To: Dr. Richins

From: Tess Hart & Sam Richards

Re: Potential Military Recruit Profile

Date: March 5, 2018

Per your request, I have performed the analysis described below to better understand the character profile of potential recruits for the US military that are in their senior year of high school.

**Objective**

Illustrate the demographic, satisfaction, values, and other important characteristics of high school senior potential recruits and how they differ from other high school seniors.

**Background**

All branches of the U.S. military participate in active marketing campaigns to expand appeal for service in the armed forces. This is done to encourage potential recruits to contact military recruiting officers. Successful marketing and recruiting campaigns are predicated on an astute understanding of characteristics, motivations, and ideals of potential recruits. While many individuals seek to join the U.S. military, potential recruits are those who probably will not join the military. Potential recruits may be swayed towards recruitment and eventual joining the armed forces if influenced in a strategic manner.

**Data Description**

The data set comes from the 2016 edition of Monitoring the Future survey conducted by the Institute for Social Research at the University of Michigan. This project includes a survey of high school seniors across the U.S. It asks them questions on a wide range of topics including demographics, values, satisfaction with life domains, and other potentially interesting criteria. Other criteria employed in this analysis include trustworthiness and fairness, relationship with the government, and ability to follow rules. While many topics on the survey regard drug use, they will not be utilized for analysis done in this project

**1. Size of Potential Recruit Pool**

*How large is the potential pool of recruits in the U.S population of high school seniors?*

Variables utilized in the analysis include high school students responding to the question of how likely they will serve in the armed forces after high school. This pool is broken into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation) --- these are labeled as *definitely won’t (1).*
* Recruits (students who say they definitely or probably will serve in the military) --- these are labeled as *probably will (3).*
* Potential recruits (those who say they probably will not serve) --- these are labeled as *probably won’t (2)*.
* The potential recruit pool is those labeled as probably won’t.

Exhibit 1 illustrates the percentage of high school seniors in the potential recruit pool. Those responding that they probably won’t serve in the armed forces comprise 21.5%[[1]](#footnote-1) of the total respondents.

**Exhibit 1.**

**Demographic Characteristics of Potential Recruits**

**2.a. Racial Composition of Potential Recruit Pool**

*What are the racial components of the potential recruit pool?*

Variables utilized in the analysis is the potential recruits and their race. Race is divided into three categories:

* Black
* White
* Hispanic

Exhibit 2 depicts the racial distribution of the potential recruits. Responses consisted of 75.6%[[2]](#footnote-2) white, 17.2%[[3]](#footnote-3) hispanic, and 7.2%[[4]](#footnote-4) black in the potential recruit pool.

**Exhibit 2.**

**2.b. Gender Characteristics of Potential Recruit Pool**

*What are the gender characteristics of the potential pool of recruits?*

Variables utilized in the analysis were the potential pool of recruits and their gender. Gender is divided into male and female categories.

Exhibit 3 illustrates the gender distribution of the potential pool of recruits. There were 61.5%[[5]](#footnote-5) male and 38.5%5 female.

**Exhibit 3.**

**2.c. Age of Potential Recruit Pool**

*What is the age of the potential pool of recruits?*

The variables utilized in the analysis is the age of the potential pool of recruits. Age is divided into under 18 years old and 18 years or older.

Exhibit 4 depicts the distribution of ages in potential pool of recruits. 40.1%[[6]](#footnote-6) of respondents indicated they were under 18 years old and 59.9%6 wrote they were 18 years or older.

**Exhibit 4.**

**2.d. Marital Status of Potential Recruit Pool**

*What is the marital status of the potential pool of recruits?*

Variables utilized in the analysis is the marital status potential pool of recruits. Marital status is divided into four categories:

* Married
* Engaged
* Separated or Divided
* Single

Exhibit 5 illustrates the results of the marital status analysis. 90.4%[[7]](#footnote-7) of potential recruits were single with the remaining being 5.5%[[8]](#footnote-8) married, 2.6%[[9]](#footnote-9) engaged, and 1.4%[[10]](#footnote-10) separated or divided. This is not unexpected as most high school students are single.

**Exhibit 5.**

**2.e. Where Did You Grow Up**

*What type of area did the potential pool of recruits grow-up in?*

The variables utilized in the analysis is the potential pool of recruits and where they grew up. The area where the respondents grew up is separated into nine categories:

* Mixed
* Farm
* Country
* Small city
* Medium city
* Medium suburbs
* Large city
* Large suburbs
* Very large city
* Very large suburbs

Exhibit 6 shows, by percentage, the areas where potential recruits grew up. The following values are the results of the analysis:

* Mixed: 8.0%[[11]](#footnote-11)
* Farm: 6.0%[[12]](#footnote-12)
* Country: 11.1%[[13]](#footnote-13)
* Small city: 22.0%[[14]](#footnote-14)
* Medium city: 10.6%[[15]](#footnote-15)
* Medium suburbs: 16.6% [[16]](#footnote-16)
* Large city: 8.6%[[17]](#footnote-17)
* Large suburbs: 7.1%[[18]](#footnote-18)
* Very large city: 5.4%[[19]](#footnote-19)
* Very large suburbs: 4.6%[[20]](#footnote-20)

**Exhibit 6.**

**2.f. Father’s Education Level**

*What is the education level of fathers for potential recruits?*

The variables utilized in the analysis is the father’s education level for the potential pool of recruits. Father’s education level was broken into the following categories:

* Completed grade school
* Some high school
* Completed high school
* Some college
* Completed college
* Graduate or professional school after college
* Don’t know, or does not apply

Exhibit 7 illustrates the results of the analysis with the top three categories of some college, some high school, and graduate or professional school being highlighted. The full results of the analysis are as follows:

* Completed grade school = 5.2%[[21]](#footnote-21)
* Some high school = 8.7%[[22]](#footnote-22)
* Completed high school = 22.5%[[23]](#footnote-23)
* Some college = 15.9%[[24]](#footnote-24)
* Completed college = 26.3%[[25]](#footnote-25)
* Graduate or professional school after college = 13.6%[[26]](#footnote-26)
* Don’t know, or does not apply = 7.8%[[27]](#footnote-27)

**Exhibit 7.**

**2.f. Mother’s Education Level**

*What is the education level of mothers for potential recruits?*

The variables utilized in the analysis is the mother’s education level for the potential pool of recruits. Mother’s education level was broken into the following categories:

* Completed grade school
* Some high school
* Completed high school
* Some college
* Completed college
* Graduate or professional school after college
* Don’t know, or does not apply

Exhibit 7 illustrates the results of the analysis with the top three categories of completed college, completed high school, and some college being highlighted. The full results of the analysis are as follows:

* Completed grade school = 2.6%[[28]](#footnote-28)
* Some high school = 7.8%[[29]](#footnote-29)
* Completed high school = 18.8%[[30]](#footnote-30)
* Some college = 16.5%[[31]](#footnote-31)
* Completed college = 31.5%[[32]](#footnote-32)
* Graduate or professional school after college = 16.2%[[33]](#footnote-33)
* Don’t know, or does not apply = 6.6%[[34]](#footnote-34)

**Exhibit 8.**

How Do Potential Recruits Differ from Recruits and Non-Recruits?

**3.a. Demographic Characteristics**

**3.a.1. Racial Differences of Potential Recruits vs Recruits and Non-Recruits**

*Among the three, how do the potential pool of recruits differ by race from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool and race. Race is divided into three categories:

* Black
* White
* Hispanic

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 9 illustrates how the potential recruits differ from recruits. There is a significant difference between potential recruits and recruits. Potential recruits were 21.6%, 53.4%, and 25.0% while recruits were 7.2%, 75.6%, and 17.2% for black, white and hispanic, respectively. There is no significant difference between non-recruits and potential recruits.

**Exhibit 9.**

**3.a.2. Gender Differences of Potential Recruits vs Recruits and Non-Recruits**

*Among the three, how do the potential pool of recruits differ by gender from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool and gender. Gender is divided into male and female. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 10 depicts the difference between the potential recruits and non-recruits by gender. Potential recruits were 61.5% male and 38.5% female. Non-recruits were 38.6% male and 61.4% female. There is no significant difference between potential recruits and recruits by gender.

**Exhibit 10.**

**3.a.2. Age Differences of Potential Recruits vs Recruits and Non-Recruits**

*Among the three, how do the potential pool of recruits differ by age from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool and age. Age is divided into under 18 years old and 18 years and older. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There is no significant difference in age between potential recruits and either recruits or non-recruits. Non-recruits were 42.1% under 18 while 52.9% of them were 18 or older. Potential recruits were 40.1% under 18 while 59.5% were over 18. Recruits were 41.5% under 18 while 58.5% were 18 or older.

**3.a.3. Marital Status Differences of Potential Recruits vs Recruits and Non-Recruits**

*Among the three, how do the potential pool of recruits differ by marital status from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool and marital status. Marital status is divided into four categories:

* Married
* Engaged
* Separated or divided
* Single

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in marital status between potential recruits and either recruits or non-recruits. Non-recruits were 4.1%, 2.3%, 1.6%, and 92.0% married, engaged, separated/divided, and single, respectively. Potential recruits were 5.5%, 2.6%, 1.4%, and 90.4% married, engaged, separated/divided, and single, respectively. Recruits were 3.4%, 3.0%, 2.5%, and 91.1% married, engaged, separated/divided, and single, respectively.

**3.a.4. Place of Origin Differences of Potential Recruits vs Recruits and Non-Recruits**

*Among the three, how do the potential pool of recruits differ from the recruits and non-recruits regarding where the respondent grew up?*

Variables utilized in the analysis include the respondent pool and where the respondent grew up. The area where the respondents grew up is separated into nine categories:

* Mixed
* Farm
* Country
* Small city
* Medium city
* Medium suburbs
* Large city
* Large suburbs
* Very large city
* Very large suburbs

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 11 illustrates the difference between potential recruits and recruits in this analysis. There were numerous differences in place of origin as seen in Exhibit 11, but the most notable ones are the following:

* Mixed: 8.0% and 17.7% for potential recruits and recruits, respectively.
* Medium Suburbs: 16.6% and 7.7% for potential recruits and recruits, respectively.

**Exhibit 11.**

**3.a.5. Father’s Education Level Differences in Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by the father’s education level from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool the father’s education level. Father’s education level was divided into the following seven categories:

* Completed grade school
* Some high school
* Completed high school
* Some college
* Completed college
* Graduate or professional school after college
* Don’t know, or does not apply

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either recruits or non-recruits by the father’s education level. Here are the following results of the analysis

* Completed grade school
  + 4.1%, 5.2%, and 4.4% for non-recruits, potential recruits, and recruits, respectively
* Some high school
  + 11.2%, 8.7%, and 15.1% for non-recruits, potential recruits, and recruits, respectively
* Completed high school
  + 25.5%, 22.5%, and 26.3% for non-recruits, potential recruits, and recruits, respectively
* Some college
  + 16.5%, 15.9%, and 13.7% for non-recruits, potential recruits, and recruits, respectively
* Completed college
  + 22.2%, 26.3%, and 21.0% for non-recruits, potential recruits, and recruits, respectively
* Graduate or professional school after college
  + 12.6%, 13.6%, and 9.3% for non-recruits, potential recruits, and recruits, respectively
* Don’t know, or does not apply
  + 8.0%, 7.8%, and 10.2% for non-recruits, potential recruits, and recruits, respectively

**3.a.6. Mother’s Education Level Differences of Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by the mother’s education level from recruits and non-recruits?*

Variables utilized in the analysis include the respondent pool and the mother’s education level. Father’s education level was divided into the following categories:

* Completed grade school
* Some high school
* Completed high school
* Some college
* Completed college
* Graduate or professional school after college
* Don’t know, or does not apply

Exhibit 12 depicts the differences in mother’s education levels among potential recruits, recruits, and non-recruits. Subsequent tests to determine differences pairwise among the three groups resulted in no significant findings. The results of the analysis are as follows:

* Completed grade school
  + 4.8%, 2.6%, and 6.9% for non-recruits, potential recruits, and recruits, respectively
* Some high school
  + 6.1%, 7.8%, and 10.8% for non-recruits, potential recruits, and recruits, respectively
* Completed high school
  + 20.0%, 18.8%, and 19.6% for non-recruits, potential recruits, and recruits, respectively
* Some college
  + 20.8%, 16.5%, and 18.1% for non-recruits, potential recruits, and recruits, respectively
* Completed college
  + 29.6%, 31.5%, and 26.0% for non-recruits, potential recruits, and recruits, respectively
* Graduate or professional school after college
  + 14.3%, 16.2%, and 9.8% for non-recruits, potential recruits, and recruits, respectively
* Don’t know, or does not apply
  + 4.4%, 6.6%, and 8.8% for non-recruits, potential recruits, and recruits, respectively

**Exhibit 12.**

**3.b. Student Values**

**Student Values of Potential Recruits vs Recruits and Non-Recruits**

**3.b.1. Importance of Having Money for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of having lots of money from recruits and non-recruits?*

Variables utilized in the analysis are the importance of money and the pool of respondents. The importance of money was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either non-recruits or recruits regarding the importance of having lots of money. Potential recruits, recruits, and non-recruits had average importance scores of 3.05, 2.82, and 2.95, respectively.

**3.b.2 Importance of Having Strong Friendships for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of having strong friendships from recruits and non-recruits?*

Variables utilized in the analysis are the importance of having strong friendships and the pool of respondents. The importance of having strong friendships was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either non-recruits or recruits regarding the importance of having strong friendships. Potential recruits, recruits, and non-recruits had average importance scores of 3.46, 3.42, and 3.55, respectively.

**3.b.3 Importance of Having Steady Work for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of having steady work from recruits and non-recruits?*

Variables utilized in the analysis are the importance of having steady work and the pool of respondents. The importance of having steady work was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either non-recruits or recruits regarding the importance of having steady work. Potential recruits, recruits, and non-recruits had average importance scores of 3.64, 3.68, and 3.73, respectively.

**3.b.4 Importance of Making a Contribution to Society for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of contributing to society from recruits and non-recruits?*

Variables utilized in the analysis are the importance of contributing to society and the pool of respondents. The importance of contributing to society was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either non-recruits or recruits regarding the importance of contributing to society. Potential recruits, recruits, and non-recruits had average importance scores of 3.01, 3.00, and 3.06, respectively.

**3.b.5 Importance of Being a Leader in the Community for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of being a leader in the community from recruits and non-recruits?*

Variables utilized in the analysis are the importance of being a leader in the community and the pool of respondents. The importance of being a leader in the community was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference between potential recruits and either non-recruits or recruits regarding the importance of being a leader in the community. Potential recruits, recruits, and non-recruits had average importance scores of 2.50, 2.69, and 2.59 respectively.

**3.b.6 Importance of Living Close to Parents for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of living close to their parents from recruits and non-recruits?*

Variables utilized in the analysis are the importance of living close to their parents and the pool of respondents. The importance of living close to parents was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 13 illustrates the difference in importance scores between potential recruits and non-recruits regarding importance of living close to parents. Potential recruits and non-recruits had average importance scores of 2.42 and 2.62, respectively. There was no significant difference between potential recruits and recruits in their importance of living close to parents.

**Exhibit 13.**

**3.b.7 Importance of Getting Away from this Area of the Country for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of getting away from this area of the country from recruits and non-recruits?*

Variables utilized in the analysis are the importance of getting away from this area of the country and the pool of respondents. The importance of getting away from this area of the country was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will serve in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 14 illustrates the difference in importance scores between potential recruits and recruits regarding the importance of getting away from this area of the country. Potential recruits and recruits had average importance scores of 1.97 and 2.38, respectively. There was no significant difference between potential recruits and non-recruits in their importance of getting away from this area of the country.

**Exhibit 14.**

**3.b.8 Importance of Finding Purpose in Life for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ by how they view the importance of finding purpose in life from recruits and non-recruits?*

Variables utilized in the analysis are the importance of finding purpose in life and the pool of respondents. The importance of finding purpose in life was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 15 illustrates the difference in importance scores between potential recruits, recruits, and non-recruits for finding purpose in life. The initial three-way significance test between the three groups showed significance, however, subsequent pairwise tests were not significant. One could see a difference between non-recruits and recruits in Exhibit 15 but this only an eyeball test. Potential recruits, recruits, and non-recruits had average importance scores of 3.54, 3.41, and 3.59, respectively.

**Exhibit 15.**

**3.b.9 Importance of Being Successful at Work for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the important being successful in their line of work from recruits and non-recruits?*

Variables utilized in the analysis are the importance of being successful in their line of work and the pool of respondents. The importance of being successful in their line of work was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average importance scores between potential recruits and either recruits or non-recruits regarding the importance of being successful at work. Potential recruits, recruits, and non-recruits had average scores of 3.66, 3.59, and 3.64.

**3.b.10 Importance of Having a Good Marriage and Family for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the* *importance of having a good marriage and family life from recruits and non-recruits?*

Variables utilized in the analysis are the importance of having a good marriage and family life and the pool of respondents. The importance of having a good marriage and family life was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average importance scores between potential recruits and either recruits or non-recruits regarding the importance of having a good marriage and family life. Potential recruits, recruits, and non-recruits had average scores of 3.56, 3.56, 3.67.

**3.b.11 Importance of Time for Recreation and Hobbies for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the* *importance of having plenty of time for recreation and hobbies from recruits and non-recruits?*

Variables utilized in the analysis are the importance of having plenty of time for recreation and hobbies and the pool of respondents. The importance of having plenty of time for recreation and hobbies was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average importance scores between potential recruits and either recruits or non-recruits regarding the importance of having plenty of time for recreation and hobbies. Potential recruits, recruits, and non-recruits had average scores of 3.05, 3.12, 3.05.

**3.b.12 Importance of Giving Children Better Opportunities for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the* *importance of being able to give my children better opportunities than they had from recruits and non-recruits?*

Variables utilized in the analysis are the importance of being able to give my children better opportunities than they had and the pool of respondents. The importance of being able to give my children better opportunities than they had was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average importance scores between potential recruits and either recruits or non-recruits regarding the importance of being able to give my children better opportunities than they had. Potential recruits, recruits, and non-recruits had average scores of 3.65, 3.74, 3.66.

**3.b.13 Importance of Correcting Inequalities for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the* *importance of working to correct social and economic inequalities than they had from recruits and non-recruits?*

Variables utilized in the analysis are the importance of working to correct social and economic inequalities and the pool of respondents. The importance of working to correct social and economic inequalities was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average importance scores between potential recruits and either recruits or non-recruits regarding the importance of working to correct social and economic inequalities. Potential recruits, recruits, and non-recruits had average scores of 2.48, 2.51, 2.57.

**3.b.14 Importance of Having New Experiences for Potential Recruits vs Other Groups**

*Among the three groups, how do the potential pool of recruits differ regarding the* *importance of discovering new ways to experience things from recruits and non-recruits?*

Variables utilized in the analysis are the importance of discovering new ways to experience things and the pool of respondents. The importance of discovering new ways to experience things was measured from one (not important) to four (extremely important). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 16 illustrates the differences in importance scores of discovering new ways to experience things between potential recruits, recruits, and non-recruits. While the findings were significant in a three-way test, all subsequent pairwise testing of respondent pools were not significant. However, observing Exhibit 16 one can see the largest difference is between potential recruits and recruits. Potential recruits, recruits, and non-recruits had average importance scores of 2.85, 3.06, and 3.00.

**Exhibit 16.**

**3.c. Student Satisfaction with Various Life Domains**

**3.c.1. Satisfaction with Current Neighborhood for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their current neighborhood?*

Variables utilized in the analysis are satisfaction with their current neighborhood and the pool of respondents. The satisfaction with their current neighborhood was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with their current neighborhood between the potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.14, 5.24, and 5.39, respectively.

**3.c.2. Satisfaction with Education Experience for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their educational experience?*

Variables utilized in the analysis are satisfaction with their education experience and the pool of respondents. The satisfaction with their education experience was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with their educational experience between the potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.04, 5.13, and 5.19, respectively.

**3.c.3. Satisfaction with Friends for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their friends?*

Variables utilized in the analysis are satisfaction with their friends and the pool of respondents. The satisfaction with their friends was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with their satisfaction with friends between the potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.74, 6.03, and 5.94, respectively.

**3.c.4. Satisfaction with Getting Along with Parents for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with getting along with their parents?*

Variables utilized in the analysis are satisfaction with getting along with their parents and the pool of respondents. The satisfaction with getting along with their parents was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores of getting along with their parents between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.32, 5.21, and 5.43, respectively.

**3.c.5. Satisfaction with Yourself for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with themselves?*

Variables utilized in the analysis are satisfaction with themselves and the pool of respondents. The satisfaction with themselves was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with themselves between potential recruits and either recruits or non-recruits regarding satisfaction with themselves. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.07, 5.33, and 5.17, respectively.

**3.c.6. Satisfaction with Amount of Free Time for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with the amount of time they have for doing things they like (free time)?*

Variables utilized in the analysis are satisfaction with the amount of free time and the pool of respondents. The satisfaction with the amount of free time was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with the amount of free time between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 4.43, 4.77, and 4.64, respectively.

**3.c.7. Satisfaction with Leisure Time for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with the amount leisure time they have?*

Variables utilized in the analysis are satisfaction with the amount of leisure time they have and the pool of respondents. The satisfaction with the amount of leisure time they have was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with the amount of leisure time they have between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.00, 5.30, and 5.28, respectively.

**3.c.8. Satisfaction with Life for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with the amount life?*

Variables utilized in the analysis are satisfaction with life and the pool of respondents. The satisfaction with life was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 17 depicts the differences in average satisfaction with life scores between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits had average satisfaction scores of 4.87, 5.21, and 5.15, respectively. One should note that subsequent pairwise tests to evaluate differences between potential recruits and either recruits or non-recruits were not significant while the original three-way test was significant. By observing the graph, one can see a difference, most likely, between potential recruits (4.87) and recruits (5.21).

**Exhibit 17.**

**3.c.9. Satisfaction with Government for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with the government?*

Variables utilized in the analysis are satisfaction with the government and the pool of respondents. The satisfaction with the government was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with the government between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 3.25, 3.37, and 3.36, respectively.

**3.c.10. Satisfaction with the Amount of Fun for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with amount of fun they have?*

Variables utilized in the analysis are satisfaction with the amount of fun they have and the pool of respondents. The satisfaction with the amount of fun they have was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with the amount of fun they have between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 4.75, 5.03, and 5.01, respectively.

**3.c.11. Satisfaction with Present Job for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their present job?*

Variables utilized in the analysis are satisfaction with their present job and the pool of respondents. The satisfaction their present job was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 16 illustrates the relationship among recruits, potential recruits, and non-recruits in satisfaction scores regarding their present job. Upon performing pairwise analysis of each of the three groups, no significant findings were found. These are the following average satisfaction scores of the analysis:

* Potential recruits = 4.72
* Recruits = 4.62
* Non-recruits= 5.08

Observing Exhibit 18, one could see a difference between recruits and non-recruits but this is only an eyeball test.

**Exhibit 18.**

**3.c.12. Satisfaction with Personal Safety for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their personal safety in their neighborhood, on your job, and in your school – safety from being attached and injured in some way (personal safety)?*

Variables utilized in the analysis are satisfaction with their personal safety and the pool of respondents. The satisfaction with their personal safety was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with their personal safety between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.56, 5.53, and 5.71, respectively.

**3.c.13. Satisfaction with Safety of Property for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with the safety of things the own from being stolen or destroyed in your neighborhood, on your job, and in your school (safety of things owned)?*

Variables utilized in the analysis are satisfaction with the safety of the things they own and the pool of respondents. The satisfaction with the safety of the things they own was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with the safety of the things they own between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.12, 4.91, and 5.24, respectively.

**3.c.14. Satisfaction with Standard of Living for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding their satisfaction with their standard of living – the things you have like housing, car, furniture, recreation, and the like (standard of living)?*

Variables utilized in the analysis are satisfaction with their standard of living and the pool of respondents. The satisfaction with their standard of living was measured from 1 (completely dissatisfied) to 7(complete satisfied) with 4 being neutral. The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average satisfaction scores with their standard of living between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 5.61, 5.52, and 5.76, respectively.

**3.d. Student Trustworthy and Fairness**

**3.d.1 People Can be Trusted for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel people can be trusted?*

Variables utilized in the analysis are how strongly they feel people can be trusted and the pool of respondents. How strongly they feel people can be trusted was measured from 1 (can’t be too careful), 2 (don’t know), 3 (most can be trusted). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel people can be trusted between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 1.62, 1.57, and 1.65, respectively.

**3.d.2 People Take Advantage for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel that people take advantage of others?*

Variables utilized in the analysis are how strongly they feel that people take advantage of others and the pool of respondents. How strongly they feel that people take advantage of others was measured from 1 (can’t be too careful), 2 (don’t know), 3 (most can be trusted). The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel that people take advantage of others between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average satisfaction scores of 1.70, 1.63, and 1.74, respectively.

**3.d.3 Skipping School Recently for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how many days of schools they have skipped in the past four weeks?*

Variables utilized in the analysis are how many days of school they have skipped in the past four weeks and the pool of respondents. How strongly they feel that people take advantage of others was measured by:

* 1=none
* 2=1 day
* 3=2 days
* 4=3 days
* 5=4-5 days
* 6=6-10 days
* 7=11+ days.

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 19 depicts the difference in average amount of days skipped between potential recruits and non-recruits. Potential recruits and non-recruits had average values of 1.51 and 1.65, respectively. This means than potential recruits and recruits missed, on average, somewhere between no days and one day in the past four weeks, with potential recruits missing less than non-recruits. This difference, while statistically significant, is minimal. There was no significant difference between potential recruits and recruits

**Exhibit 19.**

**3.e. Student Relationship with Government.**

**3.e.1 People Should Always Obey the Law for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel people should always obey the law?*

Variables utilized in the analysis are how strongly they feel that people should always obey the law and the pool of respondents. The variable of should always obey the law was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel that people should always obey the law between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average scores of 2.86, 2.80, and 2.86, respectively.

**3.e.2 Good Citizens Agree with the Government for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel that good citizens go along with the government no matter what?*

Variables utilized in the analysis are how strongly they feel that good citizens go along with the government no matter what and the pool of respondents. The variable of how strongly they feel good citizens go along with the government no matter what was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly citizens go along with the government no matter what between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average scores of 2.15, 2.07, and 2.09, respectively.

**3.e.3 Good Challenge the Government for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel people should challenge the government?*

Variables utilized in the analysis are how strongly they feel that people should challenge the government and the pool of respondents. The variable of how strongly they feel people should challenge the government was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel people should challenge the government between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average scores of 3.74, 3.61, and 3.64, respectively.

**3.e.4 USA is the Best System in the World for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel that the USA has the best system in the world?*

Variables utilized in the analysis are how strongly they feel that the USA is the best system in the world and the pool of respondents. The variable of people how strongly they feel that the USA is the best system in the world was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel that the USA is the best system in the world between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average scores of 2.88, 3.10, and 2.91, respectively.

**3.f. Student Ability to Follow Rules.**

**3.f.1 Going to School is Enjoyable for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel that school is an enjoyable experience for them?*

Variables utilized in the analysis are how strongly they feel that school is an enjoyable experience for them and the pool of respondents. The variable of people how strongly they feel that school is an enjoyable experience for them was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

There was no significant difference in average scores with how strongly they feel that school is an enjoyable experience for them between potential recruits and either recruits or non-recruits. Potential recruits, recruits, and non-recruits has average scores of 3.35, 3.36, and 3.51, respectively.

**3.f.2 Doing Well in School is Important for Potential Recruits vs Other Groups**

*How do potential recruits differ from the other two groups regarding how strongly they feel doing well in school is important for their job and life in general??*

Variables utilized in the analysis are how strongly they feel that doing well in school is important for their job and life in general and the pool of respondents. The variable of people how strongly they feel that school doing well in school is important for their job and life in general was measured in the following intervals:

* 1 (disagree)
* 2 (mostly disagree)
* 3 (neither).
* 4 (mostly agree)
* 5 (agree)

The variable of respondent pool for each question in this section is divided into three categories:

* Non-recruits (students who say they definitely will not serve in the military after high school graduation)
* Recruits (students who say they definitely or probably will in the military)
* Potential recruits (those who say they probably will not serve)

Exhibit 20 illustrates the difference between potential recruits, recruits, and non-recruits regarding how strongly they feel doing well in school is important for their job and life in general. Interestingly, after doing additional pairwise testing of respondent categories, there were no significant results. Potential recruits, recruits, and non-recruits has average scores of 4.13, 4.11, and 4.29. Observing Exhibit 17, one can see a difference between recruits and non-recruits but this is only an eyeball test.

**Exhibit 20.**

Within the potential recruit group, are there gender differences in the variables studied?

**4.a. Student Values**

**4.a.1. Importance of Being Successful at Work:**

*Does how important students in the potential recruit group find being successful at work differ between men and women?*

Variables included in this analysis were importance of being successful at work, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 21 illustrates the differences among gender regarding how potential recruits perceive the importance of being successful at work. There was a statistically significant difference between males and females for how important they found being successful at work. As shown in the exhibit, males found it to be 3.57 on average out of four, while women found it to be 3.67 on average.

**Exhibit 21.**

**4.a.2. Importance of Having a Good Marriage and Family**

*Does how important students in the potential recruit group find having a good marriage and family differ between men and women?*

Variables included in this analysis were importance of having a good marriage and family, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 22 illustrates the differences among gender regarding how potential recruits perceive the importance of having a good marriage and family. There was a statistically significant difference between males and females for how important they found having a good marriage and family. As shown in the exhibit, males found it to be 3.56 on average out of four, while women found it to be 3.68 on average.

**Exhibit 22.**

**4.a.3. Importance of Having Money**

*Does how important students in the potential recruit group find having lots of money differ between men and women?*

Variables included in this analysis were importance of having lots of money, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 22 illustrates the differences among gender regarding how potential recruits perceive the importance of having money. There was a statistically significant difference between males and females for how important they found having lots of money. As shown in the exhibit, males found it .31 on that four-point scale more important on average than females did, who found it to be 2.64 out four on a level of importance.

**Exhibit 22.**

**4.a.4. Importance of Time for Recreation and Hobby**

*Does how important students in the potential recruit group find having time for recreation and hobby differ between men and women?*

Variables included in this analysis were importance of having time for recreation and hobby, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found having time for recreation and hobby. Males on average found it to be a 3.20 out of four for level importance, while females found it to be 3.05 out of four on the scale.

**4.a.5. Importance of Having Strong Friendships**

*Does how important students in the potential recruit group find having strong friendships differ between men and women?*

Variables included in this analysis were importance of having strong friendships, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found having strong friendships. Males on average found it to be a 3.48 out of four for level importance, while females found it to be 3.41 out of four on the scale.

**4.a.6. Importance of Having Steady Work**

*Does how important students in the potential recruit group find having steady work differ between men and women?*

Variables included in this analysis were importance of having steady work, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found having steady work. Males on average found it to be a 3.59 out of four for level importance, while females found it to be 3.71 out of four on the scale.

**4.a.7. Importance of Making a Contribution to Society**

*Does how important students in the potential recruit group find making a contribution to society differ between men and women?*

Variables included in this analysis were importance of making a contribution to society, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found having steady work. Males on average found it to be a 2.97 out of four for level importance, while females found it to be 3.05 out of four on the scale.

**4.a.8. Importance of Being a Leader in the Community**

*Does how important students in the potential recruit group find being a leader in the community differ between men and women?*

Variables included in this analysis were importance of being a leader in the community, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found being a leader in the community. Males on average found it to be a 2.45 out of four for level importance, while females found it to be 2.53 out of four on the scale.

**4.a.9. Importance of Giving Children Better opportunities**

*Does how important students in the potential recruit group find giving their children better opportunities differ between men and women?*

Variables included in this analysis were importance of giving their children better opportunities, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found giving their children better opportunities. Males on average found it to be a 3.64 out of four for level importance, while females found it to be 3.68 out of four on the scale.

**4.a.10. Importance of Living Close to Parents and Relatives**

*Does how important students in the potential recruit group find living close to parents and relatives differ between men and women?*

Variables included in this analysis were importance of living close to parents and relatives, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how important they found living close to parents and relatives. Males on average found it to be a 2.41 out of four for level importance, while females found it to be 2.44 out of four on the scale.

**4.a.11. Importance of Getting Away from this Area of the Country**

*Does how important students in the potential recruit group find getting away from this area of the country differ between men and women?*

Variables included in this analysis were importance of getting away from this area of the country, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 23 illustrates the differences among gender regarding how potential recruits perceive the importance of getting away from this area of the country. There was a statistically significant difference between males and females for how important they found having steady work. As can be seen in the exhibit, males on average found it to be a 1.85 out of four for level importance, while females found it to be 2.16 out of four on the scale.

**Exhibit 23.**

**4.a.12. Importance of Correcting Inequalities**

*Does how important students in the potential recruit group find correcting inequalities differ between men and women?*

Variables included in this analysis were importance of correcting inequalities, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 24 illustrates the differences among gender regarding how potential recruits perceive the importance of correcting inequalities. There was a statistically significant difference between males and females for how important they found correcting inequalities. Males on average found it to be a 2.44 out of four for level importance, while females found it to be 2.63 out of four on the scale.

**Exhibit 24.**

**4.a.13. Importance of Having New Experiences**

*Does how important students in the potential recruit group having new experiences differ between men and women?*

Variables included in this analysis were importance of having new experiences, which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 25 illustrates the differences among gender regarding how potential recruits perceive the importance of having new experiences. There was a statistically significant difference between males and females for how important they found having new experiences. Looking at the exhibit, males on average found it to be a 2.92 out of four for level importance, while females found it to be 3.04 out of four on the scale.

**Exhibit 25.**

**4.a.14. Importance of Finding Purpose in Life**

*Does how important students in the potential recruit group find finding purpose in life differ between men and women?*

Variables included in this analysis were importance of finding purpose in life which students ranked from 1 to 4, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 26 illustrates the differences among gender regarding how potential recruits perceive the importance of finding purpose in life. There was a statistically significant difference between males and females for how important they found finding a purpose in life. As displayed in the exhibit, Males on average found it to be a 3.44 out of four for level importance, while females found it to be 3.68 out of four on the scale.

**Exhibit 26.**

**4.b. Student Satisfaction with Various Life Domains**

**4.b.1. Satisfaction with Present Job**

*Does how satisfied students in the potential recruit group are with their present job differ between men and women?*

Variables included in this analysis were satisfaction with their present job, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with their present job. Males found it on average to be 5.00 out of 7 on the rating of satisfaction scale, while females found it to be 4.88 on average.

**4.b.2. Satisfaction with Current Neighborhood**

*Does how satisfied students in the potential recruit group are with their current neighborhood differ between men and women?*

Variables included in this analysis were satisfaction with current neighborhood, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with their current neighborhood. Males found it on average to be 5.15 out of 7 on the rating of satisfaction scale, while females found it to be 5.11 on average.

**4.b.3. Satisfaction with Personal Safety**

*Does how satisfied students in the potential recruit group are with their personal safety differ between men and women?*

Variables included in this analysis were satisfaction with their personal safety, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 27 illustrates the differences among gender regarding potential recruit’s satisfaction with personal safety. There was a statistically significant difference between males and females for how satisfied they are with their personal safety. Looking at the exhibit, males found it on average to be 5.80 out of 7 on the rating of satisfaction scale, while females found it to be 5.47 on average.

**Exhibit 27.**

**4.b.4. Satisfaction with Safety of Property**

*Does how satisfied students in the potential recruit group are with the safety of their property differ between men and women?*

Variables included in this analysis were satisfaction with the safety of their property, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 28 illustrates the differences among gender regarding potential recruit’s satisfaction with safety of personal property. There was a statistically significant difference between males and females for how satisfied they are with the safety of their property. Looking at the exhibit, males found it on average to be 5.31 out of 7 on the rating of satisfaction scale, while females found it to be 4.99 on average.

**Exhibit 28.**

**4.b.5. Satisfaction with Education Experience**

*Does how satisfied students in the potential recruit group are with their education experience differ between men and women?*

Variables included in this analysis were satisfaction with education experience, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with their education experience. Males found it on average to be 4.98 out of 7 on the rating of satisfaction scale, while females found it to be 5.12 on average.

**4.b.6. Satisfaction with Friends**

*Does how satisfied students in the potential recruit group are with their friends differ between men and women?*

Variables included in this analysis were satisfaction with friends, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with their friends. Males found it on average to be 5.84 out of 7 on the rating of satisfaction scale, while females found it to be 5.59 on average.

**4.b.7. Satisfaction with Getting Along with Parents**

*Does how satisfied students in the potential recruit group are with getting along with parents differ between men and women?*

Variables included in this analysis were satisfaction with getting along with parents, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with getting along with parents. Males found it on average to be 5.30 out of 7 on the rating of satisfaction scale, while females found it to be 5.32 on average.

**4.b.8. Satisfaction with Yourself**

*Does how satisfied students in the potential recruit group are with themselves differ between men and women?*

Variables included in this analysis were satisfaction with themselves, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with themselves. Males found it on average to be 5.24 out of 7 on the rating of satisfaction scale, while females found it to be 4.79 on average.

**4.b.6. Satisfaction with Standard of Living**

*Does how satisfied students in the potential recruit group are with their standard of living differ between men and women?*

Variables included in this analysis were satisfaction with their standard of living, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with their standard of living. Males found it on average to be 5.71 out of 7 on the rating of satisfaction scale, while females found it to be 5.63 on average.

**4.b.9. Satisfaction with Amount of Free Time**

*Does how satisfied students in the potential recruit group are with the amount of free time they have differ between men and women?*

Variables included in this analysis were satisfaction with the amount of free time they have, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 29 illustrates the differences among gender regarding potential recruit’s satisfaction with amount of free time. There was a statistically significant difference between males and females for how satisfied they are with their amount of free time. The exhibit shows that males found it on average to be 4.66 out of 7 on the rating of satisfaction scale, while females found it to be 4.13 on average.

**Exhibit 29.**

**4.b.10. Satisfaction with Leisure Time**

*Does how satisfied students in the potential recruit group are with their leisure time differ between men and women?*

Variables included in this analysis were satisfaction with leisure time, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 30 illustrates the differences among gender regarding potential recruit’s satisfaction with leisure time. There was a statistically significant difference between males and females for how satisfied they are with their leisure time. As can be seen in the exhibit, males found it on average to be 5.27 out of 7 on the rating of satisfaction scale, while females found it to be 4.59 on average.

**Exhibit 30.**

**4.b.11. Satisfaction with Life**

*Does how satisfied students in the potential recruit group are with life differ between men and women?*

Variables included in this analysis were satisfaction with life, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 31 illustrates the differences among gender regarding potential recruit’s satisfaction with life. There was a statistically significant difference between males and females for how satisfied they are with life. The exhibit shows that males found it on average to be 5.04 out of 7 on the rating of satisfaction scale, while females found it to be 4.62 on average.

**Exhibit 31.**

**4.b.12. Satisfaction with Government**

*Does how satisfied students in the potential recruit group are with the government differ between men and women?*

Variables included in this analysis were satisfaction with the government, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

There was not a statistically significant difference between males and females for how satisfied they are with the government. Males found it on average to be 3.31 out of 7 on the rating of satisfaction scale, while females found it to be 3.15 on average.

**4.b.13. Satisfaction with Amount of fun**

*Does how satisfied students in the potential recruit group are with the amount of fun they have differ between men and women?*

Variables included in this analysis were satisfaction with the amount of fun they have, which students ranked from 1 to 7, with a high number meaning they found it more important, and sex of the students (male or female).

Exhibit 32 illustrates the differences among gender regarding potential recruit’s satisfaction with amount of fun. There was a statistically significant difference between males and females for how satisfied they are with the amount of fun they have. The exhibit shows that males found it on average to be 5.00 out of 7 on the rating of satisfaction scale, while females found it to be 4.37 on average.

**Exhibit 32.**

**4.c. Student Trustworthy and Fairness**

**4.c.1. People Can be Trusted**

*Does how much students in the potential recruit group think that other people can be trusted differ between men and women?*

Variables included in this analysis were how much students think that people can be trusted and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that people can be trusted. Males found it on average to be 1.63, while females found it to be 1.59 on average.

**4.c.2. People Can be Trusted**

*Does how much students in the potential recruit group think that other people tend to take advantage of others differ between men and women?*

Variables included in this analysis were how much students think that people tend to take advantage of others and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that people tend to take advantage of others. Males found it on average to be 1.73 on the rating scale, while females found it to be 1.66 on average.

**4.c.3. Skipping School Recently**

*Does how many times students in the potential recruit group have skipped school in the past four weeks differ between men and women?*

Variables included in this analysis were how many times students skipped school in the past four weeks and sex of the students (male or female).

There was not a statistically significant difference between males and females for how many times they skipped school in the past four weeks. Males skipped on average 1.52 times, while females skipped 1.44 times on average.

**4.d. Student Relationship with Government**

**4.d.1. People Should Always Obey the Law**

*Does how much students in the potential recruit group think that people should always obey the law differ between men and women?*

Variables included in this analysis were how much students think that people should always obey the law and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that people should always obey the law. Males found it on average to be 2.74 on the scale, while females found it to be 2.98 on average.

**4.d.2. Good Citizens Agree with Government**

*Does how much students in the potential recruit group think that good citizens should agree with the government differ between men and women?*

Variables included in this analysis were how much students think that good citizens should agree with the government and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that good citizens should agree with the government. Males found it on average to be 2.09 on the scale, while females found it to be 2.12 on average.

**4.d.3. Good Citizens Challenge the Government**

*Does how much students in the potential recruit group think that good citizens should challenge the government differ between men and women?*

Variables included in this analysis were how much students think that good citizens should challenge the government and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that good citizens should challenge the government. Males found it on average to be 3.77 on the scale, while females found it to be 3.70 on average.

**4.d.4. USA is Best System in World**

*Does how much students in the potential recruit group think that the USA has the best system in the world differ between men and women?*

Variables included in this analysis were how much students think that the USA has the best system in the world and sex of the students (male or female).

Exhibit 33 illustrates the differences among gender regarding potential recruits perceive USA is the best system in the world. There was a statistically significant difference between males and females for how much they think that the USA has the best system in the world. The exhibit shows that males found it on average to be 3.04 on the scale, while females found it to be 2.60 on average.

**Exhibit 33.**

**4.e. Student Ability to Follow Rules**

**4.e.1. Going to School is Enjoyable**

*Does how much students in the potential recruit group think that going to school is enjoyable differ between men and women?*

Variables included in this analysis were how much students think that going to school is enjoyable and sex of the students (male or female).

There was not a statistically significant difference between males and females for how much they think that going to school is enjoyable. Males found it on average to be 3.56 on the scale, while females found it to be 3.46 on average.

**4.e.2. Doing Well in School is Important**

*Does how much students in the potential recruit group think that doing well in school is important differ between men and women?*

Variables included in this analysis were how much students think that doing well in school is important and sex of the students (male or female).

Exhibit 34 illustrates the differences among gender regarding potential recruits perceive doing well in school is important. There was a statistically significant difference between males and females for how much they think that doing well in school is important. As can be seen in the exhibit, males found it on average to be 4.00 on the scale, while females found it to be 4.33 on average.

**Exhibit 34.**

Within the potential recruit group, are there racial differences in the variables studied?

**5.a. Student Values**

**5.a.1. Importance of Being Successful at Work**

*Does how important students in the potential recruit group find being successful at work differ between whites and non-whites?*

Variables included in this analysis were importance of being successful at work, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

There was not a statistically significant difference between whites and non-whites for how important they found being successful at work. On average non-whites found it to be about 3.67 out of 4 on the importance rating scale, while whites found it to be 3.60

**5.a.2. Importance of Having a Good Marriage and Family**

*Does how important students in the potential recruit group find having a good marriage and family differ between whites and non-whites?*

Variables included in this analysis were importance of having a good marriage and family, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

There was not a statistically significant difference between whites and non-whites for how important they found having a good marriage and family. On average non-whites found it to be about 3.60 out of 4 on the importance rating scale, while whites found it to be 3.64.

**5.a.3. Importance of Having Money**

*Does how important students in the potential recruit group find having lots of money differ between whites and non-whites?*

Variables included in this analysis were importance of having lots of money, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

There was not a statistically significant difference between whites and non-whites for how important they found having lots of money. On average non-whites found it to be about 3.03 out of 4 on the importance rating scale, while whites found it to be 2.73

**5.a.4. Importance of Having Time for Recreation and Hobby**

*Does how important students in the potential recruit group find having time for recreation and hobby differ between whites and non-whites?*

Variables included in this analysis were importance of having time for recreation and hobby, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

There was not a statistically significant difference between whites and non-whites for how important they found having time for recreation and hobby. On average non-whites found it to be about 3.11 out of 4 on the importance rating scale, while whites found it to be 3.14.

**5.a.5. Importance of Having Strong Friendships**

*Does how important students in the potential recruit group find having strong friendships differ between whites and non-whites?*

Variables included in this analysis were importance of having strong friendships, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 35 illustrates the differences among race regarding potential recruit’s importance of having strong friendships. There was a statistically significant difference between whites and non-whites for how important they found having strong friendships. Looking at the exhibit, non-whites found it to be 3.15 on average and whites found it to be 3.59 on the scale.

**Exhibit 35.**

**5.a.6. Importance of Having Steady Work**

*Does how important students in the potential recruit group find having steady work differ between whites and non-whites?*

Variables included in this analysis were importance of having steady work, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found having steady work. Non-whites on average found it to be a 3.68 out of four for level importance, while whites found it to be 3.63 out of four on the scale.

**5.a.7. Importance of Making a Contribution to Society**

*Does how important students in the potential recruit group find making a contribution to society differ between whites and non-whites?*

Variables included in this analysis were importance of making a contribution to society, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found having steady work. Non-whites on average found it to be a 2.92 out of four for level importance, while whites found it to be 3.06 out of four on the scale.

**5.a.8. Importance of Being a Leader in the Community**

*Does how important students in the potential recruit group find being a leader in the community differ between whites and non-whites?*

Variables included in this analysis were importance of being a leader in the community, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found being a leader in the community. Non-whites on average found it to be a 2.56 out of four for level importance, while whites found it to be 2.50 out of four on the scale.

**5.a.9. Importance of Giving Children Better Opportunities**

*Does how important students in the potential recruit group find giving their children better opportunities differ between whites and non-whites?*

Variables included in this analysis were importance of giving their children better opportunities, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

Exhibit 36 illustrates the differences among race regarding potential recruit’s importance of o giving their children better opportunities. There was a statistically significant difference between whites and non-whites for how important they found giving their children better opportunities. Looking at the exhibit, on average non-whites found it to be about 3.79 out of 4 on the importance rating scale, while whites found it to be 3.58.

**Exhibit 36.**

**5.a.10. Importance of Living Close to Parents and Relatives**

*Does how important students in the potential recruit group find living close to parents and relatives between whites and non-whites*?

Variables included in this analysis were importance of living close to parents and relatives, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found living close to parents and relatives. Non-whites on average found it to be a 2.57 out of four for level importance, whites women found it to be 2.35 out of four on the scale.

**5.a.11. Importance of Getting Away from this Area of the Country**

*Does how important students in the potential recruit group find getting away from this area of the country between whites and non-whites?*

Variables included in this analysis were importance of getting away from this area of the country, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found having steady work. Non-whites on average found it to be a 2.14 out of four for level importance, while women found it to be 1.87 out of four on the scale.

**5.a.12. Importance of Correcting Inequalities**

*Does how important students in the potential recruit group find correcting inequalities differ between whites and non-whites?*

Variables included in this analysis were importance of correcting inequalities, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

Exhibit 37 illustrates the differences among race regarding potential recruit’s importance of correcting inequalities. There was a statistically significant difference between whites and non-whites for how important they found correcting inequalities. On average non-whites found it to be about 3.03 out of 4 on the importance rating scale, while whites found it to be 2.73.

**Exhibit 37.**

**5.a.13. Importance of Having New Experiences**

*Does how important students in the potential recruit group find having new experiences differ between whites and non-whites?*

Variables included in this analysis were importance of having new experiences, which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (white or non-white).

Exhibit 38 illustrates the differences among race regarding potential recruit’s importance of having new experiences. There was a statistically significant difference between whites and non-whites for how important they found having new experiences. Looking at the exhibit, on average non-whites found it to be about 3.15 out of 4 on the importance rating scale, while whites found it to be 2.89.

**Exhibit 38.**

**5.a.14. Importance of Finding Purpose in Life**

*Does how important students in the potential recruit group find finding purpose in life differ between whites and non-whites?*

Variables included in this analysis were importance of finding purpose in live which students ranked from 1 to 4, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how important they found finding a purpose in life. Non-whites on average found it to be a 3.65 out of four for level importance, while whites found it to be 3.55 out of four on the scale.

**5.b. Student Satisfaction with Various Life Domains**

**5.b.1. Satisfaction with Present Job**

*Does how satisfied students in the potential recruit group in the potential recruit group are with their present job differ between whites and non-whites?*

Variables included in this analysis were satisfaction with their present job, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 39 illustrates the differences among race regarding potential recruit’s satisfaction with their present job. There was a statistically significant difference between whites and non-whites for how satisfied they are with their present job. As is displayed in the exhibit, Non-whites found it on average to be 4.75 out of 7 on the rating of satisfaction scale, while whites found it to be 5.07 on average.

**Exhibit 39.**

**5.b.2. Satisfaction with Current Neighborhood**

*Does how satisfied students in the potential recruit group in the potential recruit group are with their current neighborhood differ between whites and non-whites?*

Variables included in this analysis were satisfaction with current neighborhood, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 40 illustrates the differences among race regarding potential recruit’s satisfaction with their current neighborhood. There was a statistically significant difference between whites and non-whites for how satisfied they are with their current neighborhood. As is displayed in the exhibit, Non-whites found it on average to be 4.59 out of 7 on the rating of satisfaction scale, while whites found it to be 5.36 on average.

**Exhibit 40.**

**5.b.3. Satisfaction with Personal Safety**

*Does how satisfied students in the potential recruit group in the potential recruit group are with their personal safety differ between whites and non-whites?*

Variables included in this analysis were satisfaction with their personal safety, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with their personal safety. As is displayed in the exhibit, Non-whites found it on average to be 5.10 out of 7 on the rating of satisfaction scale, while whites found it to be 6.00 on average.

**5.b.4. Satisfaction with Safety of Their Property**

*Does how satisfied students in the potential recruit group in the potential recruit group are with the safety of their property differ between whites and non-whites?*

Variables included in this analysis were satisfaction with the safety of their property, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with the safety of their property. As is displayed in the exhibit, Non-whites found it on average to be 4.63 out of 7 on the rating of satisfaction scale, while whites found it to be 5.51 on average.

**5.b.5. Satisfaction with Education Experience**

*Does how satisfied students in the potential recruit group are with their education experience differ between whites and non-whites?*

Variables included in this analysis were satisfaction with education experience, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with their education experience. Non-whites found it on average to be 4.89 out of 7 on the rating of satisfaction scale, while whites found it to be 5.18 on average.

**5.b.6. Satisfaction with Friends**

*Does how satisfied students in the potential recruit group are with their friends differ between whites and non-whites?*

Variables included in this analysis were satisfaction with friends, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 41 illustrates the differences among race regarding potential recruit’s satisfaction with their friends. There was a statistically significant difference between whites and non-whites for how satisfied they are with their friends. Non-whites found it on average to be 5.24 out of 7 on the rating of satisfaction scale, while whites found it to be 5.96 on average.

**Exhibit 41.**

**5.b.7. Satisfaction with Getting Along with Parents**

*Does how satisfied students in the potential recruit group are with getting along with parents differ between whites and non-whites?*

Variables included in this analysis were satisfaction with getting along with parents, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with getting along with parents. Non-whites found it on average to be 5.10 out of 7 on the rating of satisfaction scale, while whites found it to be 5.38 on average.

**5.b.8. Satisfaction with Yourself**

*Does how satisfied students in the potential recruit group are with themselves differ between whites and non-whites?*

Variables included in this analysis were satisfaction with themselves, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with themselves. Non-whites found it on average to be 5.11 out of 7 on the rating of satisfaction scale, while whites found it to be 5.09 on average.

**5.b.9. Satisfaction with Standard of Living**

*Does how satisfied students in the potential recruit group in the potential recruit group are with their standard of living differ between whites and non-whites?*

Variables included in this analysis were satisfaction with their standard of living, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 42 illustrates the differences among race regarding potential recruit’s satisfaction with their standard of living. There was a statistically significant difference between whites and non-whites for how satisfied they are with their standard of living. As is displayed in the exhibit, Non-whites found it on average to be 5.32 out of 7 on the rating of satisfaction scale, while whites found it to be 5.94 on average.

**Exhibit 42.**

**5.b.10. Satisfaction with Amount of Free Time**

*Does how satisfied students in the potential recruit group are with the amount of free time they have differ between whites and non-whites?*

Variables included in this analysis were satisfaction with the amount of free time they have, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with their amount of free time. Non-whites found it on average to be 4.01 out of 7 on the rating of satisfaction scale, while whites found it to be 4.55on average.

**5.b.11. Satisfaction with Leisure Time**

*Does how satisfied students in the potential recruit group are with their leisure time differ between whites and non-whites?*

Variables included in this analysis were satisfaction with leisure time, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with their leisure time. Non-whites found it on average to be 4.66 out of 7 on the rating of satisfaction scale, while women found it to be 5.12 on average.

**5.b.12. Satisfaction with Life**

*Does how satisfied students in the potential recruit group in the potential recruit group are with life differ between whites and non-whites?*

Variables included in this analysis were satisfaction with life, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with life. Non-whites found it on average to be 4.47 out of 7 on the rating of satisfaction scale, while whites found it to be 5.01 on average.

**5.b.13. Satisfaction with Government**

*Does how satisfied students in the potential recruit group are with the government differ between whites and non-whites?*

Variables included in this analysis were satisfaction with the government, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how satisfied they are with the government. Non-whites found it on average to be 3.28 out of 7 on the rating of satisfaction scale, while whites found it to be 3.19 on average.

**5.b.14. Satisfaction with Amount of fun**

*Does how satisfied students in the potential recruit group are with the amount of fun they have differ between whites and non-whites?*

Variables included in this analysis were satisfaction with the amount of fun they have, which students ranked from 1 to 7, with a high number meaning they found it more important, and race of the students (whites or non-whites).

Exhibit 43 illustrates the differences among race regarding potential recruit’s satisfaction with the amount of fun they have. There was a statistically significant difference between whites and non-whites for how satisfied they are with the amount of fun they have. The exhibit shows that non-whites found it on average to be 4.21 out of 7 on the rating of satisfaction scale, while whites found it to be 4.94 on average.

**Exhibit 43.**

**5.c. Student Trustworthy and Fairness**

**5.c.1. People Can be Trusted**

*Does how much students in the potential recruit group think that other people can be trusted differ between whites and non-whites?*

Variables included in this analysis were how much students think that people can be trusted and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that people can be trusted. Non-whites found it on average to be 1.46, while whites found it to be 1.66 on average.

**5.c.2. People Take Advantage**

*Does how much students in the potential recruit group think that other people tend to take advantage of others differ between whites and non-whites?*

Variables included in this analysis were how much students think that people tend to take advantage of others and race of the students (whites or non-whites).

Exhibit 44 illustrates the differences among race regarding potential recruit’s perception that people take advantage of others. There was a statistically significant difference between whites and non-whites for how much they think that people tend to take advantage of others. Non-whites found it on average to be 1.48 on the rating scale, while whites found it to be 1.78 on average.

**Exhibit 44.**

**5.c.3. Skipping School Recently**

*Does how many times students in the potential recruit group have skipped school in the past four weeks differ between whites and non-whites?*

Variables included in this analysis were how many times students skipped school in the past four weeks and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how many times they skipped school in the past four weeks. Non-whites skipped on average 1.55 times, while whites skipped 1.50 times on average.

**5.d. Student Relationship with Government**

**5.d.1. People Should Always Obey the Law**

*Does how much students in the potential recruit group think that people should always obey the law differ between whites and non-whites?*

Variables included in this analysis were how much students think that people should always obey the law and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that people should always obey the law. Non-whites found it on average to be 2.67 on the scale, while whites found it to be 2.93 on average.

**5.d.2. Good Citizens Agree with Government**

*Does how much students in the potential recruit group think that good citizens should agree with the government differ between whites and non-whites?*

Variables included in this analysis were how much students think that good citizens should agree with the government and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that good citizens should agree with the government. Non-whites found it on average to be 2.20 on the scale, while whites found it to be 2.04 on average.

**5.d.3. Good Citizens Challenge the Government**

*Does how much students in the potential recruit group think that good citizens should challenge the government differ between whites and non-whites?*

Variables included in this analysis were how much students think that good citizens should challenge the government and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that good citizens should challenge the government. Non-whites found it on average to be 3.64 on the scale, while whites found it to be 3.80 on average.

**5.d.4. USA is Best System in World**

*Does how much students in the potential recruit group think that the USA has the best system in the world differ between whites and non-whites?*

Variables included in this analysis were how much students think that the USA has the best system in the world and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that the USA has the best system in the world. Non-whites found it on average to be 2.90 on the scale, while whites found it to be 2.87 on average.

**5.e. Student Ability to Follow Rules**

**5.e.1. Going to School is Enjoyable**

*Does how much students in the potential recruit group think that going to school is enjoyable differ between whites and non-whites?*

Variables included in this analysis were how much students think that going to school is enjoyable and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that going to school is enjoyable. Non-whites found it on average to be 3.36 on the scale, while whites found it to be 3.62 on average.

**5.e.2. Doing Well in School is Important**

*Does how much students in the potential recruit group think that doing well in school is important differ between whites and non-whites?*

Variables included in this analysis were how much students think that doing well in school is important and race of the students (whites or non-whites).

There was not a statistically significant difference between whites and non-whites for how much they think that doing well in school is important. Non-whites found it on average to be 4.07 on the scale, while whites found it to be 4.19 on average.

***Conclusion***

**Demographic Characteristics of Potential Recruits**

Out of high school seniors, 21.5% of them identified as potential recruits. These individuals were those that responded as probably will not be joining the military. Potential recruits, on average, were predominately single, white, males over the age of 18 who mostly grow up in small cities and medium suburbs. Their father’s education level was mostly some college or some high school while the mother’s education level was mostly completed college

**How Do Potential Recruits Differ from Recruits and Non-Recruits**

**Demographics**

Of the demographic variables analyzed, race, gender, place where they grew up, and mother’s education level were significantly different for potential recruits vs recruits or non-recruits. White respondents were predominately potential recruits while black and hispanic respondents were mostly recruits. By gender, potential recruits were mostly male while non-recruits were mostly female. Many differences exist in where the respondent grew up with more potential recruits being from both mixed origin and medium suburbs than recruits. Finally, more potential recruits than either recruits or non-recruits had mother’s that completed some college education.

**Student Values**

Importance scores for living close to parents, getting away from this area of the country, finding purpose in life, and having new experiences of potential recruits were all significantly different from either recruits or non-recruits. Potential recruits viewed living close to parents as being less important than non-recruits. In addition, potential recruits scored lower in the importance of getting away from this area of the country then recruits did. The importance of finding purpose in life differed among all three respondent pools with non-recruits having the highest score, recruits with the lowest, and potential recruits in the middle. Similarly, the importance of new experiences had potential recruits scoring the lowest, recruits the highest, and non-recruits in the middle.

**Student Satisfaction**

Satisfaction with their life and their present job were significantly different among potential recruits, recruits, and non-recruits. Both satisfaction domains showed significant differences among the three groups but no significance in pairwise testing between the groups. Thus, all observations are eyeballed using graphs of average satisfaction scores. Potential recruits scored the lowest on satisfaction with their life with recruits scoring the highest and non-recruits in the middle. Regarding satisfaction with their current job, non-recruits scored the highest while recruits scored the lowest with potential recruits in the middle. There was not a large degree of difference in student satisfaction domains as compared to student values.

**Student Trustworthiness and Fairness**

Trustworthiness and fairness were deemed relevant to potential recruits as these traits are desirable to military recruiters. The average number of days skipped in the past four weeks was the only significant difference with potential recruits missing slightly less number of days than non-recruits. This difference is minimal and should not be viewed as a defining factor for potential recruits.

**Student Relationship with Government**

The U.S. military enforces the government’s will, a student’s relationship with government is an important feature for military recruiters. However, no significant differences exist among potential recruits and either recruits or non-recruits in this domain.

**Student Ability to Follow Rules**

Like the respondent’s relationship with the government, an individual’s ability to follows rules is integral to their success in the armed forces. The only significant difference was found in the importance of doing well in school among all three respondent pools but no pairwise differences exist. Non-recruits scored the highest while recruits scored the lowest with potential recruits being in the middle.

**Gender Differences Among Potential Recruits**

**Student Values**

The importance of being successful at work, having a good marriage and family, getting away from this area of the country, correcting inequalities, having new experiences in life, and finding purpose in life were significantly different among males and females for potential recruits. Potential recruit females scored higher on the importance scores of being successful at work, a good marriage and family, getting away from this area of the country, correcting inequalities, having new experiences, and finding purpose in life. The only domain males scored higher on was the importance of having money. These pronounced gender differences should be taken into account when developing a profile of the potential recruit.

**Student Satisfaction**

Of the satisfaction variables analyzed, personal safety, the safety of personal property, amount of free time, leisure time, life, and amount of fun were all significantly different among the gender of potential recruits. Males scored higher on satisfaction domains of personal safety, the safety of personal property, amount of free time, leisure time, with their lives, and the amount of fun they have. The higher scores of males in the student satisfaction domain differ significantly from the gender difference in the student values domain.

**Student Trustworthiness and Fairness**

There was no significant difference among potential recruit’s gender in the trustworthiness and fairness domain.

**Student Relationship with Government**

Only the perception that the USA has the best system in the world differed by gender with males scoring higher than females.

**Student Ability to Follow Rules**

The importance of doing well in school is the only area of significant difference among male and female potential recruits. Females scored higher than males in the importance of doing well in school.

**Racial Differences Among Potential Recruits**

**Student Values**

Potential recruit’s race was divided into two groups, whites and non-whites. There was a significant difference among potential recruit’s race in the importance of strong friendships, giving children better opportunities, correcting inequalities, and having new experiences. White potential recruits scored higher on the importance of having strong friendships while non-whites scored higher on the remaining importance scores of giving children better opportunities, correcting inequalities, and having new experiences. As potential recruits are mostly white, these differences should be taken into consideration when creating a potential recruit profile.

**Student Satisfaction**

Of the variables analyzed, satisfaction with their present job, current neighborhood, friends, the standard of living, and the amount of fun they have were significantly different among white and non-white potential recruits. White potential recruits scored higher on satisfaction with their present job, current neighborhood, friends, the standard of living, and the amount of fun they have. These importance scores all had white potential recruits scoring higher indicating a strong difference between student satisfaction and student values.

**Student Trustworthiness and Fairness**

The only significant difference here between white and non-white recruits was in their perception of people taking advantage of others. White scored higher than non-whites in their view that people take advantage of others.

**Student Relationship with the Government**

There was no significant difference among white and non-white potential recruits regarding their relationship with the government.

**Student ability to Follow Rules**

There was no significant difference among white and non-white potential recruits in their ability to follow rules.

***Recruiting Strategies***

1. Commercials showing travel, financial benefits, and strong bonds being formed through enlisting
   1. Really hitting on the fun experiences that can be had while being in the military and the friendships made
2. Presentations at the schools about how joining betters one’s life and gives purpose
3. Messages that highlight diversity will attract the potential recruit group
4. Promotional materials should demonstrate the benefits of getting outside of one's comfort zone and getting away from parents
5. Targeting white males will be critical in getting a large number to join the armed forces from the potential recruit group
6. To target males in the potential recruit group, focus on country pride, financial benefits, and spending free time with fellow military members
7. To target females in the potential recruit group, focus on travel experiences and having a life full of purpose through enlisting
8. To target whites, focus on strong friendships that will be formed
9. To target non-whites, focus on them getting to meet new friends with trustworthy individuals and getting out of their current neighborhoods
10. To target the potential recruit group as a whole, it will be key to display ways that joining can make life better

1. The average margin of error is 2.6% (99% confidence level). [↑](#footnote-ref-1)
2. The average margin of error ± 6.5% (99% confidence level). [↑](#footnote-ref-2)
3. The average margin of error ± 5.7% (99% confidence level). [↑](#footnote-ref-3)
4. The average margin of error ± 3.9% (99% confidence level). [↑](#footnote-ref-4)
5. The average margin of error ± 6.8% (99% confidence level). [↑](#footnote-ref-5)
6. The average margin of error ± 6.8% (99% confidence level). [↑](#footnote-ref-6)
7. The average margin of error ± 4.1% (99% confidence level). [↑](#footnote-ref-7)
8. The average margin of error ± 3.2% (99% confidence level). [↑](#footnote-ref-8)
9. The average margin of error ± 2.2% (99% confidence level). [↑](#footnote-ref-9)
10. The average margin of error ± 1.4% (99% confidence level). [↑](#footnote-ref-10)
11. The average margin of error ± 3.7% (99% confidence level). [↑](#footnote-ref-11)
12. The average margin of error ± 3.3% (99% confidence level). [↑](#footnote-ref-12)
13. The average margin of error ± 4.3% (99% confidence level). [↑](#footnote-ref-13)
14. The average margin of error ± 5.7% (99% confidence level). [↑](#footnote-ref-14)
15. The average margin of error ± 4.2% (99% confidence level). [↑](#footnote-ref-15)
16. The average margin of error ± 5.1% (99% confidence level). [↑](#footnote-ref-16)
17. The average margin of error ± 3.9% (99% confidence level). [↑](#footnote-ref-17)
18. The average margin of error ± 3.5% (99% confidence level). [↑](#footnote-ref-18)
19. The average margin of error ± 3.1% (99% confidence level). [↑](#footnote-ref-19)
20. The average margin of error ± 3.1% (99% confidence level). [↑](#footnote-ref-20)
21. The average margin of error ± 3.1% (99% confidence level). [↑](#footnote-ref-21)
22. The average margin of error ± 3.7% (99% confidence level). [↑](#footnote-ref-22)
23. The average margin of error ± 3.9% (99% confidence level). [↑](#footnote-ref-23)
24. The average margin of error ± 4.7% (99% confidence level). [↑](#footnote-ref-24)
25. The average margin of error ± 5.0% (99% confidence level). [↑](#footnote-ref-25)
26. The average margin of error ± 5.7% (99% confidence level). [↑](#footnote-ref-26)
27. The average margin of error ± 6.1% (99% confidence level). [↑](#footnote-ref-27)
28. The average margin of error ± 2.2% (99% confidence level). [↑](#footnote-ref-28)
29. The average margin of error ± 3.7% (99% confidence level). [↑](#footnote-ref-29)
30. The average margin of error ± 5.4% (99% confidence level). [↑](#footnote-ref-30)
31. The average margin of error ± 5.1% (99% confidence level). [↑](#footnote-ref-31)
32. The average margin of error ± 6.4% (99% confidence level). [↑](#footnote-ref-32)
33. The average margin of error ± 5.1% (99% confidence level). [↑](#footnote-ref-33)
34. The average margin of error ± 3.4% (99% confidence level). [↑](#footnote-ref-34)