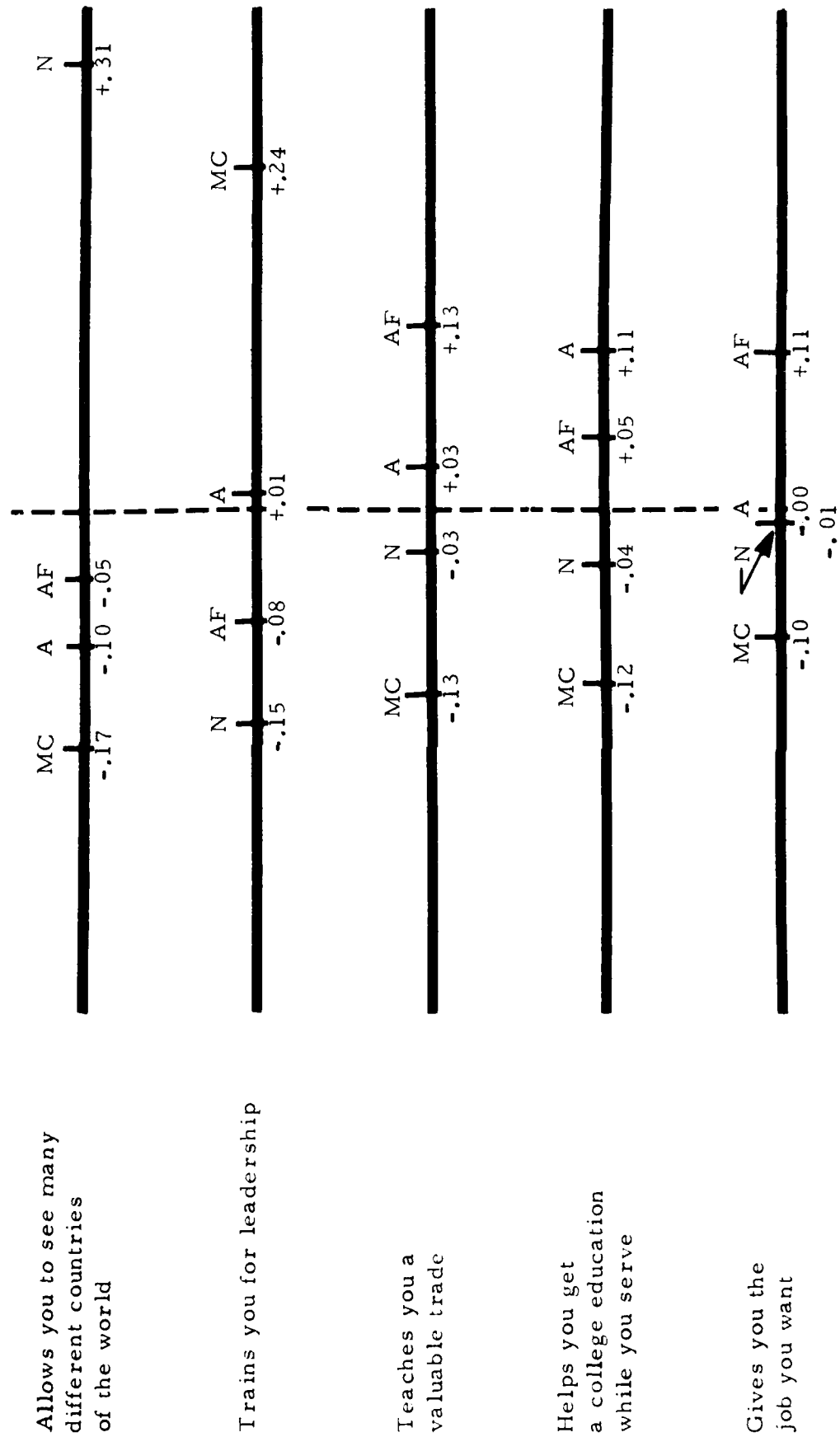
Figure 2.1 (Cont.)

PERCEIVED IMAGES OF AIR FORCE, ARMY,
MARINE CORPS AND NAVY
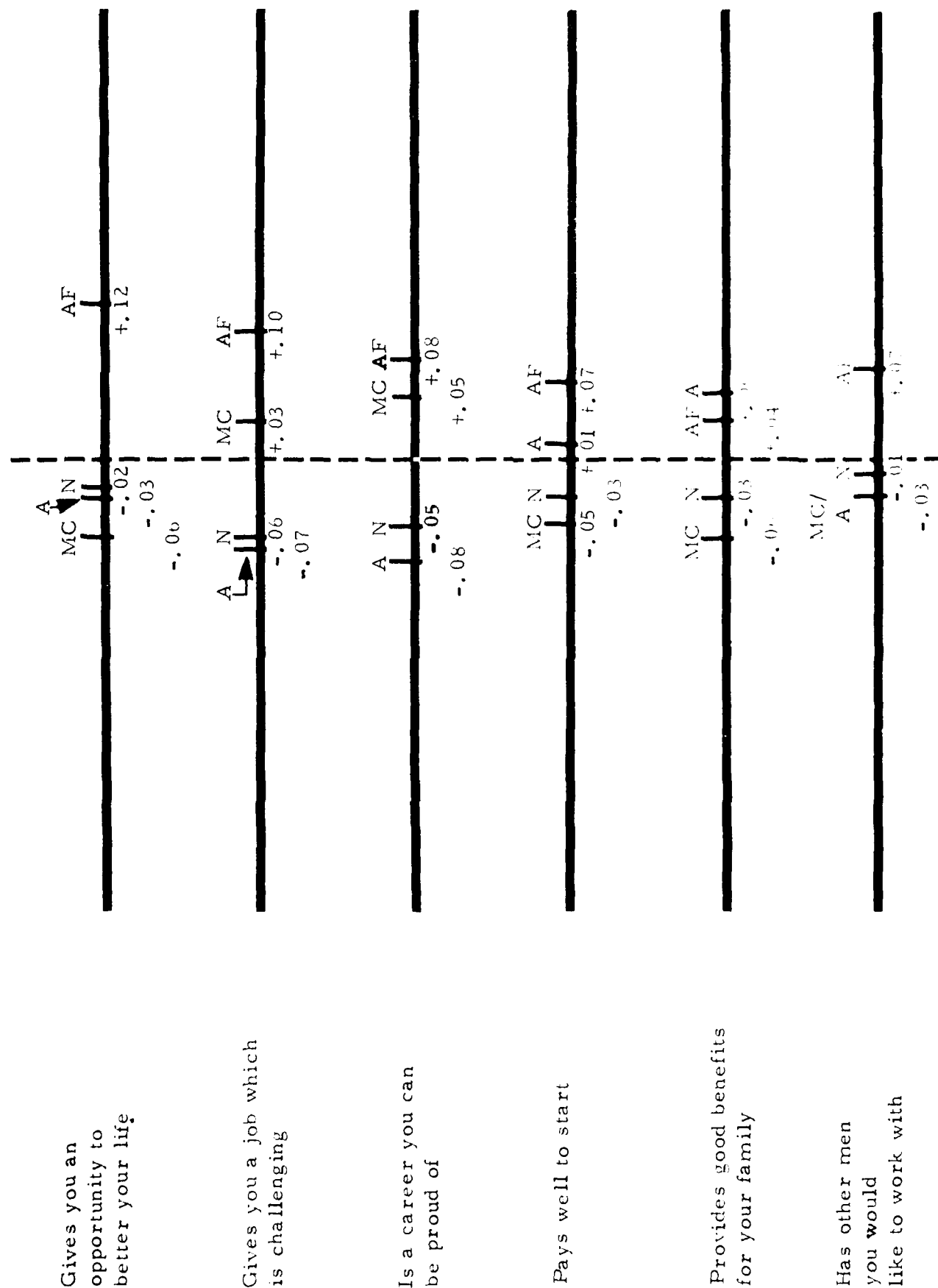
SECTION III

ANALYSIS OF PROPENSITY

SECTION III

ANALYSIS OF PROPENSITY

3.1   Introduction

Propensity to serve in the military was a very important variable in the study because it indicated the general feeling toward military service. The association of propensity with various explanatory variables was, therefore, examined. The analysis was conducted by dividing the sample respondents into two groups on the basis of propensity (positive versus negative). As outlined in a previous section, positive propensity was defined as a response of "definitely" or "probably" likely to serve, and negative propensity was "probably not", "definitely not", and "don't know/ not sure." $\triangleright$

The analysis was conducted for groups defined on propensity to serve for each service separately (Air Force, Army, Marine Corps, Navy). Each of the following sections describes and interprets the results of one of these four analyses. The reader is first directed to the Air Force analysis for specification of variables considered, description of variable coding, and explanation of reporting format. These same specifications apply to the remaining three services.

$\triangleright$ The two propensity-based groups were compared on the entire set of explanatory variables simultaneously through the use of regression analysis with a dummy (0-1) dependent variable. This procedure is equivalent to a two group multiple discriminant analysis.

3.2   <u>Air Force Analysis</u>

The purpose of the Air Force analysis was to identify those descriptor variables associated with positive propensity toward service in the Air Force.

The 57 descriptor variables used in the analysis were related to:

Age	(Q. 3a)
Educational status	(Q. 3c, 3d)
Employment status	(Q. 3f, 3h)
Perceived job availability	(Q. 3k)
Quality	
Race	(Q. 17)
Perceived importance of slogan	(Q. 6b)
Talking with influencers	(Q. 7a)
Requests for information	(Q. 8a, 7a)
Estimation of enlisted starting pay	(Q. 9)
Perceived importance of life goals	(Q. 10a)
Perceived advantage of civilian life for achievement of life goals	(Q. 10b)
Education of father	(Q. 12)

Educational status was considered in the following categories:

> 10th grade
> 11th grade
> 12th grade
> 1st or 2nd year of vocational or
>   trade school
> 1st or 2nd year of four-year college
> 1st or 2nd year of junior college
> not in school; not high school graduate
> not in school; high school graduate

The first seven of these educational categories were represented as state variables (0-1) with the last category being the base state. The employment status was considered similarly, using state variables to represent "not employed; looking for a job" and "not employed; not looking for a job". "Employed" was the base state for this set of variables. Race was represented with state variables for "black" and "other minority groups", with "white" as the base state. Importance of slogans was represented by a scale of 1 to 4, from not important to very important. (Don't know/not sure was coded as "2").

Estimation of military pay was represented as four state variables (0 - 1) as follows:

> Don't Know (treated as base state)
> Less than $325
> Between $325 and $400
> More than $400

Importance of life goals was represented by a scale of 1 to 4, from extremely unimportant to extremely important. Perceived advantage of civilian life for achievement of life goals was measured in Question 10b as to whether it was more likely that the goal would be achieved in the military service or in a civilian job. Much more likely in the military was coded as a "1", much more likely in a civilian job was coded as a "5", and either military or civilian was coded as a "3".

A larger value on this variable indicates a perception that a civilian job is more likely to result in achievement of the goal. Education of father was coded as shown in Question 12. ▷

The results of the comparison of the positive and negative propensity groups for Air Force are shown in Table 3.1. The variables are listed in decreasing order of statistical significance of the difference between the groups. The F statistic shown in the table indicates the degree of significance of the difference between the two groups on each variable _after_ the effects of all other variables in the table have been eliminated. The groups are significantly different on all variables shown in the table. ▷

The means for the two groups are also shown in Table 3.1. These figures take the form of average scale value for the group (e.g., civilian advantage on freedom) or percent of the group falling into the category (e.g., Percent of positive propensity respondents who talk with parents). Since the responses were used in unweighted form in these analyses, the group means shown in these tables may be slightly different from those shown in the four volumes of tabulations referenced in previous sections of this report.

▷ Tracking area of residence was also included in this analysis to account for the variance in the other descriptor variables explained by geographic region. This means that the explanatory effects of the variables shown in the results are those which remained after the confounding effects of geographic region were eliminated. Tracking area was represented as 13 state variables with the balance of the country as the base state. The group differences on these variables are not shown in the results of this section since they have been examined in detail in Section I.

▷ The term "significance" is used throughout this section in the statistical sense only.

TABLE 3.1

ANALYSIS OF PROPENSITY TO SERVE

AIR FORCE

Variable	Pos.	Neg.	F
Air Force recruiter contact	25.1%	11.7%	57.5
Talk with parents	62.8%	34.5%	47.9
Civilian advantage on freedom*	3.6	4.1	41.2
Blacks	20.5%	10.5%	22.2
Age*	17.4	17.9	21.4
Importance of adventure*	3.5	3.3	13.1
Importance of slogan 1 (train in 250 skills)*	3.4	3.0	10.3
Civilian advantage on challenge*	2.3	2.8	9.3
Talk with teacher/counselor	24.4%	11.4%	9.1
Civilian advantage on status*	2.4	2.9	8.8
10th grade	13.4%	6.2%	8.1
Civilian advantage for job security*	2.2	2.6	5.4
Other race	9.5%	7.0%	4.4
Importance of helping others*	3.7	3.6	4.3
Aptitude test in high school	20.1%	18.2%	4.0

$F_{.05} = 3.84$

* Mean scale values are shown

The tables of results provide useful information in the form of differences between the groups and in the absolute levels of the variables for the groups.

As indicated by the magnitude of the F value in Table 3.1, the variable contributing most to the discriminating between positive and negative propensity groups is Air Force recruiter contact, with 25.1% of positives vs. 11.7% of negatives having had contact. As will be seen in the remaining three service analyses, recruiter contact is, in the statistical sense, one of the more important concomitants of positive propensity to serve.

The groups were different on three of the demographic variables. The positive propensity group consisted of a larger proportion both of blacks and of other minority races than the negative propensity group. The positive group was also younger on average and had a larger proportion of respondents in the 10th grade. There was no difference on the other educational status variables or employment status.

Air Force propensity groups were significantly different on discussion of the military with certain influencers. Having talked with parents is the second most discriminating of all descriptor variables in the analysis. Propensity groups also differed on proportion of group members who had discussed the issue with teachers/counsellors.

While these associations do not mean that discussions caused high propensity, the associations themselves are important. Whether the respondents talk, for example, with parents about the military, either before or after they have started to consider military service, it is important that they receive support for the idea. This means that efforts directed toward influencers may be very important. The ranking of the influencers in Table 3.1 gives an indication of the relative differentiating power of discussion with these types of people. It is clear that parents are the most important group, followed by teacher/counselor. While it may be difficult to isolate communication to these influencers through media selection in some cases, attention should be given to selective copy strategies.

The positive propensity group gave a higher average importance rating than the negative group to advertising slogan 1 (train in 250 skills), and the positive group contained a higher percentage who had taken aptitude tests in the high school testing program.

The analysis showed small but significant differences between the groups on the importance of two of the life goals. The positive propensity group placed more importance on adventure and helping others than did the low propensity group. The groups differed also on perceived likelihood of achieving some of the life goals in a civilian job versus the military. Both groups felt that they were somewhat more likely to achieve personal freedom in a civilian job, but the positive propensity group expressed this feeling less

strongly. Both groups also felt that they were more likely to achieve status,

do challenging work, and have job security in the military (all mean scale

values are less than 3.0). The positive propensity group saw more ad-

vantage in the military for these life goals than the negative group, however.

This difference in perception of the advantage of the military for these

life goals indicates that it may be beneficial to stress these attributes in

future promotional efforts.

Finally, it may be mentioned that of all the analyses conducted

in this section, the Air Force analysis is the only instance in which the posi-

tive and negative propensity groups did not differ on the quality indicator.

Table 3.2 shows the mean levels for all respondents on

variables that were not significantly different between the positive and

negative propensity groups for Air Force. These figures describe the state

of the relevant population in general. For example, 9.0 percent of the

sample were not in school and not high school graduates, and 29.5 percent

were not employed and looking for work. These figures as well as the means

for the positive and negative propensity groups, should be tracked in the

future waves of the study to identify any changes in the population and in

descriptors of positive and negative propensity individuals.

The results of analyses for the remaining three services are

shown and described in the following paragraphs. Total sample means are

not repeated for the non-significant variables in these individual analyses

since the national averages are, of course, the same as those for the Air

Force analysis.

TABLE 3.2

OVERALL MEANS OF VARIABLES NOT SIGNIFICANT
IN AIR FORCE ANALYSIS

Variable	Total
1 - 2 years Vocational/Trade School	2.5%
1 - 2 years College	10.2%
1 - 2 years Junior College	3.3%
10th grade	7.4%
11th grade	22.2%
12th grade	20.9%
Education of father*	3.1
Not in school, not high school graduate	9.0%
Not employed; looking for work	29.5%
Job availability*	2.6
Importance of slogan 2 (200 years kept ranks small)*	2.5
Importance of slogan 4 (be someone special)*	2.1
Importance of slogan 5 (further your education)*	3.1
Importance of slogan 6 (Project Ahead/ earn college credits)*	3.1
Importance of slogan 8 (same pay, etc.)*	2.7
Toll-free call for information	3.6%

* Mean scale values are shown

TABLE 3.2 (Cont.)

OVERALL MEANS OF VARIABLES NOT SIGNIFICANT
IN AIR FORCE ANALYSIS

Estimated monthly income/enlisted man:

Don't Know	43.4%
< $325	26.1%
$325 - $400	21.6%
> $400	9.0%
Importance of developing potential*	3.7
Importance of job security*	3.7
Importance of making money*	3.3
Importance of working for better society*	3.5
Importance of respect of friends*	3.7
Importance of doing challenging work*	3.5
Importance of learning*	3.7
Importance of making own decisions*	3.7
Importance of status*	3.2
Civilian advantage for working for better society*	3.1
Civilian advantage for respect of friends*	3.1
Civilian advantage for helping others*	3.0
Civilian advantage for making own decisions*	3.8

* Mean scale values are shown

3.3   <u>Army Analysis</u>

The groups with positive and negative propensity to join the Army were also compared. The complete set of descriptor variables described in the Air Force analysis section was used for this comparison. The two groups were different on the variables shown in Table 3.3.

The two groups were significantly different in race, with the positive propensity group consisting of a higher proportion of blacks and other minority groups. The positive group was significantly lower on the quality indicator and younger than the negative group. Of all of the analyses in this section, the Army analysis was unique in that it was the only instance in which the positive propensity group contained a higher proportion high school dropouts than the negative group.

Discussion of the military with parents was the variable which was most different between the groups. Allocation of promotional effort to parents may be effective in that it would support the military in these discussions. Although discussions with other influencer groups was significant in the Air Force analysis and in several of the other service analyses, the groups were not significantly different on those variables in the Army analysis. This lack of significance for these variables indicates that discussion with teachers/counselors, wife/girlfriend, and friends did not change propensity to serve in the Army. [4] It may be possible to address communication to these groups so that discussion with them would tend to increase propensity.

---

[4] The lack of association between two variables implies the lack of causal effect. The existence of association between two variables, however, does not imply the existence of a causal relationship.

TABLE 3.3

ANALYSIS OF PROPENSITY TO SERVE

ARMY

Variable	Pos.	Neg.	F
Talk with parents	61.6%	35.4%	49.0
Importance of slogan 3 (join the people)*	2.4	1.8	27.6
Army recruiter contact	30.3%	21.3%	26.3
Civilian advantage on freedom*	3.6	4.1	12.1
Civilian advantage on challenge*	2.2	2.8	10.6
Blacks	21.5%	10.6%	10.4
Not in school, not high school graduate	14.8%	7.9%	9.9
Importance of slogan 2 (200 years kept ranks small)*	2.9	2.4	8.9
Age*	17.4	17.9	8.3
Quality*	5.8	6.6	7.9
Other race	10.9%	6.8%	6.9
Importance of making own decisions*	3.6	3.7	6.9
Civilian advantage of job security*	2.2	2.5	5.7
Civilian advantage for making money*	3.3	3.9	5.5
11th grade	29.6%	20.9%	5.3

$F_{.05} = 3.84$

* Mean scale values are shown

A significantly higher proportion of the positive propensity group had had contact with an Army recruiter.

The groups were different on importance of only one of the life goals. The positive propensity group felt that being able to make your own decisions on the job was less important than did the low propensity group. The groups differed on their perceptions of likelihood of achieving four of the life goals in a civilian job versus in the military. While both groups felt that they were somewhat more likely to achieve personal freedom and make a lot of money in a civilian job, the negative group expressed these feelings more strongly. On the other hand, both groups felt that they were more likely to do challenging work and have job security in the military. The positive group expressed these feelings more strongly. The differences in perceptions of the advantage of the military on these four life goals indicate their potential usefulness in future promotion efforts.

3.4   Marine Corps Analysis

When the sample was divided into two groups on the basis of propensity to join the Marine Corps, the positive propensity group was smaller than for any other basis of group definition. This caused no problem in the analysis, however, since the size of this group was sufficient for stability of results with the number of descriptor variables

being used in the analysis. The results of the comparison of the groups

with positive and negative propensity to join the Marines are shown in

Table 3.4.

As in the case of all other services, Marine Corps recruiter contact

was a relatively important variable, with a higher percentage of those with

positive propensity having been in contact.

The two groups were different on several demographic variables.

The positive propensity group was younger and lower on the quality index than

the negative propensity group. The positive propensity group contained

a larger proportion of respondents who were not employed and looking for

work. Note that 41.6% of the positive propensity group were in this

situation. The positive propensity group consisted of a higher proportion

of black and of other minority youth. The propensity groups did not differ

in educational status with the exception that the negative propensity group

had a higher percentage of respondents in the first or second year of junior

college and a lower percentage of 10th graders.

The groups were different in terms of talking about the military

with influencers. Over half of the positive propensity group had discussed

the military with parents, and 30.2% had discussed the issue with wife/

girl friend. The findings suggest that discussion of military service

with influencers is fairly common. Promotional effort directed to

these influencer groups may support the military in these discussions.

TABLE 3.4

ANALYSIS OF PROPENSITY TO SERVE
MARINE CORPS

Variable	Pos.	Neg.	F
Marine Corps recruiter contact	22.5%	12.1%	31.9
Civilian advantage on freedom*	3.5	4.1	22.8
Importance of slogan 2 (200 years kept ranks small)*	3.0	2.4	15.7
Age*	17.3	17.9	12.1
Civilian advantage on challenge*	2.2	2.8	10.1
Talk with parents	58.1%	36.9%	8.7
Other race	11.4%	6.9%	6.5
Not employed; looking for work	41.6%	27.8%	6.2
Quality*	5.8	6.5	5.6
Civilian advantage for personal development*	2.4	3.0	5.5
Talk with girl friend/wife	30.2%	17.8%	4.7
Importance of slogan 8 (same pay and training as other services)*	3.1	2.7	4.5
1 - 2 years Junior College	0.3%	3.7%	4.2
10th grade	14.3%	6.5%	4.1
Blacks	19.6%	11.3%	4.0

$F_{.05} = 3.84$

* Mean scale values are shown

The groups were not different in discussion of the military with teachers/ counselors. One possible explanation for this finding is that discussion with teachers/counselors as a group did not lead to increased propensity. This situation might be improved through more effective promotional effort to teachers/counselors. Since the analysis was associative rather than causal in nature, another possible explanation is that respondents who had positive propensity toward serving in the Marines simply did not discuss the issue with teachers/counselors more than the negative group.

The two groups did not differ on perceived importance of any of the life goals. They were different, however, in terms of evaluation of the likelihood of achieving three of the life goals in a civilian job versus military service. Both groups felt that they were somewhat more likely to achieve personal freedom in a civilian job. The positive propensity group expressed this feeling less strongly, however. The positive group also felt that they were more likely to do challenging work and to develop their potential in the military than did the negative group. The Marine Corps may be able to capitalize on these findings by addressing the likelihood of achieving these goals in the Marines in their promotional efforts.

The groups also differed in the perceived importance of the slogans used by the Marine Corps. The positive group attached more importance to "has kept its ranks small and its standards high" and to "offers the same pay, training, etc.," than the negative group.

3.5   Navy Analysis

In the final analysis of this series, the total sample was

separated into two groups on the basis of propensity to serve in the Navy.

The entire set of descriptor variables discussed in the Air Force analysis

section was used in this analysis.   Table 3.5 shows those variables on which

the groups were significantly different.

Navy recruiter contact was the most discriminating variable

between propensity groups.

The positive propensity group was lower in age and quality.

This group also contained a larger proportion of respondents in the 11th grade.

The two groups were not different on other educational status variables or

in employment status.   Note that there were no statistically significant

differences in racial characteristics between the positive and negative groups.

This result was different from that shown in the analyses of Air Force,

Army, and Marine Corps.   The positive propensity groups for the other

services contained a higher proportion of Blacks and other minorities than

the negative propensity groups.

TABLE 3.5

ANALYSIS OF PROPENSITY TO SERVE
NAVY

Variable	Pos.	Neg.	F
Navy recruiter contact	24.7%	14.3%	26.9
Age*	17.3	17.9	19.8
Civilian advantage on challenge*	2.3	2.8	16.6
Importance of slogan 4 (be someone special)*	2.6	2.0	15.4
Civilian advantage on freedom*	3.7	4.1	15.3
Mail-in coupon	22.3%	10.6%	11.3
Talk with parents	59.1%	35.3%	11.0
Talk with girl friend/wife	30.4%	17.0%	8.0
Quality*	6.1	6.5	5.9
Civilian advantage for status*	2.5	2.9	5.5
Talk with friends	53.8%	37.0%	5.0
Importance of job security*	3.8	3.7	4.8
11th grade	31.1%	20.3%	4.7
Importance of status*	3.3	3.2	4.6
Importance of slogan 7 (proud tradition)*	2.7	2.2	4.4
Importance of freedom*	3.7	3.8	4.4
Importance of adventure*	3.5	3.3	4.0

$F_{.05} = 3.84$

* Mean scale values are shown

A larger proportion of the positive propensity group had discussed the military with parents, wife/girlfriend, and friends. As in the analyses for the other services, this finding indicates the importance of promotional effort to these influencer groups so that the idea of military service will be supported in these discussions. The groups were not different in discussions of military service with teachers/counselors. This may indicate a need for effective promotional effort to this group of influencers. If discussion with teachers/counselors had increased propensity to serve in the Navy, the two groups would have been different on this variable.

The positive and negative groups were different in perceived importance of two of the life goals, status and job security. While the differences on these variables do not appear to be large, they are statistically significant after the effects of the other variables in Table 3.5 have been eliminated. Perceived importance of status was positively related with propensity to serve in the Navy (positives higher than negatives), while the relationship was negative for perceived importance of job security. The groups were different in their assessment of the likelihood of achieving three of the life goals in a civilian job versus in the military. Both groups felt that they were more likely to do challenging work and to achieve status in the military. The positive propensity group expressed these feelings more strongly, however. Conversely, both groups felt that they were more likely to achieve personal freedom in a civilian job. The negative propensity group expressed

this attitude more strongly. The differences between groups on these

three variables suggests that they may be good ideas to stress in

future promotional efforts (i.e., these life goals are likely to be achieved

in the Navy).

The positive propensity group also attached more importance

to the slogans used by the Navy ("be someone special" and " build your

future on a proud tradition") than the negative propensity groups.

3.6   Summary Comments on Propensity Analyses

The preceding analyses of propensity groups have led to some

findings which are unique to the individual services and some which are

common across all services. The unique findings were generally related

to demographic descriptors and importance attached to slogans used by the

individual services.

The results indicate that in general positive propensity groups have

had a higher rate of recruiter contact, are younger and lower in quality (except

for the Air Force) than the negative propensity groups. A consistent finding

is that a larger proportion of the positive propensity groups have talked with

influencers about the military. The importance of parents as influencers is

consistent across services. There are relatively few differences between

the groups in importance of life goals. The groups are consistently

different, however, in terms of perceptions of the likelihood of achieving

life goals in a civilian job versus in military service.

Although all respondents on the average feel that they are more likely to have personal freedom in a civilian job, the negative propensity groups consistently express this feeling more strongly than the positive groups. The positive groups consistently feel that military is more advantageous than civilian employment for doing challenging work than do negative groups. The same perception is frequently held about job security. These life goals on which the positive and negative groups are different may possibly have utility for creating a more favorable image of military service in general.

3.7   Advertising Slogan Identification

If the slogan used by a service is effective in changing propensity to join that service, then awareness of the slogan should be related to propensity. The lack of association between awareness and propensity, therefore, would indicate that the slogan could not have been effective in changing propensity. This issue was investigated for each slogan by comparing the awareness of groups with positive and negative propensity to join the service using that slogan. The ability to correctly identify the service using the slogan was used as the measure of awareness.

The results of these comparisons (see Table 3.6) indicate that the groups were significantly different for four of the slogans. It is interesting that three of these were related to training and education (slogans 1, 5, and 6).

TABLE 3.6

PERCENTAGE CORRECT IDENTIFICATION

	Service Using	Total Sample	Those with Positive or Negative Propensity for the Correct Service		Significantly Different Between Positive and Negative Propensity Groups (α = .05)
			Positive	Negative	
1. Can train in one of more than 250 skills	AF	21.5	26.2	20.5	Yes
2. For 200 years kept ranks small/standards high	MC	52.6	56.4	52.6	No
3. Join the people who've joined the ...	A	51.3	52.6	51.4	No
4. Be someone special, go...	N	69.7	73.7	69.2	Yes
5. Further your education through community college	AF	27.4	35.4	25.6	Yes
6. Project AHEAD lets you earn college credits	A	40.5	45.3	40.0	Yes
7. Build your future on a proud tradition	N	22.5	21.0	22.6	No
8. Same pay, etc. as other services	MC	23.0	23.2	23.2	No

On the other hand, there was no association between awareness and propensity for slogans 2, 3, 7, and 8. This finding implies that these slogans were not effective in changing propensity.

<u>A P P E N D I C E S</u>

APPENDIX I

STATISTICAL RELIABILITY

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

At the 90% level of confidence

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

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

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

---

STATISTICAL RELIABILITY FOR COMPARING PERCENTS BETWEEN TWO INDEPENDENT SAMPLES*

At the 90% level of confidence

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

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

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

APPENDIX II

TRACKING AREA CONCEPT

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

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

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

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

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

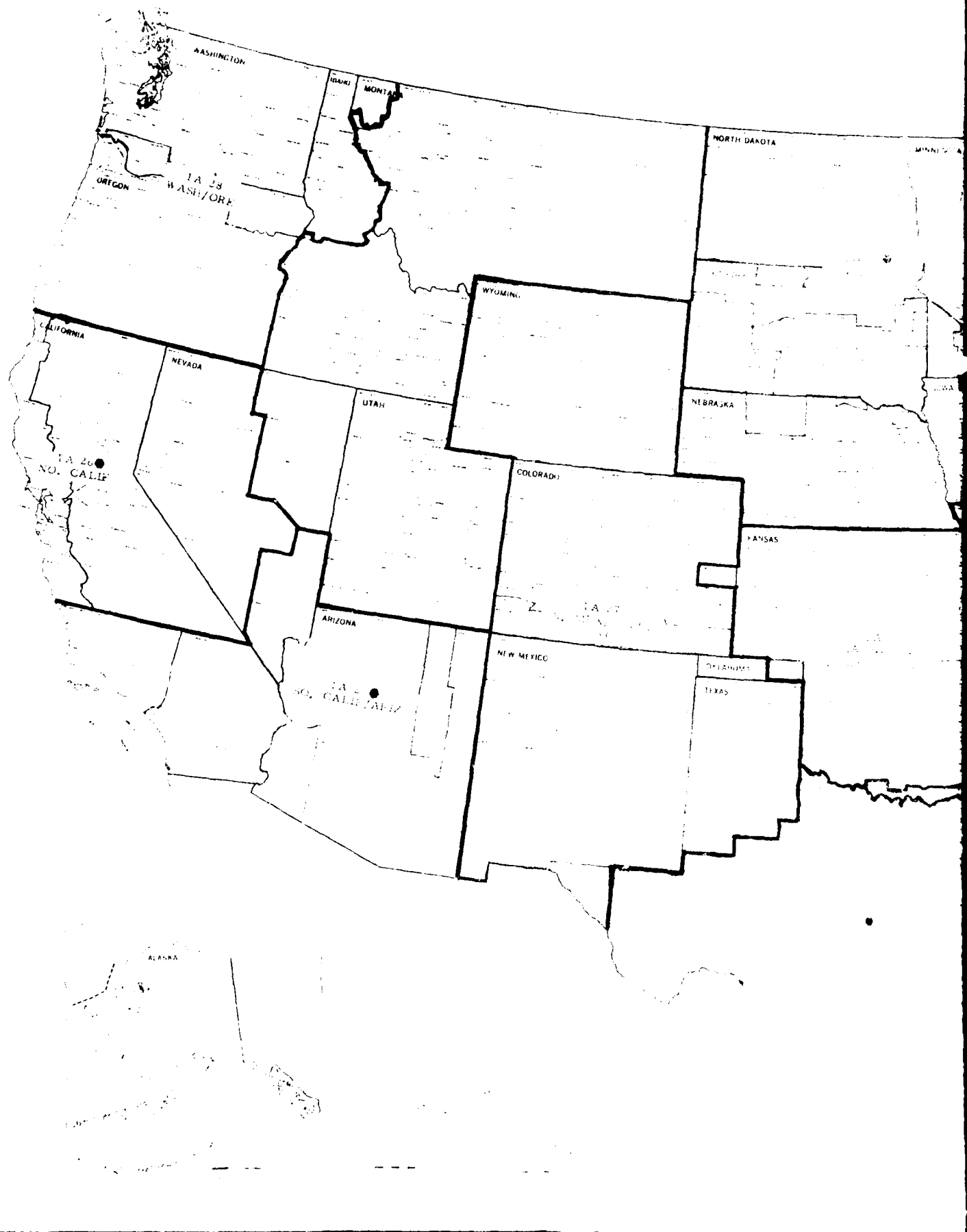| Number of TA's	Percent Military Available
Top 5	29.5
Top 10	52.8
Top 13	64.6
Top 15	71.2
Top 18	80.1
Top 20	85.8
All 27	100.0

SUMMARY STATISTICS FOR TRACKING AREAS

Proposed Tracking Area	MA% of Total U.S.	% MA Accounted for by Counties		% Tracking Area MA Falling Outside DRC				No. of DRC's			
		Common to 4 Services	Remainder	A	N	AF	MC	A	N	AF	MC
*14 Alabama/Mississippi/Tennessee	6.76	94	6	8	8	1	18	3	3	2	2
*22 Michigan/Indiana	7.41	82	18	15	15	8	5	3	2	3	2
*03 New York City	6.31	77	23	19	21	10	15	2	1	1	2
*25 Southern California/Arizona	5.95	100	*	0	0	0	0	3	2	2	3
*21 Ohio	5.94	76	24	6	7	14	14	3	2	2	2
*06 Albany/Buffalo	5.89	59	41	22	8	17	24	4	2	2	2
*16 Texas	5.79	95	5	3	0	0	2	4	3	2	3
*01 Chicago	5.09	79	21	0	20	24	19	2	1	1	1
*02 Harrisburg	4.79	62	38	7	7	36	11	2	2	1	2
*24 Minnesota/North Dakota/South Dakota/Nebraska	4.72	69	31	8	7	24	10	4	2	2	2
* 26 Northern California	4.67	56	14	14	0	13	17	2	1	2	2
27 Kansas City	4.37	52	48	20	30	5	25	3	2	2	2
Oklahoma	4.16	42	58	10	43	45	12	2	1	1	2
Pittsburgh											
South Carolina											
Georgia	3.57	57	43	36	19	34	32	2	2	1	1
Philadelphia	3.54	71	22	24	26	0	18	1	1	1	1
		75	25	6	11	14	15	2	2	1	1
		47	53	15	45	21	50	2	1	1	1
Boston		83	17	20	4	13	12	2	1	1	2
	3.26	70	39	1	28	24	12	1	1	1	2
New Mexico/Colorado/Wyoming	4.37	56	44	11	2	43		1	2	1	2
Washington, D.C.	3.11	63	37	17	6	15	7	2	1	1	1
11 North Carolina	2.96	66	34	11	23	13	7	2	1	1	1
Kentucky	2.40	54	46	34	21	24	7	1	1	1	1
17 Arkansas	2.84	70	30	18	0	4	22	2	2	1	2
Wisconsin	2.28	89	11	7	4	4	6	1	1	1	2
29 Des Moines	1.86	57	43	42	34	15	24	1	1	1	1
15 New Orleans	.77										
Total (Cum.)	112.43	(72)	(28)	(14)	(14)	(15)	(14)	(61)	(43)	(57)	(47)

WASHINGTON

IDAHO

MONTANA

NORTH DAKOTA

MINNESOTA

OREGON

IA 38
WASH/ORE

CALIFORNIA

NEVADA

WYOMING

UTAH

NEBRASKA

IA 26
NO. CALIF

COLORADO

KANSAS

ARIZONA

Z. IA

NEW MEXICO

OKLAHOMA

IA
SO. CALIF/ARIZ

TEXAS

ALASKA
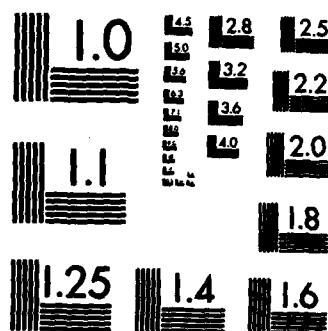
MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

TRACKING AREAS -- MARINE CORPS
YOUTH ATTITUDE STUDY

TA 06
ALBANY/BUFFALO

TA 08
PITTSBURGH

24
NEB/
SD

TA 23
WISCONSIN

MICHIGAN

TA 22
MICH/IND

TA 20
DES MOINES

TA 01
CHICAGO

TA 02
HARRISBURG

TA 03
NYC

TA 21
OHIO

TA 04
PHILADELPHIA

TA 09
WASH., D.C.

TA 17
ARKANSAS

TA 19
KENTUCKY

TA 10
RICHMOND

TA 29
KANSAS CITY/
OKLAHOMA

TA 11
NO. CAROLINA

TA 14
ALA/MISS/TENN

TA 12
SO. CAROLINA/
GEORGIA

TA 15
FLORIDA

● Tracking areas samples independently.

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

2

TRACKING AREAS -- ARMY
YOUTH ATTITUDE STUDY

TA 06 ● ALBANY/BUFFALO

TA 08 PITTSBURGH

TA 23 WISCONSIN

TA 22 ● MICH/IND

TA 20 DES MOINES

TA 01 ● CHICAGO

TA 21 ● OHIO

TA 03 ● NYC

TA 02 ● HARRISBURG

TA 04 PHILADELPHIA

TA 05 ● WASH., D.C.

TA 25 KANS. CITY/ OKLAHOMA

TA 19 KENTUCKY

TA 10 RICHMOND

TA 11 NO. CAROLINA

TA 17 ARKANSAS

TA 12 SO. CAROLINA

TA 14 ● ALA/MISS/TENN

TA 13 ● FLORIDA

● Tracking areas sampled independently.

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

TRACKING AREAS -- NAVY

YOUTH ATTITUDE STUDY

● Tracking areas sampled independently.

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

2

TA 28
WASH./ORE.

TA 24
MINN/NEB/
ND/SD

TA 26
NO. CALIF.

TA 27
N. MEX./COLO./
WYO.

TA 29
KANS. CITY/
OKLAHOMA

TA 25
SO. CALIF/ARIZ

TA 16
TEXAS

TRACKING AREAS -- AIR FORCE
YOUTH ATTITUDE STUDY

● Tracking areas sampled independently.

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

2
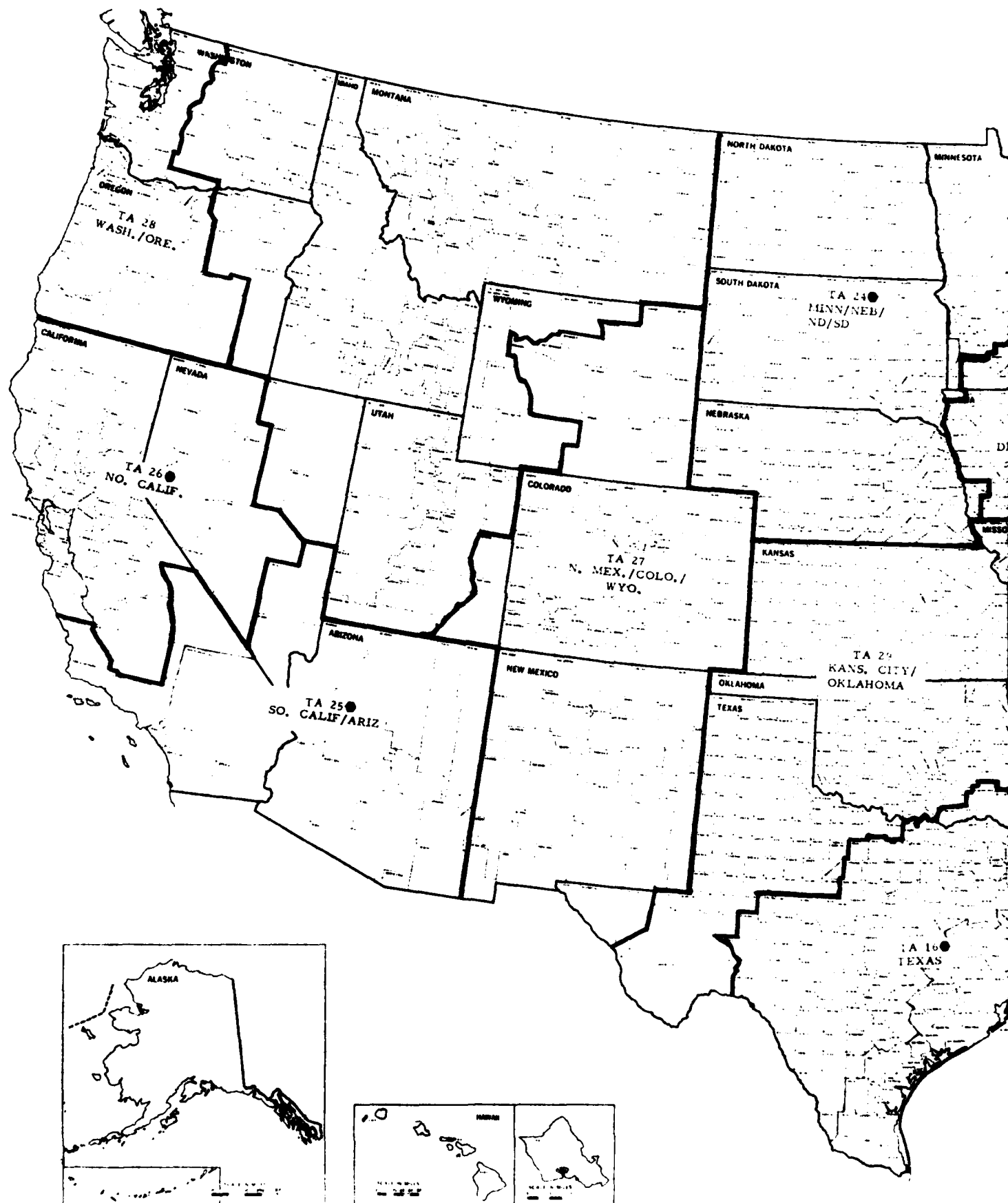
APPENDIX III

SAMPLE BALANCING

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

- The incidence of older respondents, particularly the 20 and 21 year olds, is underrepresented in the Survey sample. Accordingly it was decided to rebalance the respondents in terms of age.

- The incidence of <u>non-white</u> males is overrepresented in some areas and underrepresented in others. To adjust for the differences, balancing weights were developed to establish correct proportions of white and non-white youths.

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

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

YOUTH ATTITUDE STUDY

WEIGHTS

						Tracking Areas								
AGE/RACE	Chgo	Hrsbg	NYC	Alb/Buff	D.C.	Fla	Al/MS/In	Tex	Ohio	Mi/In	Mn/Nb/ND/SD	So Cal	No Cal	Bal U.S.
White														
16 years old	.74	.64	.63	.66	.68	.59	.80	1.36	.83	.83	.74	.82	.74	.71
17 years old	.68	.86	.93	.76	.79	.96	.80	1.20	.87	.97	.74	1.18	1.01	.79
18 years old	1.04	1.18	.94	1.10	.94	.83	.72	.82	1.32	1.29	.85	1.01	1.81	1.04
19 years old	.99	1.00	.76	1.53	1.03	1.56	1.11	1.24	1.44	1.01	1.00	1.65	1.08	1.10
20 years old	1.81	1.25	2.13	1.55	1.52	1.21	1.16	2.73	1.15	1.82	1.78	2.71	1.24	1.75
21 years old	2.12	2.07	2.73	1.29	1.30	.97	4.38	2.57	1.88	1.88	3.26	1.51	2.10	2.44
Non-White*														
16 years old	.44	.77	.52	.41	.64	1.03	1.27	.31	.40	.27	.26	.26	.33	.66
17 years old	.78	.96	1.13	.82	1.60	.94	.88	.26	.35	.48	.35	.48	.33	.50
18 years old	1.10	.59	1.13	.96	1.68	2.44	1.15	.32	.46	.38	1.57	.30	.72	.63
19 years old	.80	1.22	1.61	1.01	1.28	1.64	.66	.63	.42	.43	----	.38	.61	.90
20 years old	2.37	1.43	5.97	.62	7.69	.85	1.37	1.05	.45	.93	.33	1.06	1.38	2.21
21 years old	1.74	.79	.63	----	1.89	7.85	1.30	1.14	.80	.49	----	1.28	1.37	1.97
TRACKING AREA	.58	.64	.82	.81	.40	.49	.89	.89	.65	1.01	.54	.88	.60	2.95

*Includes Spanish -- all codes except white.

APPENDIX IV

THE QUESTIONNAIRE

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

Job No. 9221
OMB #22-R-0339
(Expires July, 1976)

MILITARY SERVICE STUDY
- Screening Questions -

Qu. No. _____
(1-4)

Market Facts Repr. _____

Field Station _____ Date _____

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

(I. D. #)14 [ ][ ][ ][ ][ ][ ] 20

Hello, my name is _____ of Market Facts, Incorporated, an independent research company. We are conducting a survey in your city to find out attitudes of young men towards future occupations. Your household has been chosen for this survey completely by chance. Any information you give us will be totally confidential.

1. Do any young men 16 to 21 years of age live in this household? (THIS DOES NOT INCLUDE SONS LIVING AWAY AT SCHOOL)

    Yes   No (TERMINATE AND RECORD ON
                          CALL RECORD SHEET)

2a. How many? (CIRCLE NUMBER)

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

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

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

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

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

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

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

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

_____ Ages of Qualifying Males _____

(Oldest)   1. _____

(Next Oldest) 2. _____

(Next Oldest) 3. _____

(Next Oldest) 4. _____

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

1st App't: Date: _____ Time: _____ Result: _____

2nd App't: Date: _____ Time: _____ Result: _____

3rd App't: Date: _____ Time: _____ Result: _____

(42-78 Open)
79[ ][ ] 80

KEEP TRACK OF TERMINATES

MILITARY SERVICE STUDY
(Qualified Respondent)

Market Facts' Repr. _____

Field Station _____

Time Interview Began _____AM/PM   Time Ended _____AM/PM

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

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

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

(6)

3b.   Are you attending school now?

Yes   1 ➡ (ASK QU. 3c AND THEN SKIP TO QU. 3f)
No   2 ➡ (SKIP TO QU. 3d)   (7)

3c.   What is your current year in school and what type of school are you attending?

10th Grade (High School) 1
11th Grade (High School) 2
12th Grade (High School) 3
First year of special training in
  vocational or trade school 4
Second year of special training in
  vocational or trade school 5

1st year of 4-year college (Freshman) 6
2nd year of 4-year college (Sophomore) . . . 7
1st year of Junior college 8
2nd year of Junior college 9
3rd year college 0
4th year college or more X   } TERMINATE

(8)

3d.   Are you a high school graduate?

Yes   1 ➡ (SKIP TO QU. 3f)   No   2 ➡   (9)

3e.   Do you have any immediate plans to finish high school or not?

Yes   1   No   2   (10)

IF ANSWER TO QU. 3d IS "NO" AND TO QU. 3e ALSO "NO", CLASSIFY THE RESPONDENT AS SCHOOL DROPOUT. TERMINATE ONLY IF YOU HAVE REACHED YOUR QUOTA OF SCHOOL DROPOUTS. IF INTERVIEW IS CONTINUED BECAUSE DROP OUT QUOTA NOT REACHED, CHECK THIS BOX ➡ ☐1   (11)

3f.   Are you currently employed?

Yes   1 ➡   No   2 ➡   (12)

3g.   Are you working full time or part time?   3h.   Are you currently looking for a job, or not?

Full time   1   Yes   1   No   2   (14)
Part time   2   (13)

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

School, Job, Other   Military

To finish high school . . . . . 1 (15)   Joining the Reserve 9
Go to college 2   Joining the National Guard . . 0
Go to a junior college 3   Becoming Officer Candidate . . X
Get a job 4   Joining military service . . . . R ➡
Get a better job 5
Get a different job 6   (DO NOT READ. RECORD ONLY IF
Take vocational training . . . 7   MENTIONED VOLUNTARILY.)
On-the-job apprenticeship . . 8
                                             Air Force 1   16
Other: _____   Army 2   ☐
                                             Coast Guard 3
_____   Marine Corps 4
                                             Navy 5
                                             Branch of service not
                                               volunteered . . . . . . 6 ➡ (ASK QU. 3j)

                                             (IF RESPONDENT REFERS TO MILITARY/ARMED
                                             SERVICES WITHOUT NAMING SPECIFIC SERVICE,
                                             ASK QU. 3j. OTHERWISE, SKIP TO QU. 3k)

(IF NO MILITARY PLANS VOLUNTARILY MENTIONED, SKIP TO QU. 3k)

3j. Which branch of the Armed Services do you have in mind? (DO NOT READ)

Air Force 1
Army 2
Coast Guard 3
Marine Corps 4
Navy 5

Don't know/not sure X

(17)

3k. How easy or difficult is it for someone of your age to get a job in your area? Would you say it is almost impossible, very difficult, somewhat difficult or not difficult at all?

Almost impossible 1
Very difficult 2
Somewhat difficult 3
Not difficult at all 4

Don't know 5

(18)

3L. Do you think that in the near future, say 6 months or a year from now, jobs in your area are likely to be . . .

More plentiful than now ... 1
About the same as now 2
Or, Less plentiful than now 3

Don't know 4

(19)

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

	Definitely	Probably	Probably Not	Definitely Not	Don't Know/ Not Sure	
Working as a laborer on construction jobs	1	2	3	4	5	(20)
Working at a desk in a business office ...	1	2	3	4	5	(21)
Travelling around seeing the country ...	1	2	3	4	5	(22)
Attending college or school full time	1	2	3	4	5	(23)
Working in a factory	1	2	3	4	5	(24)
Working in a laboratory or other technical job	1	2	3	4	5	(25)
Working as a salesman	1	2	3	4	5	(26)
Serving in National Guard or Reserves .	1	2	3	4	5	(27)
Serving in the Air Force (active duty) ...	1	2	3	4	5	(28)
Serving in the Army (active duty)	1	2	3	4	5	(29)
Serving in the Coast Guard (active duty)..	1	2	3	4	5	(30)
Serving in the Marine Corps (active duty).	1	2	3	4	5	(31)
Serving in the Navy (active duty)........	1	2	3	4	5	(32)
Working in a local, state or Federal Government job	1	2	3	4	5	(33)
Working on a farm or ranch	1	2	3	4	5	(34)

(ASK QU. 4b - 4e IF "DEFINITELY" OR "PROBABLY" TO ANY OF THE 5 SERVICES OR NATIONAL GUARD/ RESERVE. OTHERWISE, SKIP TO QU. 5)

4b. When do you think you will join military service? (DO NOT READ LIST)

Within 6 months 1
Between 6 months and one year .. 2
More than 1 year but less than
  2 years 3
2 years or more 4

Don't know 5

(35)

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

Enlisted man 1
Officer 2

(36)

4d.   I am going to read a list of various types of work available in the armed
        services. Would you consider (READ FIRST ITEM)? (CONTINUE
        READING EACH ITEM)

	Qu. 4d. Yes	No	Qu. 4e Rank
A Direct Combat role in Army, Navy, Air Force, or Marine Corps 1		2 (37)	_____ (43)
Electronic Equipment technician 1		2 (38)	_____ (44)
Medical or Dental Specialist 1		2 (39)	_____ (45)
Electrical or Mechanical technician 1		2 (40)	_____ (46)
Clerical, service, or supply handling 1		2 (41)	_____ (47)
Communications, intelligence, craftsman, or other technical specialist 1		2 (42)	_____ (48)

4e.   (IF MORE THAN ONE "YES" TO QU. 4d, ASK:) You said you would
        consider (READ "YES" ITEMS IN QU. 4d.). Which ONE of these would
        you most prefer? What would be your second choice? (CONTINUE ASKING
        UNTIL ALL ITEMS ARE RANKED. WRITE A "1" ON LINE OPPOSITE
        FIRST CHOICE, "2" OPPOSITE SECOND CHOICE, ETC. RECORD ABOVE)

5.   Now, I'd like to read you several statements. After I read each statement,
        please tell me which service or services it best applies to, if any. (CIRCLE
        ONE OR MORE ANSWERS. REPEAT FOR EACH STATEMENT.)

START HERE		Air Force	Army	Marine Corps	Navy	None	Don't Know
( )	Gives you an opportunity to better your life 1		2	3	4	0	X (49)
( )	Trains you for leadership 1		2	3	4	0	X (50)
( )	Teaches you a valuable trade 1		2	3	4	0	X (51)
( )	Helps you get a college education while you serve 1		2	3	4	0	X (52)
( )	Allows you to see many different countries of the world 1		2	3	4	0	X (53)
( )	Provides good benefits for your family 1		2	3	4	0	X (54)
( )	a career you can be proud of 1		2	3	4	0	X (55)
( )	Has other men you would like to work with 1		2	3	4	0	X (56)
( )	Gives you the job you want........... 1		2	3	4	0	X (57)
( )	Gives you a job which is challenging 1		2	3	4	0	X (58)
( )	Pays well to start 1		2	3	4	0	X (59)

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

6a. Which service or services made this statement? (CIRCLE ONE OR MORE ANSWERS UNDER 6a)

6b. If you are or were considering the military, how important to you is the information contained in this statement?

NOTE: IF SERVICE IS IDENTIFIED CORRECTLY, ASK QU. 6c. IF SERVICE IS NOT IDENTIFIED CORRECTLY, OR IF MORE THAN ONE SERVICE IS MENTIONED IN QU. 6a, ASK QU. 6d.

6c. Do you think this statement is true? (RECORD BELOW)

6d. This statement was actually made by the (NAME CORRECT SERVICE). Do you think this is true? (RECORD BELOW)

(ASK QU. 6a - 6c/6d FOR EACH STATEMENT BEFORE GOING ON TO THE NEXT)

START HERE	(Correct Service)	Air Force	Army	Marine Corps	Navy	None	Don't Know	Very Important	Fairly Important	Not Important	Don't Know/ Not Sure	Yes	No	Don't Know/ Not Sure	
The BLANK can train you in one of more than 250 skills	(AF)	1	2	3	4	0	X	3	2	1	X	1	2	X	(60-62)
For 200 years the BLANK has kept its same small and its standards high	(MC)	1	2	3	2	5	X	3	2	1	X	1	2	X	(63-65)
Join the people who've joined the BLANK	(AR)	1	2	3	4	5	X	3	2	1	X	1	2	X	(66-68)
Be someone special, go BLANK	(N)	1	2	3	4	5	X	3	2	1	X	1	2	X	(69-71)
Further your education through the Community College of the BLANK where you can learn while you earn	(AF)	1	2	3	4	5	X	3	2	1	X	1	2	X	(72-74)
There is a BLANK education program called PROJECT AHEAD, which lets me earn my college credits while in the BLANK with the BLANK paying up to 75% of my tuition	(AR)	1	2	3	4	5	X	3	2	1	X	1	2	X	(6-8)
Build your future on a proud tradition	(N)	1	2	3	4	5	X	3	2	1	X	1	2	X	(9-11)
The BLANK offers the same pay, technical training and educational opportunities as the other services	(MC)	1	2	3	4	5	X	3	2	1	X	1	2	X	(12-13)

(75-78 Open)
79 □-□ 80
Cd. P3
Dup. 1-5

Now, let's to on to another subject.

7a. Have you had any contact with a military recruiter since the beginning of summer?

Yes 1 ⟶   No 2 (SKIP TO QU. 7c) ⟶   (15)

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

		Since the beginning of summer	
START HERE		Yes	No
( )	Have you gone to a recruiting station and talked to a recruiter 1		2	(16)
( )	Have you talked face-to-face with a recruiter somewhere other than at a recruiting station 1		2	(17)
( )	Have you heard a recruiter give a talk at your high school 1		2	(18)
( )	Have you talked to a local recruiter by telephone 1		2	(19)

7c. (ASK EVERYONE) Since the beginning of summer . (READ EACH STATEMENT. START WITH THE "X'd" ITEM.)

		Yes	No
( )	Have you discussed the possibility of enlistment with friends already in the service or who have been in the service 1		2	(20)
( )	Have you talked with a teacher or guidance counselor at school about possible enlistment 1		2	(21)
( )	Have you talked with your girl friend or wife about possible enlistment 1		2	(22)
( )	Have you talked with one or both parents about possible enlistment 1		2	(23)
( )	Have you taken an aptitude or career guidance test in high school given by the armed services 1		2	(24)
( )	Have you made a toll-free call to get information about the military 1		2	(25)
( )	Have you mailed in a pre-addressed coupon asking for information about the military................ 1		2	(26)
( )	Have you been physically or mentally tested at a military examination station 1		2	(27)

		Yes	No
7d.	Are you currently enrolled in a high school or college ROTC program 1		2	(28)
7e.	Have you ever been enrolled in a high school or college ROTC program 1		2	(29)

(IF ANSWER TO QU. 7a IS "NO", ASK QU. 8a)	(IF ANSWER TO QU. 7a IS "YES", ASK QU. 8b)
8a. You stated you have not been in contact with a military recruiter since the beginning of summer. Have you <u>ever</u> had any contact with a military recruiter? (30) Yes 1 ⟶ No 2 (SKIP TO QU. 9)	8b. From what you told me, am I right to assume that you have had some contact with a military recruiter? Yes 1 ⟶ No 2 (SKIP TO QU. 9) (31)

8c. What branch or branches of the armed services did the recruiters represent? (RECORD BELOW)

	Air Force	Army	Marine Corps	Navy	
Came in contact with recruiter	1	2	3	4	(32)

(ASK QU. 8d-f FOR EACH SERVICE WHERE THERE WAS RECRUITER CONTACT - ASKING ALL QUESTIONS FOR A SERVICE BEFORE GOING ON TO THE NEXT SERVICE.)

8d. Did the (NAME SERVICE) recruiter contact you first, or did you contact him?

	(33)	(36)	(39)	(42)
Recruiter contacted first.... 1	1	1	1
Respondent contacted first .. 2	2	2	2

8e. How adequate was the information you got from the (NAME SERVICE) recruiter? Did he give you . . .

	(34)	(37)	(40)	(43)
All the information you wanted 1	1	1	1
Most of it 2	2	2	2
Or, Very little 3	3	3	3

8f. Was your attitude toward joining (NAME SERVICE) more or less favorable than before you talked to the recruiter, or didn't it change?

<u>More Favorable</u>

	(35)	(38)	(41)	(44)
(Was that . . .)				
Much more favorable 1	1	1	1
or, Slightly more favorable 2	2	2	2
<u>Didn't Change</u> 3	3	3	3

<u>Less Favorable</u>
(Was that . . .)

Slightly less favorable 4	4	4	4
or, Much less favorable 5	5	5	5

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

(WRITE IN) $ _____   Don't Know ☐ X

45 ☐☐☐☐ 48

10a. I am going to read you a list of life goals that young men like yourself might have. As I read each one, please tell me whether it is important or unimportant to you, personally. (READ FIRST GOAL. OBTAIN AN "IMPORTANT" OR "UNIMPORTANT" ANSWER, THEN ASK:) Would you say it is (extremely important or somewhat important) OR (somewhat unimportant or extremely unimportant)?

| | Qu. 10a | | | | Qu. 10b | | | | |
| | Important | | Unimportant | | Military | | Either Military or Civilian | Civilian | |
	Extremely	Some-what	Some-what	Extremely	Much More Likely	Somewhat More Likely		Somewhat More Likely	Much More Likely
Personal freedom	4	3	2	1 (49)	1	2	3	4	5 (61)
Developing your potential	4	3	2	1 (50)	1	2	3	4	5 (62)
Job security, i.e., a steady job . . .	4	3	2	1 (51)	1	2	3	4	5 (63)
Making a lot of money	4	3	2	1 (52)	1	2	3	4	5 (64)
Working for a better society	4	3	2	1 (53)	1	2	3	4	5 (65)
Having the respect of friends	4	3	2	1 (54)	1	2	3	4	5 (66)
Doing challenging work.	4	3	2	1 (55)	1	2	3	4	5 (67)
Adventure and excitement	4	3	2	1 (56)	1	2	3	4	5 (68)
Learning as much as you can	4	3	2	1 (57)	1	2	3	4	5 (69)
Helping other people	4	3	2	1 (58)	1	2	3	4	5 (70)
Being able to make your own decisions on the job	4	3	2	1 (59)	1	2	3	4	5 (71)
Recognition and status	4	3	2	1 (60)	1	2	3	4	5 (72)

10b. Now, I'm going to read the same list of goals again. This time, as I read each one, please tell me whether you feel you would be more likely to achieve this goal in the military service or in a civilian job, or could it be achieved in either one? (READ FIRST GOAL. IF "MILITARY" OR "CIVILIAN" ANSWER, ASK:) Would you say you would be (much more likely or somewhat more likely to achieve this goal in the military) OR (somewhat more or much more likely to achieve this goal in a civilian job)? (RECORD ABOVE)

(73-78 Open)
79☐☐3 80

CLASSIFICATION SECTION

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

11. Are you married, single, separated or divorced?

    Married 1   Single 2   Separated/Divorced/Widowed 3   (6)

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

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

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

    A's and B's 1
    B's and C's 2   (DON'T READ)   (8)
    C's and D's 3   Does not apply 5
    D's and below 4   Don't remember 6

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

    College preparatory 1   Commercial or business training 2   Vocational 3   (9)

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

    Elementary Algebra ... 1   (10)
    Plane Geometry 2
    Intermediate Algebra .. 3
    Trigonometry 4   None of these ... 5

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

    Yes 1   No 2   (11)

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

    Cuban 1   Other Spanish ... 4   Oriental 7
    Mexican-American. 2   American Indian . 5   Or, White 8   (12)
    Puerto Rican 3   Black 6   Refused .... R

18. Name of Respondent: _____

    Address: _____
                                                                    13 |__|__|__|__|__| 17
    City/State: _____ Zip Code _____

    Telephone Number: ____/_____

19. Next, I would like to know your Social Security number. Because of a recently enacted law, I must tell you that the authority to request this information is given in 10 USC 136. Providing this information is voluntary on your part and there are no consequences if you choose not to do so. This information is necessary to enable you to be re-contacted should you join the military.

    What is your social security number?   18 |__|__|__|__|__|__|__|__|__| 26

    ____/____/_____   None 0
                                                  Refused X

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

- -

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

(I.D. #)   27 |__|__|__|__|__|__| 33

(34-78 Open)
79 |-4| 80

END

FILMED

8