EXPERIENCES OF BOYS IN A SINGLE-GENDER, MILITARY-STYLE HIGH SCHOOL

EDUCATIONAL ENVIRONMENT

by

Jefferey Warren Chandler

Liberty University

Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

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ABSTRACT

In an effort to improve academic achievement and student performance, some school systems across the United States are starting to consider some form of single-gender education. As many school systems have considered single-gender classes, previous research on single-gender education has focused on its effect on academic achievement. Other research has focused on adverse student behavior in the classroom. One area of single-gender education not addressed in previous research is the experience of boys in a single-gender, military-style high school educational environment from the lens of those in that environment. The purpose of this multiple-case study was to describe the experiences of boys in a single-gender, military-style high school educational environment. This research examined data collected through interviews, surveys, focus groups discussions, and participant journaling of 36 male students who participated in a single-gender, military-style high school environment. An analysis of the data revealed that the students perceived relationships and the structured environment as most impacting their experience in the single-gender, military-style educational environment.

Key words: experiences, experience factor(s), cultural experience(s), boys, education, single-gender educational environment, military-style educational environment

Dedication

I have been continually blessed, in my life, to be able to reach this point in my personal life and my educational career. Of course, I would not have been able to achieve this grand accomplishment without inspirations in my life that continue to guide me every day. I never thought I would be at this level or anything close. From a humble family background with my mother and father and my four younger brothers, this was never supposed to happen to me.

I am honored because I come from a family who believes in God, honesty, hard work, and being true to ourselves. Throughout my life, all we had was each other. My father only had a third grade education and my mother a high school diploma. As I look back on time, I realize that my parents struggled to make ends meet and to make sure that we had all that we needed. In fact, we had everything we thought we needed and then some. Only when I became an adult did I realize that we lived just above the poverty level. But throughout these struggles, my brothers and I never saw them argue or complain.

This tight family bond continues in my every step; my every walk in life; my every decision; everything I do, to include raising and establishing a strong relationship with my beautiful daughters. My desire in life has always been to be a son my parents and my children could be proud to call theirs. I have always wanted to make my mother proud of me, my dad proud of his boy, and my daughters proud of their dad. Now I want to be the grandfather that my grandchildren can always be proud of.

I have always wanted to be "the first" in everything I've set out to do. This drive comes from wanting to be honorable to my family and its name.

Both my parents have gone on to be with the Lord now, my mom in 2007, and my father in 2014, yet I still think of them each and every day of my life. I can still hear them telling me to keep up the good work and don't stop.

It is for that reason I dedicate this victory to my parents, Mr. and Mrs. Arthur Lee Chandler, my inspiration for life. God Bless!

Acknowledgements

First, I would like to give honor to my Lord and Savior, Jesus Christ, who has always been the head of my life. Without HIS grace and Blessing, I would not be nor could I have achieved the victories in my life that HE has provided me.

Thanks to my brothers, Michael, Dwayne and Donnell. You continue to be the best little brothers a person like me could ever want.

To my daughters, Brandi, Bridgette, Jasmine, and Shelbi; thank you for making it easy for me to be your Dad. I will always love you more than words can say.

Next, I would like to thank Dr. Keith who was my first professor in this journey. Thank you for believing in me, friend.

I would like to recognize and thank Dr. Spaulding for being there when I really needed encouragement in my life. When I wanted to drop out of class, it was Dr. Spaulding and the entire class who encouraged me to go on and supported me along the way.

I would like to thank Dr. Yocum for finally pointing me in the right direction when I was still confused about my research. It was Dr. Yocum who told me that I could still be myself at this level and not change because of the perceptions that others may have of me.

My Church Family has meant the world to me. It was in this choir that I spoke with another member about my concern for my education and he convinced me to contact Liberty University.

To my Dissertation Committee, Dr. Craig Bailey (Chair-person), Dr. Michael Patrick, and Dr. Brad Brown, thank you for making your time available to me while offering me your expertise and guidance throughout this journey. I will forever cherish your friendship and brotherhood.

To Beverly Dorsey, you came into my life just in the nick of time and that is when I needed you most. You have been "the rock" I needed through this transition to help me focus on the task at hand while being there when I needed someone to talk to. We did this together and I am glad you came into my life.

Table of Contents

List of Tables

List of Abbreviations

Academic Achievement (AA)

Association of Military Colleges and Schools of the United States (AMCSUS)

Attention Deficit Disorder (ADD)

Attitude and Behavior (AB)

Constructs

Criterion-Referenced Competency Tests (CRCT)

Influences (I)

Junior Reserve Officer Training Corp (JROTC)

Military-style Education

Motivation (M)

NASSPE- National Association of Single Sex Public Education (NASSPE)

National Association for Choice Education (NACE)

No Child Left Behind (NCLB)

Research Question (RQ)

Reserve Officer Training Corp (ROTC)

Self-confidence/Efficacy (SCE)

Single Sex Education (SSE)

Single-Gender Education (SGE)

Sub-research Question (SRQ)

CHAPTER ONE: INTRODUCTION

Education in a single-gender environment is a topic that has been at the forefront of educational reform across the United States since the National Association of Single Sex Public Education (NASSPE) was founded in 2002 (NASSPE, 2002). Over the last century, various types of single-gender schools have been organized across the nation, in the public and private sector (MSA, 2009; Kennedy, 2014). These schools include single-gender colleges, college preparatory schools, and military-style college preparatory schools that are privately funded, but receive support from outside private organizations and the military (AMCSUS, 2013; Kennedy, 2014).

This multiple-case study investigated the experiences of boys who participated in a single-gender, military-style high school environment in order to present details from the viewpoint of the participants (Yin, 2003). By using multiple sources of data, the multiple-case study defined the phenomenon in this environment and examined how it occurred throughout the daily regimen of activities of the boys (Yin, 2003). Various constructs such as influence, attitude and behavior, motivation, self-efficacy, discipline, and academic achievement in a single-gender setting (AMCSUS, 2013; MSA, 2009; NASSPE, 2002; Sax, 2005), stimulated conversation on the phenomenon existing for boys in this environment (Yin, 2003, 2009).

Background

Single-gender education in public schools in the United States dates back to the 18th Century (Anfara & Mertens, 2008; Davis & Parker, 2013). The history of single-gender education stems from a time when male students were separated in schools and taught reading, writing, and math skills. At the same time, female students were taught such skills as cooking, serving, and caring for men's clothing (Davis & Parker, 2013). Since that time, single-gender

education has attempted to provide equality among male and female students in an effort to offer an optimum educational environment for students that is conducive to successful learning (Gurian & Steven, 2011; Pollard, 1999; Sax, 2005).

Since its popularity in some regions of the United States in the 1970s, single-gender education has become an intrical part of educational conversation as an alternative method of education over the last decade (Sax, 2005). Previous research on single-gender education offers insight and results on academic achievement, classroom performance, and behavior of students who participate in this method of education (Gurian, 2005; Haag, 2009; Sax, 2005). On the other hand, parents and educators against this type of education suggest that single-gender education has not proven to increase academic achievement in students (Haag, 2009).

In 2006, the United States Department of Education (USDOE) announced the Title IX Regulation. This regulation expanded the option of any school that could prove gender separation leads to improved student achievement (USDOE, 2006). Title IX also provided community leaders more flexibility in offering additional choices to parents in the education of their children, while recognizing that some students learn better in single-sex classes (Sax, 2005). Supporters of single-gender education, including educators and parents, pointed to this type of education as being a great bonding of genders when students can learn in a same gender setting for a period of the day (Hawley, 1994; Richmond, 2009). Supporters of single-gender education also suggested that it allows genders to join during scheduled events throughout the day such as meals, sports and school assemblies (Hawley, 1994; Richmond, 2009). Parents and educators who objected to this method of education suggested that single-gender classes segregated boys from girls while it also encouraged individualism among both genders (Chen, 2008).

In 2002, Dr. Leonard Sax founded the National Association for Single-Sex Public Education (NASSPE) and subsequently became a leader and advocate for single-gender education (NASSPE, 2002). The NASSPE is a non-profit organization dedicated to the advancement of single-sex education for both boys and girls in public schools (NASSPE, 2002). However, the NASSPE does not believe that every student should be in a single-gender class or environment but every parent should, at least, have an option for their child to participate in a single-gender or coeducational format (NASSPE, 2002).

In 2011, NASSPE was renamed the National Association for Choice Education or NACE (NACE, 2011). NACE was developed to provide professional development opportunities for teachers (NACE, 2011). Additionally, NACE shares the latest research about various teaching strategies for boys and girls in single-gender public school educational environments (NACE, 2011).

In most American cities, only students of affluent parents are able to attend classes in co-ed private schools or single-gender schools, while students from less affluent families, many times, are not afforded an opportunity for this type of education (Gurian, 2007; NASSPE, 2002; Sax, 2005). In fact, many single-gender schools continue to thrive with enrollment of foreign students whose parents send them to the United States for an American education before going to higher education in the United States or returning to their home country (AMCSUS, 2013; MSA, 2009).

As parents of school-age children become dissatisfied and discouraged with the lack of qualified teachers and overcrowded classrooms in public schools (NASSPE, 2002; USDOE, 2006), they are now turning to charter schools, private schools, mixed-gender or single-gender, military-style boarding schools (NASSPE, 2002; Richmond, 2009). These parents cite the

structure of the daily activities, smaller class sizes, and minimal distractions as noticeable differences from those experienced in public school and as the main reasons in their decision to choose single-gender schooling for their child (AMCSUS, 2013; Lowry, 2005; MSA, 2009). Other parents indicate the primary reason for choosing this type of education is the discipline offered in this type of environment in an attempt to correct negative behavior patterns (MSA, 2009; Patterson, 2012; Stanberry, 2013). Whatever the reason for choosing a single-gender, military-style educational environment for boys, parents ultimately choose this type of environment with the hope of offering their child a chance for greater academic achievement and a better preparation for higher education (Bonner & Hollingsworth, 2012).

Military-style education has been in existence since the early 17th Century in Europe (AMCSUS, 2013; MSA, 2009; ORMA, 2013). Historically, boys have always been selected to undertake military training to fight for their country since ancient times (ORMA, 2013). The military-style of education did not gain popularity until the 19th Century in the United States, but schools did not receive public funding or adequate support (AMCSUS, 2013; ORMA, 2013). Military-style schools were privately owned and operated as they are today (MSA, 2009; ORMA, 2013). Different from its method of education in the past, military-style education today has continued to transform itself into a system modeled after a military structure with a focus on leadership, discipline and self-improvement (MSB, 2009).

The number of single-gender high schools and college preparatory schools has diminished from about 400 schools in its early stages of education. This decline in the number of such schools has been attributed to an increased lack of interest in military-style instruction, reduced support from the community, high tuition rates, and a decline in student retention (AMCSUS, 2013; MSA, 2009). As a result, there are only 20 to 30 of military-style schools

remaining in the United States that now reference themselves as day schools; and 15 of these schools are single-gender boarding schools for boys (AMCSUS, 2013; Kennedy, 2014). Most of these schools continue to struggle financially as their enrollment decreases. Many parents are now starting to reexamine this type of education because of their concern over the difficulties that boys continue to experience in overcrowded classrooms in public schools (AMCSUS, 2013; Benson, et. al., 2011; Bonner & Hollingsworth, 2012; Gibb, et. al., 2008; USDOE, 2006).

Additionally, social distractions and negative behavior patterns affect students in the learning process (Fry, 2009; Haag, 2009). Educators and researchers who support single-gender education cite the improved academic achievement of the students in a structured environment as the primary reason for supporting this type of education (Barth, 2007; Benson, et. al., 2011; Chen, 2008). Coeducation advocates and researchers maintain that separating students by gender can lead to greater gender discrimination, make it harder for students to deal with the other gender later in life, and has not been proven to increase academic achievement (Cushman, 2005; Novotney, 2011).

One area of single-gender education that has not been addressed is the experiences of boys in a single-gender, military-style high school educational environment. Furthermore, there has been little discussion from the students themselves on the subject. Single-gender education for boys in a military-style high school educational environment has been recognized, by parents and educators who participate in this type of education, for its effectiveness in contributing to corrective behavior, self-confidence, and improved academic achievements for boys in this educational setting (AMCSUS, 2013; Kennedy, 2014). In addition to the educational training received in the classroom, single-gender, military-style schools advertise teaching additional skills such as leadership, citizenship, discipline, respect, responsibility and structure (AMCSUS,

2013; Kennedy, 2014; MSA, 2012; MSB, 2009; RMA, 2013). This direct overall experience for a student attending this type of school provides a distinct advantage over some of the programs offered by public schools (MSA, 2009; MSB, 2009; USMA, 2013).

Historically, single-gender, military-style schools for boys were labeled as reform schools. These so-called reform schools were schools founded for boys who were identified as being troubled or demonstrating continuous adverse behavior. But more recently, in an effort to keep pace with an advancing society and the lack of interest in these types of schools, many of these same schools have recently attempted to breathe life into their program to prevent closure of their organization by transforming themselves into single-gender, military-style college preparatory schools (AMCSUS, 2013; MSA, 2009; MSB, 2009).

A number of traditional private schools that were forced to close their doors due to lack of funding and decreasing enrollment have reinvented themselves successfully as single-gender, military-style college preparatory schools (AMCSUS, 2013; ORMA, 2012; RMA, 2013). Some of these schools have gone a step further in this transitional process by opening their doors, for the first time, to female students in an attempt to draw on the efforts and successes of the college level military academies. It should be noted that at the time of this research, there were no single-gender, military-style schools for girls, but a number of coeducational schools were listed as day schools (Kennedy, 2014).

Situation to Self

As a former teacher in a single-gender, military-style high school environment, similar to the schools participating in this multiple-case study research, I developed an interest in understanding the experiences of boys in a single-gender, military-style environment because of the uniqueness of this method of education. The classroom structure, to include smaller class

sizes, allows students to focus on the class without many of the distractions experienced in public schools. The intent of this research was to offer further contributions to the discussion of single-gender education. It may also enable educators and parents to better understand the experiences of boys in a single-gender, military-style high school educational environment who either chose to participate in this type of education, whose parents chose this path for them, or who mutually agreed with their family in the selection of this type of education.

The ontological philosophical assumptions for this research resulted from my desire to understand the experience of boys who participate in a single-gender, military-style high school. It was important for me to gain an understanding of the participants' perspectives of their experiences in order to draw comparisons and find similar or contrasting results among the three schools in this study (Baxter & Jack, 2008; Yin, 2003). Additionally, I hoped that the results would lend thoughts to the advantages or disadvantages of this type of education (Sax, 2005). This information could be beneficial to educational leaders and teachers when implementing gender specific instruction or classes, offering improved classroom instruction for these types of classes, and could assist in forming essential relationships with students in this type of educational environment.

<div align="center">**Problem Statement**</div>

Previous research has addressed single-gender education and its impact on academic achievement in public school settings (Haag, 2009). Though recent research addressed the academic achievement of boys while participating in single-gender education (Haag, 2009; Lee & Bryk, 1986; Lowry, 2005), exploring the experiences of boys who participate in a single-gender, military-style educational environment is identified as a gap in previous research. Particularly, there has been little research addressing the experiences of boys in a single-gender,

military-style educational environment from the lens of the students. This multiple-case study is important in helping educators to understand how the experiences of boys in a single-gender, military-style high school educational environment affect their attitude, behavior, academic achievement, self-confidence, and desire to succeed (AMCSUS, 2012; MSA, 2013; Patterson, 2012; RMA, 2013; Sax, 2002).

Purpose Statement

The purpose of this multiple-case study was to provide an accurate description (Yin, 2003) of the experiences of boys in a single-gender, military-style high school environment through the lens of the boys in this environment. This multiple-case study was conducted at three sites with similar environmental settings located in different regions of the United States. The multiple-case study explored the similarities and differences between each case within the military model of education as offered by the participating schools, replicated the findings across the cases (Yin, 2003) and examined the common phenomenon in each setting. The data collected was identified and characterized as the influences, attitudes and behaviors, motivation, self-efficacy, discipline, and academic achievement as described from the lens of the participants in the study.

Military-style schools use a military model of education as a foundation in conjunction with conventional classroom instruction to provide a rigorous educational environment. The military model of education is defined as a tradition of providing education in an environment representing an additional approach of teaching character and leadership, moral reasoning, sound judgment and ethical decision-making (AMCSUS, 2013; ORMA, 2012; RMA, 2013). The military model of education is grounded in its military structure with an emphasis on

discipline, respect, self-control, and personal responsibility (AMCSUS, 2013; ORMA, 2012; RMA, 2013).

Students in this environment are more likely than not to become self-motivated, obedient, develop an increased focus on academic success, and develop an interest in careers in military service (AMCSUS, 2013). It should be noted that only about one-percent of the students who attend these schools go on to military service immediately after high school (AMCSUS, 2013; MSA, 2012; MSB, 2009; RMA, 2013). Another three percent of the students who attend these schools go on to military academies, and another five percent join a branch of the military within three years of graduation from these schools (AMCSUS, 2013; MSA, 2012; MSB, 2009; RMA, 2013). Many of these elements, or interests, are environment-driven due to the daily interactions of the students with the military aspect of each school. The military model of education can teach a student how to follow a schedule, prioritize tasks, and to act respectably toward adults and authority figures (AMCSUS, 2013; MSA, 2012; MSB, 2009; RMA, 2013).

Participants in this multiple-case study were defined as those boys who were considered boarding students for the current school year. Boarding students are defined as those students who lived on the school campus in college-style dormitory rooms from the beginning of school year in August 2014 through the end of the school year in May 2015. These students were identified by their individual enrollment information and verified by the primary school administrators before they were authorized to participate in the conduct of this multiple-case study.

Significance of the Study

The significance of this multiple-case study is that it adds to the research of the phenomenon of the experiences in a single-gender, military-style high school environment and conversations of single-gender education. Previous research has addressed single-gender education and its impact on academic achievement in private and public school settings (Haag, 2009). There has been minimal research from the lens of the participants, on the experiences of boys who participate in single-gender education in a military-style high school environment. This study addressed the empirical research gap of information on the phenomenon of the experiences, as reflected by the students, on influences, attitudes and behaviors, motivation, self-efficacy, discipline, and academic achievement in a single-gender, military-style educational environment. It was important to conduct this research to further understand the experiences of boys in a single-gender, military-style high school environment and the impact of these experiences on learning.

Results of this multiple-case study research provide information on the experiences of boys in a single-gender, military-style high school educational environment. It may add to educators' approaches to offering a positive learning experience. It may also allow them more creativity and flexibility in the curriculum and classroom management. Additionally, administrators, teachers, parents, and school stakeholders may be able to better understand the experiences of boys in a single-gender, military-style educational environment while being able to design effective classroom management tools to enhance teaching and learning in this type of environment. Finally, this research offers an understanding of the complexities of single-gender education and its effects on those involved in this method of education.

Research Questions

This multiple-case study was framed as a qualitative research study. The research questions presented in the conduct of this multiple-case study provided an opportunity to investigate various aspects of a single phenomenon of a single-gender, military-style educational environment and gain an understanding of how the phenomenon contributed to the experiences of boys in this type of educational environment. Ultimately, one central question and six sub-questions were formed as the primary guide for data collection. I left open the possibility that other questions might develop during the conduct of this study that could be important in addressing the phenomenon of this study.

Central question:

CQ1: What are the experiences of boys in a single-gender, military-style high school educational environment?

The intent of this question was to establish the foundation of the multiple-case study (Yin, 2003). The question facilitated the development of a description of the phenomenon. The question also explored the perspectives of the participants of the multiple-case study, who have experienced the phenomenon, to examine how the participants viewed their experiences in a single-gender, military-style high school environment. Additionally, the question was designed to establish the commonality within the school environment among the boys who participated in the case regardless of their age or grade at the time of the multiple-case study.

Sub-questions:

SQ1: How does the single-gender, military-style educational environment influence boys in the learning process?

In a single-gender educational setting, student learning is altered, and sometimes enhanced, by the absence of classroom distractions that are present in a mixed-gender class setting, such as (a) the presence of the opposite sex, (b) wearing particular styles of clothing to impress others, and (c) the feeling of having to compete in the classroom (Gurian, 2007; Patterson, 2012; Sax, 2005). This question allowed me to inquire about the factors that influenced participants' learning and determine if the factors contributed to their overall attitude about learning.

SQ2: How does the single-gender, military-style environment contribute to boys' attitude and behavior in their desire to succeed?

Students' attitude towards learning becomes the primary focus as they start to prepare for life after high school (MSA, 2012). This change in attitude exists because students tend to become less complacent, in some cases, and more attentive in the classroom as the school year progresses. Students become comfortable in the classroom as they gain new friends, but the existence of outside classroom activities, such as sports and school clubs, become a distraction because of their popularity among the students (Sax, 2005). This question was designed to gain insight on how the participants' attitude and behavior in the single-gender, military-style educational environment have changed, for better or worse, and if this environment encourages a more urgent desire to succeed in the classroom.

SQ3: How does the single-gender, military-style environment motivate students to thrive in their academic setting?

As students mature throughout the school year, their motivations change (Gurian, 2007; Sax, 2005). As students are motivated by various aspects of their life, their education process tends to be altered by their present experience or circumstances. This question was designed to

draw a conclusion of what aspect of their education in this type of environment was directly related to their motivational outlook in the classroom and in their social learning status.

SQ4: How does the single-gender, military-style environment contribute to the self-efficacy of boys in this environment?

Many boys lack self-confidence in a mixed-gender classroom because of the pressure of trying to impress students of the opposite sex or facing peer pressure from other male students in the class (Gurian, 2007; NASSPE, 2002; Sax, 2005). The intent of this question was to allow the researcher an opportunity to investigate how, if any, a single-gender, military-style educational environment helps boys develop self-confidence.

SQ5: How do boys define their experiences with discipline in a single-gender, military-style high school, in the classroom and other social environments, as compared to their previous experiences in a mixed-gender educational setting? Is the experience better, worse, or about the same? Why?

Discipline, mental or physical, is a major approach used and taught in a single-gender, military-style educational environment (AMCSUS, 2013; MSA, 2009; MSB, 2009; RMA, 2013). The intent of this question allowed the researcher to draw information from the participants of their perceived views of how discipline has contributed to their attitude in the classroom and their overall experience in a single-gender environment. Furthermore, it provided an understanding of how developmental discipline, mental and physical, contributes to the overall educational experience in a single-gender, military-style educational environment (AMCSUS, 2013; MSA, 2012; MSB, 2009; RMA, 2013). Finally, this question allowed the researcher to investigate why the participants viewed the experience of the phenomenon as better, worse, or about the same.

SQ6: How does a single-gender, military-style environment affect boys' academic achievement?

This question was designed to provide information on procedures used in the classroom that become part of the classroom climate that allows boys to improve in their academics. This question allowed me to discover what essential classroom methods of instruction contributed to academic improvement for boys in a single-gender classroom environment.

Research Plan

A multiple-case study research design was used to investigate the experiences of 36 boys from three separate but similar single-gender, military-style educational environments that represented the single phenomenon of the multiple-case study (Yin, 2009). Using a multiple-case study design allowed leverage in collecting data from each setting and comparing and analyzing the data collected to find similarities and differences across the various settings (Stake, 1995; Yin, 2003). Data collected from each setting was categorized by the similarities or differences as it pertained to the phenomenon being studied (Stake, 1995; Yin, 2009).

To organize and collect data for this research, four instruments were used to allow for triangulation of information to ensure validity of the study: interviews, a survey, focus group discussions, and journal reflections (Lincoln & Guba, 1985; Shenton, 2004). I developed the questions for the interviews, focus group discussions and journal reflections. The survey was developed using a computer-based program.

Participants for this study were selected through purposeful sampling at each of the three research sites (Creswell, 2007; Yin, 2009). Each site administrator selected 12 potential participants from grades 9 to 12 from each research site. These participants ranged from 14 to18 years of age, currently attending the single-gender, military-style boarding school for high school

boys and have attended the schools at least one year. Only participants who were considered

boarding students participated in the research. Boarding students were defined as students who

resided on campus throughout the school year.

Students who do not reside on campus throughout the school year are referred to as "Day

Students." These students encounter different experiences throughout the overall school year

because they do not live on campus and are able to go home after school each day. Because of

this fact, they tend to form different opinions about their military-school experience than those

who live on campus. For this reason, these students were not considered for this study. Any

information collected from these students, at any time, was not used and was destroyed. Placing

these boundaries on the multiple-case study allowed me to focus on the specific phenomenon and

prevented addressing questions that may have been too broad for studying a single phenomenon

(Stake, 1995; Yin, 2003).

A multiple-case study was most fitting for this research, because it enabled me to

examine the phenomenon across three settings. It also allowed comparisons to be drawn in a

bounded system while gaining an understanding of the similarities and differences within these

settings (Creswell, 2007; Yin, 2003). Throughout the research period, detailed data collection

involving multiple sources of information, descriptions and case-based themes were explored

(Creswell, 2007; Yin, 2003). A multiple-case study addresses the "how" and "why" questions

while covering the contextual conditions of the phenomenon believed to be relevant to the study

(Yin, 2003). It should be noted that if the locations of the research were not single-gender,

military-style educational environments, a multiple-case study could not have been considered.

A multiple-case design was chosen in order to gain an understanding of the phenomenon

as it was experienced by a group of participants in three distinctive settings who were

participating in a bounded setting (Stake, 1995; Yin, 2003) which, in this case, was the single-gender, military-style boarding school for boys. The single-gender, military-style environment, unique to this study, allowed me an opportunity to conduct a multiple-case study of the real-life events that characterized the phenomenon (Yin, 2003). The multiple-case design provided validity to the research by allowing me to gain information and establish a relationship of the conditions believed to lead to the phenomenon (Yin, 2009). Additionally, the multiple-case design enabled the researcher to establish trustworthiness of the study through credibility, transferability, dependability and confirmability of the results (Creswell, 2007; Yin, 2003).

Delimitations

Delimitations were made to establish boundaries for conducting this study and to limit the boundaries for participants who were more likely to have experienced this phenomenon at one single-gender, military-style boarding school (Creswell, 2007; Yin, 2003). Delimitations for this multiple-case study provided a unique view of the context of the study from the lens of the participants when collecting the data used in analyzing the results. Establishing boundaries for a specific group of participants allowed me to focus on the phenomenon and avoid addressing issues viewed as being too broad for this specific multiple-case study (Yin, 2003).

First, students who participated in this multiple- multiple-case study were randomly selected, by a school administrator, from the school population of high school students who were in grades 9 to12 and between the ages of 14 to 18. Secondly, only students who were considered boarding students participated in the multiple-case study. Boarding students were defined as those students who lived on the school campus throughout the school year. Third, participants in the multiple-case study had to have attended a public or private mixed-gender school prior to

attending the current single-gender school and had to have been enrolled in the participating

school for at least one complete school year.

CHAPTER TWO: LITERATURE REVIEW

Introduction

A literature review on single-gender education for boys in a single-gender environment was conducted from previous and current research. Additionally, a review was conducted on single-gender education in a military-style educational environment. The research and review was conducted on single-gender education for both boys and girls, in a single-gender, military-style educational environment. Results indicated there are a number of single-gender, military-style schools listed as coeducational. More specifically, there are single-gender, military-style schools for boys, however, currently no single-gender, military-style schools exist for girls in any educational environment, including high school or college (AMCSUS, 2012; MSA, 2013; MSG, 2013; Patterson, 2012; RMA, 2013; Sax, 2002).

The purpose of this literature review was to gain a broader understanding of various aspects and variables commonly addressed when discussing single-gender education for boys in a military-style educational environment. Throughout the literature review, many researchers pointed to the advantages and disadvantages of single-gender education for boys as it pertains to classroom performance and individual behavior in this type of educational environment (Benner, 2006; Bonner & Hollingsworth, 2012; Gurian, 2011; Hawley, 1994; Kaminar, 1998; Novotney, 2011; Sax, 2005; Stanberry, 2013). Research results similarly viewed human characteristics of learning such as gender differences, parent and educator perception, academic achievement, behavior (social and classroom), influences, self-efficacy, motivation, and attitudes toward learning in this type of educational setting as essential factors to student success in this type of educational environment (Bandura, 1977, 1986, 1997; Farah, 2011; Meece, et. al., 2005; Sax, 2006; Sullivan, 2009).

Previous research has been thorough in regards to single-gender education for boys, the effect on their behavior, and academic achievement (Benson, McFarland, & McFarland, 2011; Hill, 2011; Lee & Bryk, 1986; Richmond, 2009; Spielhagan, 2011). But, minimal research was found that addressed the experiences of boys in a single-gender, military-style educational environment. Moreover, even less research was found regarding the experiences of boys in a single-gender, military-style environment as seen from the lens of the students who participate in this model of education. By analyzing previous and current research, the following review of literature directly relates to the gender differences, parent and educator perception, attitude, behavior and motivation (social and classroom), academic achievement, self-confidence or self-efficacy, and discipline toward learning in this type of educational setting.

The intent of the review of literature and research for this study is to provide information that contributes to the discussion of single-gender education as it pertains to boys in a single-gender, military-style educational environment. It may assist in identifying and forming a discussion among other researchers and educators of the empirical gap identified in the research. Ultimately, this literature review may offer information that identifies the gap in research of the experiences of boys in a single-gender, military-style educational environment to expand the educational knowledge base of educators who teach in this type of educational environment.

Historical Background

The most noteworthy gender specific schooling began in the early 1400's when England expanded its education by introducing the first grammar schools for boys (Tyack & Hansot, 1992). In the United States, the Boston Latin School, attended by boys only, was organized in 1635 (Davis & Parker, 2013; Tyack & Hansot, 1992). Shortly after its opening, the nation's first public school was opened and, interestingly, also admitted boys only. At that time, girls from

affluent families could attend "Dame Schools," which taught very informal schooling concepts with curriculum that focused mainly on manners and morals rather than literacy (DeBare, 2004).

Single-gender schooling, once the educational norm, largely disappeared in the United States by the end of the twentieth century (Davis & Park, 2013; Pollard, 1999; Shah & Conchar, 2009; Wilson, 2012). But, after the American Revolution, there was an increased emphasis on equality that led to a bigger concern for education (ORMA, 2013; Riordon, 1990). American leaders thought males needed to be educated to a level that would allow them to participate in the new Republic while females needed to learn how to raise their sons to be intelligent and knowledgeable (Hadley, 1999; MSA, 2009; ORMA, 2013; Riordon, 1990). During the expansion of the common school movement in the 1800's, many educational leaders acknowledged the significance of educating members of both sexes. The lack of political or private resources encouraged many communities to adopt mixed-gender classes rather than to maintain separate schools for boys and girls (Tyack & Hansot, 1992).

Increased interest by new educational models with demands for gender-sensitive school reforms caused single-gender education to gain momentum in the United States (Williams, 2010; Wood, 2013). Sex segregation gained national attention in the 1980s as a fix to a widely reported epidemic of violence in schools, psychological disturbance, and academic underachievement by boys and young men (Benson, McFarland, & McFarland, 2011; Piechura-Couture, et al., 2010; Williams, 2010). The number of single-gender private and public schools in the United States has risen dramatically to nearly 140 of these schools today (MSA, 2009; MSB, 2009).

Many other schools provide single-gender classrooms within the co-educational institutions (Chen, 2008; Haag, 1998; MSA, 2009; Williams, 2010). Single-gender education is

being promoted to educators, stakeholders, and parents due to underlying factors that boys and girls learn differently (Gurian and Stevens, 2011). As gender differences have been the approach in the study of gender education, single-gender education has continued to gain popularity though some opponents cite gender stereotyping as being their reason for being against it (Conchar & Shah, 2009; Haag, 2009; Hubbard, 2009; Jackson & Bisset, 2005).

Recent History of Single-Gender Education

Education in the public school system has been on a downward spiral in recent decades because of numerous political and social factors. School operations have been challenged by a lack of qualified teachers, overcrowded classrooms and pressures from local and federal government in implementing actions under the No Child Left Behind Act or NCLB (USDOE, 2006). In 1991, officials in Detroit, Michigan, attempted to open three schools for African-American boys, but the schools were found to be against Title IX (Hawley, 1994; Kaminar, 1998). The Detroit Department of Education was quickly and successfully challenged, in a federal district court by the parents of girls in the city's public schools, along with a group of feminist and civil-rights members (Haag, 1998; Hawley, 1994; Kaminar, 1998). In that suit, the court alleged that the all-boys schools violated the Fourteenth Amendment and federal equal-education laws (Kaminar, 1998). Groups characterized the schools as a response to a crisis facing young African-American males who suffered extremely high dropout, unemployment, and homicide rates (Kaminar, 1998).

Nevertheless, the Department of Education announced new Title IX regulations based on the guidelines of a NCLB amendment which, for the first time in 30 years, allowed public coeducational schools to segregate students by gender (ACLU, 2008; Kaminar, 1998; USDOE, 2006). This continued the disagreement with well over 20 federal agencies that continued to

have regulations on books forbidding gender segregation that applied to many public schools (ACLU, 2008; USDOE, 2006). Because of the Department of Education's actions, many public school districts throughout the United States proceeded in creating single-gender programs (ACLU, 2008; NASSPE, 2005; Sax, 2005; USDOE, 2006).

The "Title I" regulation expanded the option for any class or school that could prove gender separation leads to improved student achievement (NASSPE, 2002; Sax, 2005; USDOE, 2006). This new regulation gave communities more flexibility in offering additional choices to parents in the education of their children; recognizing that some students learn better in a single-gender class or school than in a conventional, mixed-gender school setting (NASSPE, 2002; Sax, 2005; USDOE, 2006). For these reasons, many parents and students have chosen to seek other avenues for a better education.

According to the National Association for Single-Sex Public Education or NASSPE, one of the growing methods of education across the nation is single-gender education (NASSPE, 2002; Sax, 2005). The NASSPE is a non-profit organization, founded in 2002 by Dr. Leonard Sax, and is dedicated to the advancement of single-sex education for both boys and girls in public schools (NASSPE, 2002). The NASSPE provides professional development opportunities for educators while sharing the latest research on teaching strategies for boys and girls in a single-gender educational environment (NASSPE, 2002).

The NASSPE serves as a resource for those schools considering single-sex programs. It also serves as a resource for school systems considering single-sex programs while offering ongoing conferences and workshops to educators with valuable lessons learned in making the transition from co-ed education to single-gender programs. Conferences and workshops are offered to educators to help in transitioning from co-educational to single-gender programs.

As founder and director of the organization, Dr. Sax, a former pediatrics medical doctor, has written three books on single-gender subjects (NASSPE, 2002; Patterson, 2012; Wood, 2013). Dr. Sax continues to conduct research on single-gender education, consulting on the subject, and conducting seminars across the county on single-sex schooling (Patterson, 2012). In his earlier studies, Dr. Sax claimed that boys and girls learn differently and can be more effective learners if they are in separate classrooms (NASSPE, 2002; Sax, 2005; Wood, 2013).

In recent years, Dr. Sax has backed away from those claims and has stated that parents should be offered the best choices of many types of schooling, including single-gender education options (Patterson, 2012; Wood, 2013). With this, Dr. Sax remains in the middle of much of the single-sex education conversation saying that it is better for some, but not all students (Sax, 2005; Wood, 2013). He continues to be joined by a growing group of scholars and researchers who are looking for ways to raise achievement levels of student (Gurian & Stevens, 2011; Lowery, 2005; Sax, 2006; Wood, 2013). Discussion of single-gender education continues to grow in many areas, but opponents are still not convinced of its advantages. This results in single-gender education not having universal support.

History of Military-Style Education

Military-style education has been around since the early 17th Century in Europe. Boys have undergone military training to fight for their country since ancient times (ORMA, 2013). When large armies went to war and fought mostly in hand-to-hand combat, boys participated in rigorous physical training and learned to fight with swords and other weapons. Sons of nobles were squired to other noble families and received private training in knighthood and battle (ORMA, 2013). Though there were some schools in existence earlier than the 17th Century, there is very little recorded history of these schools and their operations. During this period,

national schools in Europe received government support and funding and operated in conjunction with the countries' armies resulting in the armies becoming bigger, stronger, and in the end, more complex to supervise and operate (ORMA, 2013).

In the early 19th Century, military schools became very popular in the United States, but these schools never received public funding and were privately owned and operated as they are today (MSA, 2009; ORMA, 2013). The Continental Congress debated whether to fund this type of education. It only agreed to fund the United States Military Academy at West Point, in New York, which opened in 1802 during Thomas Jefferson's presidency (MSA, 2009). During the Vietnam era, military schools became unpopular and the military life went out of style when progressive views on education dominated the education field (MSA, 2009; ORMA, 2013).

During this transition period, over 450 military-style schools were closed, became traditional boarding schools, or day schools, while others transitioned to co-educational classes and a liberal arts curriculum (MSA, 2009; ORMA, 2013). More recently, the number of single-gender private and public schools in the United States has risen dramatically to nearly 140 today (MSA, 2009; MSB, 2009). Of these schools, there are 14 all-male and 12 co-educational military-style boarding schools in the United States and Canada according to the website, boardingschools.com (AMCSUS, 2013). These schools have had to change their philosophy of being a reform school for boys with discipline problems, to college preparatory schools (MSA, 2009; ORMA, 2013). The average class size is 16 students with one teacher to every 10 student ratio (AMCSUS, 2013; MSA, 2009; MSB, 2009).

More and more schools across the nation are starting to experiment with some form of single-gender education in the public school, private institution, or military-style model of education (Bonner & Hollingsworth, 2012). Parents and students are electing other alternatives

in choosing better education for their children (MSA, 2009; ORMA, 2013). Many parents elect to remove their children from public school and enroll them in single-gender schools, while others are choosing to home school.

Authors of previous studies concluded that students receiving education in a single-gender environment have an overall positive opinion of this type of education (Gurian, 2007; Martin, 2012; Sax, 2005). Students agreed that their performance in school increased significantly, when choosing this alternative method of education over their previous public school (Benson, et al. 2011). Their reasons for attending single-gender education varied from wanting to improve their individual discipline to obtaining better grades in hopes of selecting a better college after high school. Students seemed to enjoy the social dynamics of smaller classes.

Theoretical Framework

The theoretical framework for this multiple-case study arose from the emergence of data collected and analyzed from various research articles pertaining to the subject of single-gender education. The research for this multiple-case study on single-gender education included dissertations, articles, and similar case studies. To better understand the phenomena of this multiple-case study, methodological and philosophical assumption was used. Additionally, the critical theory perspective was used to better explore the phenomena in this multiple-case study.

Critical Theory

This research required the critical theory perspective for collecting data, analyzing the information, developing a theory, and presenting data important for understanding the experiences of boys in a single-gender, military-style high school educational environment (Stake, 1995; Yin, 2009). Using the critical theory framework also addressed questions about

student experiences in a single-gender, military-style educational environment and how they perceived the successes or non-successes in this educational environment. This allowed the researcher to form an in-depth description of the study that conveys the complexity of the information gathered through triangulation in establishing validity to the multiple-case study.

Vygotsky's Theory of Social-Cultural Learning

Vygotsky's theory of social-cultural learning is one of the foundations of constructivism (UNESCO, 2003). Vygotsky contended that we learn through our interactions and communications with others and examined how social environments influence the learning process (Neff, 2013; Vygotsky, 1962, 1978). Vygotsky believed that parents, caregivers, peers and the culture were responsible for the development of higher order functions in their own children (Vygotsky, 1978).

Vygotsky's work became suppressed in his native country in the field of psychology. This resulted in his work becoming somewhat obscure, until recently, when his work became influential in areas of child development, cognitive psychology and education. Based on Vygotsky's (1962) socio-cultural theory, interactions within the socio-cultural environment develop effective mental processes and functions. The social-cultural theory, developed in 1978, focuses on how cultural beliefs and attitudes impact how instruction and individual learning takes place. These mental adaptations, or strategies, are culturally determined and vary from culture to culture.

Vygotsky (1978) theorized that child development occurs first between people and then inside the child. Children learn by observation of the people around them and internalize information before modifying their behavior through interactions with others, to include parents and family (Vygotsky, 1978). Furthermore, children learn through the interactions they have

with their peers in their social environment and during social exchange (Wertsch, 1985; Vygotsky, 1978). During this social exchange, the language and gestures used when interacting with others are adopted and transformed to form mental tools for thinking, problem solving, and remembering (Wertsch, 1985; Vygotsky, 1978). Children with positive home environments overcome emotional barriers by the positive bond they establish through personal attachments with their parents.

Vygotsky believed that every function in a child's cultural development appears twice: on the social level and on the individual level (Vygotsky, 1978). He believed that first the cultural development appears between people (inter-psychological), then it appears inside the child (intra-psychological). This cultural development applies equally to voluntary attention, to logical memory and to the formation of concepts, all of which are higher functions that originate as actual relationships between individuals (Vygotsky, 1978).

In the social-cultural theory, Vygotsky presented a focus on the relationships between people and the socio-cultural background in which they act and interact in shared experiences (Barnouw, 1987, Crawford, 1996; Vygotsky, 1978). Vygotsky described learning as a process, both socially and culturally (UNESCO, 2003; Vygotsky, 1978), and asserted that language is the key instrument that promotes thinking, develops reasoning, and supports cultural activities like reading and writing (Vygotsky, 1978). His theoretical framework maintained that social interaction plays a key role in the development of cognitive learning (UNESCO, 2003; Vygotsky, 1978).

Vygotsky argued that culture is the primary determining factor for knowledge construction (Neff, 2013; Vygotsky, 1962). He defined culture as the way of life of a group of people that includes learning patterns and shared beliefs of learned behaviors handed down from

generation to generation (Barnouw, 1987; Vygotsky, 1978). Cultural values are personal influences determined by relationships experienced with others that give meaning and direction to a person's actions and decisions ultimately contributing to the lifestyle of an individual person or a family (Vygotsky, 1978). Culture can be powerful in all areas of education and learning behaviors while influencing parenting practices and styles because of the experiences gained when instilled in a person at a previous time (Vygotsky, 1978).

Vygotsky (1978) recognized that learning always occurs and cannot be separated from social context. He further suggested that knowledge construction is initiated within social context. This construction involves collaboration, student to student and expert to student, on "real world" problems or tasks that build on each person's language, skills, and experience shaped by each individual's culture (Neff, 2013; Vygotsky, 1962, 1978).

One of the important concepts discussed by Vygotsky is the zone of proximal development (Vygotsky, 1978). Vygotsky described the zone of proximal development as the distance between the actual development levels as determined by independent problem solving and the level of potential development as determined through problems solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978). Simply stated, the zone of proximal development is the idea that what a student can achieve from social interaction has the potential to be more indicative of their mental development than what they can do individually (Vygotsky, 1978).

Bandura's Social Learning Theory

Albert Bandura's social learning theory expressed the social element in learning and argued that people can learn from watching others through a process called observational learning (Bandura, 1986, 1989; Cherry, 2013). Through this process, there are three basic

models of learning identified that can be observed: a live model, a verbal instructional model, and a symbolic model (Bandura, 1977). More defined, *a live model* is a model where individuals are demonstrating or acting out a behavior. A v*erbal instructional model* describes and explains a particular behavior as it is being demonstrated. Finally*, a symbolic model* is demonstrated by involving characters, real or fiction, in the learning process (Cherry, 2013). Ultimately, students observe the behavior of others and learn to understand the consequence, positive or negative, of those behaviors.

Later, Bandura revised his social learning theory as social cognitive theory. In the social cognitive theory, Bandura suggested that direct reinforcement did not account for all learning styles and factors involved in the modeling process for observational learning (Bandura, 1989). Rather, he believed that behavioral factors and environmental events form interactions that influence students bi-directionally (Bandura, 1977; Wood & Bandura, 1989). Bandura also believed that students must pay attention, be free of distraction, able to retain the information that is being presented when in a learning environment, must be able to reproduce the data that is presented, and lastly be motivated about what they have learned (Bandura, 1986).

According to Bandura (1991), the motivations and actions of an individual act together with the knowledge or personal experience of the student and the surrounding culture and environment. Moreover, there must be other acts associated with the ongoing act of self-influence of progress and participation. Bandura (1989) stated, "People are neither independent agents nor simple mechanical conveyers of animating environmental influences. Rather, they make causal contribution to their own motivation and action within a system of triadic reciprocal causation" (p. 1175). This reflects the human agency described in the social cognitive theory

that contributed to the knowledge base regarding human characteristics seen within many in leadership positions (Bandura, 1991).

It was Bandura who developed the concept of self-efficacy and its role in how goals, tasks, and challenges are approached (Bandura, 1997). Since Bandura's theory of self-efficacy was introduced over 30 years ago, it has received more and more attention from other researchers (Meece, et. al., 2005). Self-efficacy refers to a person's belief in his capability to succeed in a particular situation and factors in how a person thinks, behaves, and feels (Bandura, 1997; Meece, et. al., 2005). Self-efficacy also refers to a person's judgment of their confidence to learn, perform academic tasks, or succeed in academic endeavors (Bandura, 1986; Meece, et. al., 2005).

Bandura further described two parts of self-efficacy: those with a strong sense of self-efficacy, and those with a weak sense of self-efficacy (Bandura, 1977, 1986, 1991, 1997). People with a strong sense of self-efficacy view challenging problems as tasks that can be mastered while developing a deeper interest in the activities (Bandura, 1977, 1986, 1991, 1997). They also form a strong sense of commitment to their interest and recover quickly from disappointments and setbacks (Bandura, 1997). Individuals with a weak sense of self-efficacy continually avoid challenging tasks and believe that difficult tasks are beyond their capabilities (Bandura, 1977, 1997). These people focus on personal failings and negative outcomes in addition to quickly losing confidence in their own abilities (Bandura, 1997).

There are four major sources of self-efficacy to consider: mastery of experiences, social modeling, social persuasion, and psychological responses (Bandura, 1977, 1986, 1997). Through the *mastery of experiences* the sense of self-efficacy is strengthened when a task is completed successfully; but, failing to adequately deal with a task can weaken our self-efficacy

(Bandura, 1997). *Social modeling* is the act of witnessing others similar to us successfully completing a task allowing us to mentally reinforce our beliefs in being able to master comparable activities (Bandura, 1986, 1989, 1997). *Social persuasion* is persuading others, verbally or non-verbally, to believe that they have the skills to succeed (Bandura, 1986, 1997). Ultimately, encouragement from others can help people overcome self-doubt and develop a sense of being able to give their best effort to a specific task. Finally, Bandura defines *psychological responses* as our own responses and emotional reactions to situations (Bandura, 1986, 1997).

Bandura's social cognitive theory emphasizes three specific roles in the learning process: observational learning, social experience, and repeated determination in individual personality development (Bandura, 1997, 1989). The self-efficacy component of the social cognitive theory is in direct relation to the actions and inactions of behaviors developed in the developmental phase of learning. The most crucial component of self-efficacy will enable one with the perception of control over an event or a particular situation (Bandura, 1986, 1991, 1997). According to Bandura (1997), "efficacy is a generative capability in which cognitive, social, emotional, and behavioral sub skills must be organized and effectively orchestrated to serve innumerable purposes" (p. 37). Self-efficacy in a single-gender educational environment is described through actions, directly or indirectly, that affect students decisions or actions at any time throughout their experience. These actions shape achievement motivation, builds self-esteem and courage, and develop confidence (Bandura, 1977, Meece, et. al., 2005).

Review of the Literature

There continues to be an abundance of scholarly research, numerous books, publications, and articles published on single-gender education and its environment. Educators continue to

search for the best way to teach students in a fast growing society. Overcrowded schools, inexperienced teachers in the classroom, and increasing adverse student behaviors, have all been reasons presented for single-gender education, once again, being reintroduced in many educational communities across the country. Many schools districts list as the primary reasons: a lack of qualified teachers, overcrowded classrooms, and pressures from local and federal government in implementing actions under the No Child Left Behind Act (Green, 2006).

The following literature review discusses single-gender education, its history in the public school environment, in the military-style environment, and the contributing factors involved in the decisions made by families when choosing a single-gender educational environment. In discussing single-gender education, the reader will be able to identify the gap in research that represents a broad disconnect that needs to be addressed in order to add to the discussion and research regarding single-gender education and its effects on the behavior of students participating in this method of education.

Dr. Michael Gurian, founder of The Gurian Institute, has emerged as one of the frontrunners on the subject and has written several books on single-gender education for both boys and girls. Gurian's (2006) theory on gender learning comes from his research on human nature. Under the theory of gender learning, Gurian has found a new social theory that is being developed of human origins, identity, and societal effects on learning (Gurian, 2012). This theory on learning is called nature-based theory and it refers to a scientific approach to human nature reflecting past reliance on religion and social ideology (Gurian, 2012).

Gurian (2012) suggested that we, as a culture, have neglected the developmental needs of boys (Neidlinger, 2011). Gurian also acknowledged that both boys and girls need specific attention relative to their gender, thus contributing a wide range of information to the discussion

of educating boys and girls in a single-gender environment. Schools and organizations continue to refer to Gurian's' (2012) work when addressing single-gender class concepts.

Dr. Leonard Sax, founder of the National Association of Single Sex Public Education (NASSPE), has conducted research on single-gender education at various levels, published several books on the subject, and has become a leading national speaker on the subject of same sex education. His interest in gender differences and education began while he was treating patients in his clinic before he retired from the medical field (Benner, 2006; NASSPE, 2002). As a number of boys were visiting his office with notes from their teachers stating that they were having difficulties paying attention, Sax (2005) did not label them attention deficit disorder (ADD), but decided to attend a few of their classes in an attempt to identify the problem (Benner, 2006; NASSPE, 2002). His findings revealed that the boys were not ADD but did have difficulty paying attention and their problem extended from their environment (Benner, 2006; NASSPE, 2002).

Sax (2005) has become the most renowned researcher and driving force in educating schools on the importance of single-gender education and its impact on student achievement (NASSPE, 2002). His research offers everyday suggestions to educators while helping break down gender stereotypes and helping all students reach their potential, while understanding how to approach learning. Literature on single-gender education continues to be mixed and various studies have recognized the benefits for each gender participating in this type of educational environment (Sax, 2005).

Throughout his research, Sax (2005) and other advocates of single-gender education have shared several success stories. One such story comes from the Thurgood Marshall Elementary School in Seattle, Washington that used to be a failing school in one of the city's poorest

neighborhoods. Benjamin Wright, the school's principal, reinvented the school as a dual academy: girls in all-girls classrooms and boys in all-boys classrooms. An analysis of test scores for students at this school on the reading portion of the Washington Assessment of Student Learning "showed an increase from the students being listed in the 10th percentile to being listed in the 66th percentile" (Sax, 2005, p 48).

Related Research

Single-gender education has not only become a growing topic in the United States, but the single-gender classes have become one of the most widely promoted approaches among educators internationally for addressing the current concern of boys' underachievement (Greig, 2011). For example, Canada's largest school district opened an all-male school from kindergarten to third grade to address male underachievement (Greig, 2011). The policy makers of that district are considering proposals for the expansion of single-gender classrooms from primary grades to secondary schools in order to improve boys' learning (Greig, 2011).

In the United States, *"Title IX NCLB"* referred under The United States Department of Education (2006), is the published regulation that governs single-sex education in public schools. This regulation gave communities more flexibility to offer additional educational choices to parents for their children. It also recognized that some students learn better in a single sex environment (NASSPE, 2002; Sax, 2005; USDOE, 2006).

Prior to this announcement, Title IX regulations generally prohibited single-sex classes and extracurricular activities in public and private co-educational schools (NASSPE, 2002; Sax, 2005; USDOE, 2006). This regulation provided educators more flexibility to offer single-gender classes, extracurricular activities for schools at the elementary and secondary education levels, and expanded the option for any class or school that can prove gender separation leads to

improved student achievement (NASSPE, 2002; Sax, 2005; USDOE, 2006). There were limited exceptions with activities such as physical education classes, involving contact sports, or sex education classes that were allowed specifically because of the involvement of various gender-specific activities (Gurian & Stevens, 2011; NASSPE, 2005).

In one research study, Sax (2005) provided an in-depth examination of single-gender education in the public schools (NASSPE, 2002). The results showed that teachers could use the same strategies in an all-boys classroom environment, but could not apply the same principles in the all-girls classroom environment. His research indicated that the strategies used in a single-gender classroom do not work well, or at all, in a coed educational classroom environment and offered practical suggestions to educators in helping them break down gender stereotypes and to help all students reach their potential and to understand how it should be approached (NASSPE. 2002).

Previous research related to single-gender education involved understanding the action of boys and girls in the classroom (Gurian & Stevens, 2011; Sax, 2005). Research, across a wide spectrum of study, continually focused on the academic achievement of each gender when participating in a single-gender setting. Many factors were also addressed of the numerous dynamics and variety of factors contributing to the success, mediocrity, or failure of learning in the classroom (Neidlinger, 2011). If not on classroom performance or academic achievement, many studies focused on student behavior in these environments in comparison to the student and teacher behavior in a mixed-gender educational setting (Gurian & Stevens, 2011; Neidlinger, 2011; Sax, 2005). Still, little research exists regarding the performance and behavior of boys in the classroom (Neidlinger, 2011). There has been even less research conducted on the experience of boys in a single-gender, military-style high school educational environment

reflected from the lens of the students who participate in these types of educational environments.

Students in these classrooms have the opportunity for increased one-on-one instruction from the teacher in a smaller class size of one gender (ORMA, 2013; Sax, 2005). As a result, there have been many noticeable improvements and strides made in teaching boys and of boys' achievements when attending single-gender classes. Noticeably, their grades improve dramatically when attending a single-gender school and they become more focused, organized, and mature while attending this same type of school resulting, and in understanding the importance of higher education and challenging themselves to do better to get to college (Richmond, 2009).

Recent studies found the difference in the ability to learn is not gender-based, but depends on each individual's aptitude in the learning process (AMCSUS, 2013; MSA, 2009; MSB, 2009). Boys tend to have unrealistically high expectations of their accomplishments according to the Journal of Educational Psychology. Boys should be challenged to achieve more while being taught how to realistically evaluate their accomplishments (AMCSUS, 2013; MSA, 2009; MSB, 2009).

The review of previous research also offered guidelines and suggestions on how to create teaching strategies that serve the disparate educational needs of boys and girls (Gurian, 2006). Gurian (2006) found in one study that boys and girls learn differently and need to be educated in different ways due to basic fundamental differences. Gurian (2006) also explained that in teaching boys, teachers need to develop a more direct approach with each class, very different from how they approach classes in a neutral-gender setting.

Generally boys want to know who, what, when, where and why something is happening. Girls, on the other hand, learn by generalizations and are more career-focused (Gurian, 2006; Gurian, Henley, and Trueman, 2001). Understanding there is a difference in the manner in which boys and girls learn (Gurian, Henley, and Trueman, 2001), teachers in non-conventional classrooms tend to miss the mark when it comes to understanding how to teach boys.

A first-time teacher who teaches in a public school environment before transitioning to a single-gender educational environment appears to struggle more in the classroom than teachers who begin their career teaching in the single-gender environment. This adjustment in teaching a single-gender class is due in part to the differences and adjustments needed to teach in this environment that are different from those needed in a mixed-gender setting (MSB, 2009). Teachers must develop a different approach when teaching boys while understanding the errant behavior and develop marks for good behavior (Joyce, et al., 2009; MSB, 2009; Spielhagen, 2011).

Teachers have grown accustomed to the traditional classroom model that is orderly and made up of straight rows of seats filled with compliant students. Teachers in a single-gender setting must first identify with the various approaches in classroom management for a single-gender class and the levels of discipline needed (MSB, 2009). Different approaches to teaching and the behaviors of students in a single-gender class must be understood by the teacher in order to be effective in any classroom setting (MSB, 2009; Stanberry, 2013). Teachers must understand the most effective way to teach boys is to take advantage of the high energy, curiosity, and each boy's desire to compete rather than continually penalize them for adverse behavior (Joyce, et. al., 2009; MSB, 2009; Stanberry, 2013). Teachers must be able to understand adolescent behavior of boys and the maturation process (Gurian, 2007; Joyce, et. al.,

2009; Sax, 2005; Stanberry, 2013). Once a teacher understands the adolescent behavior of boys and is able to adjust their teaching styles to fit the population of the class, the teacher and the student are able to form a more productive teacher/student relationship to collectively accomplish more (Joyce, et. al., 2009; Sax, 2005).

Teaching in a single-gender environment allows a teacher an opportunity to focus more directly on the subject and one gender of students in the classroom than the distractions that may occur in co-ed classrooms such as flirting with girls, intimidation, or each gender trying to impress the opposite sex while in the classroom environment (Gurian, 2007; Martin, 2012; MSB, 2009; Sax, 2005). This experience directly relates to previous research on the subject. However, there appears to be a lack of literature addressing the preparation of teachers in knowledgeably dealing with gender-related, developmental issues that pertains to boys in an educational environment (Neidlinger, 2011).

When focusing on the stereotypes found with students participating in single-gender settings, it is important to also understand the concept of an all-girls school environment (DeBare, 2004; Sax, 2005; Williams, 2010). Single-gender schools for girls teach students how to be strong, as young women, in society in the same manner as single-gender schools for boys do for young men (DeBare, 2004; Williams, 2010). DeBare (2004) was one of the early researchers of the effects of single-gender education for girls. Her research resulted from visiting dozens of girls' schools across the country. She interviewed students, teachers, administrators, heads of school, and over 200 girls' school alumnae from the 1920s through the 1990s. During that time, she compared the results of her study to the academic achievements of the same students or a different group in a neutral gender academic environment.

There are many challenges addressed in each single-gender environment that are also pertinent, if not in direct alignment, with the educational process in a single-gender, military-style educational environment. Single-gender education, specifically for young boys, in a military-style educational environment has been around for a period of time. In fact, boys have participated in military training since ancient times, when many European countries maintained large armies to fight in wars that were normally fought in close hand-to-hand combat style (AMCSUS, 2013; MSA, 2009; MSB, 2009; USMA, 2013). It was during this time when boys participated in rigorous physical training and learned to fight with swords and other weapons needed in battle (AMCSUS, 2013; MSA, 2009).

In the United States, military schools grew in popularity in the 19th Century with well over 400 schools across the nation (AMCSUS, 2013). Military schools were unique in operations because they never received public funding and were typically privately owned and operated. This fact still remains true today.

At one point, the Continental Congress debated setting up these schools, but finally agreed to fund the United States Military Academy at West Point that opened in New York in 1802 (MSA, 2009; USMA, 2013). Over the years, many military-style schools gained the reputation of being private reform schools for students who display adverse behaviors in their previous school or at home and becoming uncontrollable with their parents. Parents then considered military-style education as a last resort in an attempt to correct their actions before seeking a more severe alternative measure of education, such as a teen boot camp.

The military-style of education lost its luster during the Vietnam era because of progressive views in the field of education and, as a result, schools adapted to the changes in education with open classrooms, wide student participation, and student designed curriculum

(MSA, 2009; ORMA, 2013; USMA, 2013). During this transitional period, many of the 450 military-style schools did not survive and were closed mainly because of the lack of social interest in this style of education (AMCSUS, 2013; ORMA, 2013). These schools became traditional boarding schools, day schools, and some co-ed institutions (MSA, 2009; ORMA, 2013).

Today there are about 33 college-preparatory, military-style academies still operating throughout the United States and Canada (AMCSUS, 2013; ORMA, 2013). These schools maintain high academic achievement with a foundation of being an environment that instills discipline and structure in the lives of its students. Though the schools also commit to the lives of some mildly troubled teens, they do not offer the same type of treatment for troubled teens as offered in the public schools for teen counseling, drug treatment, and other interventions (AMCSUS, 2013; ORMA, 2013).

Military-style boarding schools often include a military influence in its daily operations. These influences are often dictated by the school administration consisting of former retired military personnel who now serve as the Head of School, teachers, counselors, coaches, and many other key positions within the organization. Other teachers who have not served in the military have made working in this type of environment a career.

The foundation for many military-style schools is its Junior Reserve Officers Training Corps (JROTC) program (JROTC, 2013; ORMA, 2013; RMA, 2013). JROTC is a Federal funded high school leadership program sponsored by the United States military for the Department of Education and is the high school version of the college Reserve Officers' Training Corps (JROTC, 2013; MSA, 2009; MSB, 2009). The JROTC program is designed to teach discipline, motivation, effective communication, and other skills that help students understand

behavior in and out of the classroom (JROTC, 2013; MSB, 2009; RMA, 2013). The program also focuses on leadership and achievement by teaching students concepts through small group learning in an environment that allows them to excel (JROTC, 2013, MSB, 2009). In these programs, the military term used in the classroom curriculum content is a term called life skills. "Life skills" is a term used to define leadership skills, motivational skills, effective communication skills, and other social skills taught in the classroom to prepare students for success in leadership and social skills after high school (JROTC, 2013; RMA, 2013).

Many military-style educational schools conduct weekly character development session intended to reinforce previous lessons and individual character traits taught in the classroom. Students have an opportunity to apply these newly learned skills, at various times of their school day, when they are assigned positions of authority as a team or situational leader (MSA, 2012; ORMA, 2013; RMA, 2013). As a result, those students participating in a military-style high school education usually begin to display an increased level of confidence because of the military-style discipline and behavior classes taught throughout the school and in the classroom (MSB, 2009).

Military schools follow strict daily schedules with set times for meals, classes, study halls, physical activities and sleep. This structured environment adds to the change in behavior and discipline in teaching standards of conduct and responsibility. The academic load may be so rigorous that there is little time to do anything else. At some schools, students are in class or attending tutorial sessions between 7:30 AM until 4:30 PM (MSA, 2009; MSB, 2009; RMA, 2013). Although students who attend military schools often have very little free time during the week, their weekends are often less structured and they are allowed to participate in activities offered on campus or in the local community (MSA, 2009; RMA, 2013).

South Carolina is playing a leading role in the growing popularity of single-sex public education, with particular emphasis on the benefits of the gender-separate format for low-income African-American students (McNeil, 2008). One school system in South Carolina conducted an experiment in a middle school in one of its school districts. Known as one of the least desirable school districts in the state, it continually struggled in the area of academic achievement with nearly every student (Richmond, 2009).

During this experiment period, the school principal separated the students during the morning session. It was intentionally designed to place boys in math and science, classes with which they continually struggled (Sax, 2005). During this time, boys and girls were taught with the same high standards within different classrooms as those taught in a mixed-gender environment. Interestingly, the results of this experiment showed vast improvement in student academic achievement in both areas and improved behavior in the classroom when it was filled with students of the same gender (Richmond, 2009).

The State of Georgia is now looking to give more schools the opportunity to transition to single-sex education in schools (GADOE, 2013). Currently there are two single-gender, military-style schools in the State of Georgia. Many other schools seeking information on the success of these schools have visited these schools seeking information and recommendations regarding the single-gender educational method of instruction and how it can benefit their schools.

In the public school sector, more recently, in the 2008-2009 school year, Wilkinson County, Georgia completed its first year experimenting with single-gender education. The experiment was so successful that school officials decided to continue these classes during the following year. Results of their initial experiment showed that, during the first year of dividing

boys and girls into separate classes during the day led to test-score gains by both genders in most areas of the Criterion-Referenced Competency Tests (CRCT) given that year (Hubbard, 2009).

Results also provided information on how school officials hoped to keep more boys from being retained in school and to curb bad behavior, while getting girls to speak more freely in class and becoming more interested in subjects such as computer sciences (Hubbard, 2009). Parents and educators who support single-sex education are convinced that students learn better in single-gender environments. Proponents argue that teachers have a better opportunity to concentrate on a particular lesson in a single-gender class while, in comparison the workload in preparing a class for a multi-gender class is more demanding (Green, 2006).

Influences or Factors for Choosing Single-gender Education

There are many influences or factors that are directly related to the decisions families make when choosing a single-gender educational environment. Parents research factors such as gender differences, perception, academic achievement, and social and classroom behavior. There are also additional factors families tend to take into consideration in deciding to choose a single-gender environment such as classroom distractions, class size, peer intimidation, and competition among other students.

Gender Differences

Gender differences have been the main focus in terms of understanding the significance of gender in relation to education, behavior, and learning (Gentry, Gable, & Rizza, 2002; Gurian, 2007; Sax, 2005; Tsolidis & Dobson, 2006). Leading discussions of gender education creates a climate that illustrates the differences in learning styles of each gender and continually categorizes the differences in each gender (Gurian, 2007; Sax, 2005). Discussions surrounding the experiences of boys in a school setting have increased the interest of those in the education

field while offering the benefits of single-gender education, particularly for boys (Gurian, 2007; Sax, 2005). Moreover, many schools are now instituting some form of single-gender classes that are similar for boys and girls while promoting this effort as a way to move forward.

The debate that surrounds single-gender education has presented a wide range of issues related to race, gender, education, behavior and social interactions (Gentry, Gable, & Rizza, 2002; Gurian, 2007; Sax, 2005; Tsolidis & Dobson, 2006). It is ironic that the underlying issue concerning boys and schooling is linked to concerns about masculinity, underachievement in boys, social awkwardness, and the role that feminism plays in the behavior of boys in a learning environment (Tsolidis & Dobson, 2006; McCreary, 2011). Additionally, race and income have become non-factors as the growth of gender education differs. The public choice has become the driving force for a broad interest in single-gender education (McCreary, 2011).

Perception of Others

  Public single-gender schools. Parents and educators who have not formed relationships with a single-gender environment have a different perception of the purpose of this type of education and the classroom learning environment. These parents and teachers typically draw their perceptions from what has been heard from an historical point of view of single-gender schools. Parents and teachers in coeducational environments were concerned more with social interactions among its students than with their intellectual interactions (Fry, 2009). They had formed an opinion that while single-gender environments are more conducive to academic activities, it places undue emphasis on a student's significance in the school, which is typically earned by popularity rather than their intellectual abilities or academic achievement (Fry, 2009).

Additionally, as with single-gender, military-style schools, parents and educators still view single-gender schools as reform schools for students with adverse behaviors who require

alternative means of education to correct individual behavior that could not be addressed in a mixed-gender school setting. This perceived notion that single-gender schools are for troubled teenagers who need intervention to correct study habits and adjust teenage behaviors is a perception that is not as true as it was in the past (MSA, 2009; MSB, 2009; ORMA, 2012).

Single-gender, military-style schools. Historically, single-gender, military-style schooling was known as an educational environment that provided a military type structure and discipline for students (AMCSUS, 2013; ORMA, 2013; USMA, 2013). Military-style schools were designated for students who had developed adverse behaviors, in and out of the classroom, and were not able to cope in the public school system (AMCSUS, 2013). In the United States, the term "military-style schooling" does not necessarily define a school that is designated by the military for training its students to enter the armed forces as many parents think. Instead, the term is used in the context of a college preparatory school environment, both middle and high school. This environment models itself using military regulation, discipline and structure to enforce military-style traditions and discipline while providing a quality education in the process (MSA, 2009; ORMA, 2013). However, they are designated as military schools of distinction because of the number of students who attend these schools and voluntarily choose to enter the military branch of service of their choice.

Discipline. A major component of the military-style of education is military discipline. It is used in the school system as a correctional or reinforcement learning tool to address non-conforming behavior in a student and contributes to the development of the students who participate in this type of education. Students are taught that discipline is a major aspect of getting ahead in school and in life in general (MSB, 2009). Military discipline is used as a tool in an attempt to assist a student in understanding or correcting his mistakes while helping him to

understand the meaning of military values and honors through character building (MSB, 2009).

There are two elements of discipline directly relative to military-style discipline: physical and

mental.

Physical discipline. When the subject of physical discipline is mentioned in reference to

military discipline, it is commonly compared to physical actions, such as push-ups or sit-ups,

used in a manner to gain the attention of an individual for corrective actions. In fact, physical

discipline is much more than that. Although it can be used for such measures, it tends to lean

more to conditioning the mind in a manner to cultivate the correction of a specific behavior.

Physical discipline requires continuous cultivation in the learning process to include learning

controlled movements and taking care of their personal appearance such as caring for their

clothes and paying attention to their personal space (MSB, 2009; RMA, 2013).

Mental discipline. Mental discipline in a single-gender, military-style high school

educational environment is a method of discipline used to cultivate mental recall training in the

learning process. Mental discipline focuses on the decision-making process, particularly for

those who strive to be placed in leadership positions. Mental discipline also cultivates the

learning and understanding of how to apply learning to help think quickly. Subsequently, mental

discipline will teach students how to deal with situations of stress, emotional decision-making

and how to appropriately direct these emotions in any situation (MSA, 2009; MSB, 2009;

ORMA; 2013; RMA, 2013).

Single-gender, military-style schools are still viewed as an alternative method of

education or a last resort for students who have been expelled from public schools. In some

school districts, the judicial system would recommend a single-gender, military-style school for

those students with adverse behaviors as an alternative to public school as a way to keep from

sending students to detention centers or jail. Even to this day, some single-gender, military-style schools are viewed more as behavioral correction institutions rather than as alternative college preparatory schools.

There are some groups who consider single-gender, military-style educational environments as reform schools. Contrary to this belief, single-gender, military-style schools continue to educate the public on how they differ from military-style correction schools. Correction schools, often called "Boot Camp" or "Wilderness Schools," have been established for troubled teens and are intentionally designed as strictly military-style operated organizations with highly structured-regimented environments to implement strict discipline while teaching its students self-control (MSA, 2009; MSB, 2009; USMA, 2013).

Academic Achievement

Previous studies have provided inconclusive evidence of the impact of single-gender education on gender-based and race-based academic achievement gaps (Shah & Conchar, 2009; McCreary, 2011). Advocates for single-gender education believe that in areas where male students fell behind female students in academics, minority male students fell further behind because of classroom distractions; trying to impress the opposite sex, or completely losing interest in the class (McCreary, 2011; Sax, 2005). However, when participating in single-gender classes, students have been able to take advantage of the opportunities to take advanced courses or pursue other non-academic interests they would not normally consider in a mixed-gender environment (Sax, 2005).

Though research exists on academic behavior and the achievement gap in single-gender education, there is a concern of the collected data being categorized as race-based or social-economic status data. When reviewing previous literature on single-gender education, additional

data on academic achievement for boys needs to be collected and studied. Single-gender classes can be used to improve academic achievement, but it is important to consider how to use these classrooms and their purpose as a whole.

Behavior

    Classroom behavior. Students and parents tend to think that single-gender education offers classes that are not normally offered in public schools (ORMA, 2013; RMA, 2013). To a certain extent, this is true because single-gender schools offer additional classes regarding character development, citizenship, effective communication, and leadership which are designed to provide structure and discipline to the students (ORMA, 2013; RMA, 2013; Shah & Conchar, 2009). These classes help students build confidence, motivation, self-esteem, and individual character while also allowing them to gain an understanding of the importance of education (ORMA, 2013; RMA, 2013).

    Many parents desire to have students involved in leadership-type enhancement classes and citizenship classes to prepare them for the challenges of society. In gender-separation based strategies, parents and educators attempt to place the student in an environment that removes the student from the challenges and distraction they would normally experience in a public school (Greig, 2011). Classes are intended to provide focus, discipline and individual structure for students in a structured environment different from the typical classroom environment to which they are accustomed. Poor behavior patterns and lack of making good decisions are reasons parents and students choose this type of education because of the overall structure in the classrooms (ORMA, 2013; RMA, 2013). Teachers are able to adjust the classroom instruction to fit a single-gender and address specific gender issues that would not be addressed in a mixed-gender class.

Social behavior. Social behavior is a concept taught, not only in all-boys schools, but in all-girls school environments as well (Hubbard, 2009). The differences of social behavior taught in each of these gender specific educational environments is that the subject is designed to address specific gender issues as it applies to each. For example, in the all-boys schools, the lesson teaches boys how to be strong in society while the all-girls schools teaches the same type of lessons as it applies to young women in society (Hubbard, 2009).

Boys attending all-boys boarding schools are usually more confident in themselves in society, because of the male-specific skills learned in a single-gender classroom (MSA, 2009). Student encouragement is a little easier to accept when the audience is one gender (Hubbard, 2009; Sax, 2005). As boys become more comfortable among their peers, they are more willing to express themselves to each other without the shyness or intimidation they experience when girls are in their presence (Gurian, 2005, 2007; MSA, 2009; Sax, 2005).

Influences or Factors

There are various factors families consider when choosing a single-gender educational setting. Parents are normally in search of an educational system that is the best match for their child. Each decision of the family falls into various categories that support different reasons for considering single-gender education (Jackson & Bisset, 2005; MSA, 2009; RMA, 2013).

The typical boy who attends a single-gender, military-style school is one who comes from a list of variant households: (a) one in which one of the parents attended a single-gender, military-style school, (b) a single parent household in which there is a lack of discipline of the student with the parent, (c) a home where both parents work and the child is on his own, or (d) a home where the mother has lost control of the child and desires to have a positive male influence in the child's education. Whatever the reasons may be, families view the direct influences of this

environment, declining grades of the student, and broken homes, as major factors for their decision (MSA, 2009; ORMA, 2013; RMA, 2013). They are also influenced by such factors as the reputation of the school, male teacher presence and influence, the overall academic structure that is offered, smaller class sizes, structure of the environment as it pertains to good discipline, and minimal "opposite-sex" distractors while in the educational environment (Jackson & Bisset, 2005; MSA, 2009; ORMA, 2013; RMA, 2013).

Moreover, families who choose single-gender education reference their continual frustration with overcrowded public schools that results in the lack of adequate assistance throughout the classroom period for individual students. Though not directly contributing to achievement of the student, these factors do in fact affect the behaviors of students in a mixed-gender educational environment to a point that the students' ability become less important to the student (Cushman, 2005). For boys in particular, parents look for a specific style of teaching, male presence in the classroom, the experience of teachers in a single-gender environment, a particular class or sport offered, or a community of educators who share similar educational values (Jackson & Bisset, 2005; MSA, 2009; ORMA, 2013; RMA, 2013).

Single household families that do not have a male figure or father presence in the home, look to single-gender, military-style schools for such a male presence. One reason for this concern by parents is the argument that boys need more male role models, particularly in a society where fewer children have male role models in the home, according to Biddulph (1997) as written by (Cushman, 2005). The question still exists regarding the specific characteristics males are expected to model in these environments. But as the argument continues to grow, it is clear that the most critical element for successful educational outcomes extends from the qualifications of highly competent teachers, regardless of gender (Cushman, 2005). The degree

to which the need for more male role models is tied to hegemonic male practices is becoming the focus of increasing debate (Cushman, 2005).

Parents view a male presence in the classroom and the position as a male role model as a visual example for boys. Parents view this male presence as a source of male discipline as boys tend to identify better with male teachers or leaders (Cushman, 2005). Parents view male presence as needed to correct male behavior conducive to the classroom and academic performance. Surprisingly, recent research shows that the number of male teachers in schools is at a 40-year low. Out of the 3 million teachers in the United States, only 25% of them are men and that number continues to decline, a gender disparity that has provoked increased discussion and debate among educational stakeholders (NEA, 2013; Pleshette, 2008).

It should be mentioned that many parents who have boys think the most visual distraction in a mixed-gender educational environment is students of the opposite sex (Gurian, 2007; Jackson & Bisset, 2005). This distraction is equally viewed as a major distraction among parents who have daughters. Earlier research suggests that boys in mixed-gender schools are less enthusiastic about school than girls and as boys get older, the "enthusiasm gap" widens (Gentry, Gable, & Rizza, 2002; Jackson & Bisset, 2005).

Many parents grow concerned about the educational or behavioral progress of boys in these school environments because of their lack of discipline and focus in the classroom (Jackson & Bisset, 2005). These concerns are not only addressed in public schools, including urban or rural schools, schools located in low-income communities, and affluent schools, but also private schools, Christian schools, and some charter schools. No matter what the school environment, the same issues continue to arise when it comes to a mixed-gender setting.

The single-gender format creates opportunities that do not exist in a mixed-gender classroom. In either gender setting, teachers are able to employ specific strategies that are better suited for the specific gender which don't work as well, or don't work at all, in a mixed-gender classroom setting (NASSPE, 2002). Parents often choose a single-gender educational environment because of the structure offered in this environment that they view as lacking in a mixed-gender educational environment.

Boys who choose a single-gender, military-style educational environment have established their own plans for choosing (USMA, 2013). Many boys chose this method of education because of a desire to better prepare themselves for education of higher learning. The school setting is conducive to this preparation because these schools are designed for students to participate in a very rigid daily schedule far more difficult than the schedule students endure in a mixed-gender educational environment.

As boys mature, they begin to understand their behavior and are able to set realistic goals for themselves (Sax, 2005). In a single-gender setting, understanding the maturity level of each student in the classroom makes it easier to discuss gender-specific issues than it is to discuss gender specific subjects in a mixed-gender setting. As boys become more comfortable around their peers, they develop a willingness to express themselves to each other rather than having to be shy when girls are in their presence (Sax, 2005).

A small number of students are influenced by opportunities offered at single-gender, military-style schools for the opportunity of a military academy appointment (RMA, 2013). There is also a small number of students looking for an experience that will allow them the opportunity to enlist into a desired branch of the military (ORMA, 2013; RMA, 2013). Other students are seeking major college scholarships and are intrigued by the success of many single-

gender schools in college acceptances. Students who recognize the need for personal discipline and structure in their lives seek single-gender, military-style education. Subsequently, additional factors or major concerns contribute to families choosing single-gender classes or schools: smaller class sizes, gender distractions, intimidation factors, and student competition (Gurian, 2007; Hubbard, 2009; Jackson & Bisset, 2005; Sax, 2005).

Smaller class size. Students in smaller size classes seem to see an advantage because of the direct student approach used that allows each teacher to cater to the behavior of students in a single-gender class (Jackson & Bisset, 2005; Sax, 2005). In smaller size classes, teachers are able to focus more on organizing a lesson plan that is directed toward one gender and spend more time with each student in single-gender classes versus the small amount of time they have with each student in large classes in public schools (Hubbard, 2009; Jackson & Bisset, 2005; Schroeder, 2001). In a typical mixed-gender class, teachers are challenged to make the class interesting and challenging and, in many cases, it is difficult because of the different interests of boys and girls (Gurian, 2007; Hubbard, 2009; Sax, 2005).

Gender distractions. Eliminating classroom distractions such as the association with students of the opposite sex benefits certain students academically and sometimes creates a more comfortable learning environment (Blake, 2012; Jackson & Bisset, 2005). Students in a single-gender classroom environment are able to focus more on the class content when the gender social distracters are removed (Jackson & Bisset, 2005). In a mixed-gender environment a boy will spend more time trying to impress a specific girl whom he has "eyes" for or because his male peers have challenged him to do so (Gurian, 2007; Jackson & Bisset, 2005; Sax, 2005).

Another distraction affecting the classroom environment is the type of clothing a student wears in a mixed-gender setting. Students in a mixed-gender environment tend to wear clothes

to get the attention of the opposite sex or to compete with their peers in a fashion statement to gain popularity (Hubbard, 2009; Sax, 2005). In a single-gender school or military-style school, students wear a prescribed school uniform that eliminates this distraction. Wearing the same style or type of clothing in the school environment brings uniformity to the school and alleviates this form of competition among students. Students view this as being on the same level and equal. It also brings uniformity among students and minimizes the distraction of competition amongst peers or the tendency to make those students with minimal finances feel less than another person.

Intimidation factors. There are direct and indirect pressures toward gender stereotyping in co-educational schools. Some researchers suggest that boys feel more comfortable in single-gender settings because they have the freedom to learn in an environment that is not intimidating by the presence of girls. Boys feel free to be themselves while identifying with others like them (Gentry, Gable, & Rizza, 2002; Sax, 2005; Williams, 2010). As boys become more comfortable around their peers, they are more willing to express themselves to each other rather than expressing shyness when girls are in their presence (Sax, 2005). In a single-gender class, students are able to follow their interests and talents in what might be regarded as non-macho pursuits such as music, arts, and drama (Gurian, 2007; Hubbard, 2009; Sax, 2005).

In a mixed-gender educational environment there is a subtle pressure toward gender stereotyping between the different genders (Williams, 2010). Boys believe they are allowed to follow their interests and talents in areas that might be perceived as non-macho in the eyes of others such as music, arts, drama, and poetry (Gentry, Gable & Rizza, 2002; Sax, 2005). There have been students who have shared how their interest in these subjects began after they enrolled

in a single-sex school because they did not feel any embarrassment in showing an interest in those "non-macho" activities (Gentry, Gable, & Rizza, 2002).

 Competition. In a public school setting, students feel the need to compete with others in the classroom. Whether it is to impress someone of the opposite sex or attempt to be the dominant gender in the class, each student tends to focus more on these issues rather than the class content (DeBare, 2004; Sax, 2005). In a single-gender setting, the challenge of trying to impress the opposite sex is a non-issue during the academic day. The competition within each class becomes a matter of trying to make each other better.

 Not only is the competition felt in the classroom, but throughout campus. Students feel the need to be part of the "in crowd" while attempting to be one of the most popular students, if not the most popular on campus (Gurian, 2007; Sax, 2005). The competition of being able to gain the attention of someone of the opposite sex leads students to form opinions of others who are looked upon as not being part of the "in crowd" and, many times, form small groups or gangs that result in bullying or hazing (Gurian, 2007; Sax, 2005).

Self-Efficacy

 Introduced by Albert Bandura (1977), the concept of self-efficacy is the center of social cognitive development that emphasizes the role of observational learning, social experiences, and reciprocal determinism in the development of personality. It indicates one's perception about possessing specific abilities meant to determine how they would complete a task or activity (Bandura, 1977). Self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997).

 Self-efficacy represents the inner forces and resources a person needs to be able to identify goals they wish to accomplish, what they would like to achieve, or things they would

like to change (Bandura, 1977, 1986, 1997). In other words, the goals they would like to reach.

As a reaction, self-efficacy is having the capability to generate the desired outcomes in relation

to the targeted goal, while providing the obstacles determines powerful incentives that contribute

to individual development through exercise and personal control (Bandura, 1977, 1986, 1997;

Frank, 2013). Self-efficacy, self-esteem and motivation are important aspects in the self-concept

development that are characterized as major factors in the development of students who

participate in single-gender education.

       Self-efficacy and self-esteem. Self-efficacy and self-esteem combine to constitute the

self-concept theory which forms a factual depiction of how a person perceives himself (Bandura,

1977, Frank, 2013; Sullivan, 2009). Under this concept, students may develop either a strong

sense of self-efficacy or a weak sense of self-efficacy (Bandura, 1977, 1986). The difference

between the two indicate that a person with a strong sense of self-efficacy is confident in their

ability to challenge, master, and participate in various tasks or events, while the person with a

weak sense of self-efficacy will tend to question his ability to accomplish or fail a task and have

a fear of uncertainty or self-doubt (Bandura, 1977, Frank, 2009; Sullivan, 2009).

       Motivation. The motivation part of self-efficacy emphasizes the reason a person uses for

choosing, performing, and persisting in various learning activities (Bandura 1977, 1986; Meece,

et. al., 2006; Pajares, 2006; Sullivan, 2009). Theories indicate that girls and boys form

motivation related beliefs and behaviors at a young age that continues to follow social-gender

stereotypes (Meece, et. al., 2006; Sax, 2005; Sullivan, 2009). These social-gender stereotypes

influence the behavior of students, directly or indirectly, in a manner that deters them from

putting forth an effort in something they like. For example, boys display a stronger ability in

mathematics and science while girls tend to have more confidence in their interest in language arts and writing (Gurian, 2006; Meece, et. al., 2006; Sax, 2005; Sullivan, 2009).

The Gap

This multiple-case study focused on the phenomenon that is the experiences of boys who participate in a single-gender, military-style high school educational environment. It offered an understanding of the different experiences of the students who participated in this research from the theoretical lens of the students (Yin, 2009). The participants in the study lived on campus during the academic school year and were considered boarding students.

As more and more schools across the nation experiment with some level of single-gender education, whether in private or public school classes, or private or public single-gender schools, educators are discovering that single-gender education is important in various aspects of learning (Richmond, 2009). Single-gender experimental classes are being conducted in schools across the nation, at some level, in an effort to increase learning in this type of educational environment (Hubbard, 2009; McNeil, 2008).

Many school systems involved in single-gender education research have a different approach to teaching and learning with results being subjective and objective but offering validity to the study from the perspective views of educators and parents of students who are involved in this type of education (Joyce, Weil, &Calhoun, 2009; Haag, 1998, 2009). Previous research has indicated significant improvements in some students' study habits, behaviors, and in academic achievement (Gurian, 2006; Meece, et. al., 2006; Sax, 2005; Sullivan, 2009), but little to no improvement in other students. This type of environment reveals a vast improvement in the behavior of the students not replicated in the public schools.

Summary

This chapter provided an overview of the history of single-gender education in public schools and in a military-style educational environment as it pertains to the content of this multiple-case study. The theoretical framework discussed contributions from Vygotsky and Bandura. The review of the literature embarked on a synthesis of the previous research related to single-gender education in general and the education of boys in particular, in a single-gender educational environment. The unique characteristics of single-gender education were also explored, and the factors considered in the decisions of parents choosing single-gender education were discussed.

Researchers have conducted many studies on the effects of single-gender education for both boys and girls. These studies focused on academic achievement, gender stereotyping in the school environment, and the existence of sex differences in cognitive functions and language skills (Sax, 2005). Additionally, these studies focused on the advantages and disadvantages of this type of educational environment resulting in best practices for male and female students. Further studies continued to provide information on student social and classroom behavior and how these behaviors relate to student academic achievement (Jones, 2010; Lingard, et. al., 2005). These studies provided information on successes and failures of students in a single-gender environment, while addressing how gender differences play a major part in the learning process.

While there is much research on the effectiveness of single-gender classes, schools across the nation continue to experiment with such classes throughout the day to determine the benefits to academic achievement. Although a number of studies addressed the benefits of single-gender education over mixed-gender education, there were also a number of studies that aimed to demonstrate the ineffectiveness or detrimental aspects of this type of education (Jones, 2010).

Though single-gender education is continually addressed across every spectrum of education, there continues to be a gap in research that provides information on the experiences of boys in a single-gender, military-style high school educational environment as viewed through the lens of students who participate in this style of education.

Chapter three presents a detailed discussion of the methods that were selected for this study. Included in the chapter is an overview of the strategies for data collection and analysis. The instrumentation is described, along with the role of the researcher. The chapter concludes with a discussion of the secure measures that were in place to protect the human subjects and to ensure ethical research procedures.

CHAPTER THREE: METHODOLOGY

Introduction

Single-gender education is a topic that continues to be reintroduced in educational circles across the United States (Haag, 2009; NASSPE, 2002; Sax, 2005). Various types of single-gender classes or single-gender schools have been organized for boys and girls across the nation from single-gender public schools, to private schools for girls, or private schools for boys (Green, 2006; Haag, 2009; Hawley, 1994; MSA, 2009; Richmond, 2009). Among the privately-funded single-gender schools are military-style college preparatory boarding schools, specifically for boys.

Prompted by a strong dissatisfaction with public school education, parents across the nation are choosing to place their sons in single-gender, military-style educational environments. Parents list classroom structure, size, enhanced leadership skills, and gender distractions as their primary reasons for choosing a single-gender, military-style educational environment (AMCSUS, 2013; Green, 2006; Haag, 2009; Hawley, 1994; MSA, 2009; NASSPE, 2002; Sax, 2005). Additionally, parents and students who choose a single-gender private school or military-style educational environment cite such factors as influences, student attitude and behavior, motivation, self-efficacy, discipline, and academic achievement, for choosing this method of education (Green, 2006; Haag, 2009; Hawley, 1994; NASSPE, 2002; Richmond, 2009; Sax, 2005). Whatever the reason for choosing a single-gender, military-style school, parents and students continue to seek an environment they hope will improve the educational performance of the student (Gurian, 2007; Haag, 2009; NASSPE, 2002; Richmond, 2009; Sax, 2005)

The purpose of this multiple-case study was to provide an accurate description of the experiences of boys in a single-gender, military-style environment through the lens of the boys in this environment. Conducting this study at three single-gender, military-style high schools allowed me an opportunity to investigate the phenomena with limited control over the events presented. Furthermore, I was able to collect data that addressed the questions of "why" and "how" this phenomenon contributed to the overall experience of the boys who participated in the single-gender, military-style high school environment (Creswell, 2007; Yin, 2003).

Research Design

Qualitative research methodology was used when conducting this study. Merriam's (2009) four characteristics of qualitative research defined the study. First, qualitative research allowed me to understand the meaning of the individual participant experiences. This characteristic offered depth of understanding of the participants' situation within the nature of the single-gender, military-style setting, their interactions, how they lived, what happened for them, and what the world in this environment looked like through their eyes (Merriam, 2009).

The second characteristic of qualitative research allowed me to serve as the human instrument for naturalistic inquiry in this research (Merriam, 2009). I had the responsibility of collecting and analyzing the research data. I interacted with the participants, processed responses gained from each data collection method, and sought understanding of the responses (Lincoln & Guba, 1994). Through the third characteristic of qualitative research as an inductive process, I reviewed all data collected to note patterns, identify emerging themes, and develop general theories. Finally, I described the data using words and pictures instead of numbers (Merriam, 2009).

A multiple-case study design was selected for this research because it enabled me to explore differences between cases of three different, but similar, settings and to replicate the findings across each case to present the results of the study (Yin, 2003). Additionally, a multiple-case study allowed me an opportunity to better investigate and draw comparisons through similar results found across the cases (Yin, 2003). The boundaries of the multiple-case study were established to seek answers to questions pertaining to the phenomenon and the participants of the study in a real-life context of the school day (Yin, 2003). Each site was considered a bounded case because each school is single-gender, with male students only. Likewise, each school operated in a military-style structured environment. The boys who attended these schools lived on campus throughout the school year.

Through the multiple-case research design, I explored and described the phenomenon being studied for the research. I presented causal relationships of the phenomenon, explaining how the events happened, and identifying the students who experienced it (Stake, 1998; Yin, 2003). I categorized and analyzed the real-life events of the participants into meaningful sections as they pertained to the phenomenon (Yin, 2003, 2009). Further, I examined each school setting, for a period of time, and recorded selected daily activities of the participants to analyze their experiences, positive or negative, as seen from the lens of the participants in this style of education (Yin, 2003).

Four methods of data collection were utilized to allow for triangulation of information to increase validity of the study (Guba, 1981; Lincoln & Guba, 1985; Stake, 1998; Yin, 2009). These methods included interviews, surveys, focus group discussions, and journals (Creswell, 2007). Through each stage of the research, information was collected from each participant

regarding their perspective of their experiences while participating in a single-gender, military-style high school educational environment.

The multiple-case study design presented me an opportunity to gain an understanding of the phenomenon as experienced by a selected group of participants from the bounded settings (Stake, 1995; Yin, 2003). The multiple-case study design also provided validity to the research by allowing me to gain information from four methods of data collection and established trustworthiness through credibility, transferability, dependability, and confirmability (Creswell, 2007; Yin, 2003). The single-gender, military-style educational environment, unique to this study, allowed me to conduct the multiple-case study (Yin, 2003). Examining the phenomenon in the bounded setting provided answers to "how" and "why" questions of the phenomenon while covering the related conditions relevant to the phenomenon (Creswell, 2007; Yin, 2003). If the locations chosen for the research had not been single-gender, military-style educational environments, a multiple-case study could not have been considered.

Research Questions

RQ1: What are the experiences of boys in a single-gender, military-style high school educational environment?

Sub-research questions:

SRQ1: How does the single-gender, military-style educational environment influence boys' in the learning process?

SRQ2: How does the single-gender, military-style environment contribute to boys' attitude and behavior in their desire to succeed?

SRQ3: How does the single-gender, military-style environment motivate students to thrive in their academic and social learning?

SRQ4: How does the single-gender, military-style environment contribute to the self-efficacy of boys in this environment?

SRQ5: How do boys define their experiences with discipline in a single-gender, military-style high school, in the classroom and other social environments, as compared to their previous experiences in a mixed-gender educational setting? Is the experience better, worse, or about the same? Why?

SRQ6: How does a single-gender, military-style environment affect boys' academic achievement?

Sites and Participants

Three schools, located in different parts of the United States, were selected to participate in this multiple-case study. For the purposes of this research, the schools were identified as Alpha School, Bravo School, and Charlie School. Each school was chosen because of similarities in demographics, student population, and the overall mission and vision statement of each school. Each of the schools, founded in the early 1900s, began as a single-gender, military-style reform school for boys and over time evolved into a military-style, college preparatory school for boys in grades seven through twelve.

Each of the schools was self-sufficient and autonomous of state funding. Each school maintained its own buildings, facilities, and transportation. Each school was governed by retired military officers who had the responsibility for recruiting, hiring, and training faculty and staff. The organizational structure of leadership for the schools included a superintendent who was a retired Lieutenant Colonel or higher.

The superintendent of each school selected the retired military personnel to comprise the school's administrative team, including the principal. Typically, the rank of the school principal

was Major or Lieutenant Colonel. Teachers and TAC Officers wore the rank of Captain or Major, depending on their education level at the time of hire or their rank when they actually retired from the military.

Junior Reserve Officers Training Corps (JROTC) personnel are titled as instructors instead of teachers because they are the only personnel at each school who still indirectly work for the branch of the military. Each branch of the military has a JROTC organization that participates in high school education: Navy has NJROTC, Marines have MJROTC, and Air Force has AFJROTC. In fact, the military pays half of their annual salary. Military rank for JROTC instructors are typically Sergeant First Class, First Sergeant, Sergeant Major, or Lieutenant Colonel.

The leaders of each school establishes and maintains a military-style educational environment that stressed discipline, respect, self-control, and personal responsibility (AMCSUS, 2013; MSA, 2009; RMA, 2013).   In addition to the traditional classroom curriculum, students participated in a military-focused curriculum designed to teach leadership skills, character, and self-discipline (AMCSUS, 2013; MSA, 2012; RMA, 2013). In addition to focusing on character and leadership development, this program encouraged the development of moral reasoning, sound judgment and ethical decision-making skills (AMCSUS, 2013; MSA, 2009; RMA, 2013). Students were expected to become self-motivated, obedient, and focused on academic success. Additionally, the students were expected to follow a specific schedule, prioritize tasks, and act respectfully toward adults and authority figures at the school (AMCSUS, 2013; MSA, 2012; RMA, 2013).

In addition to the military leadership at the schools, the superintendent at each school hired guidance counselors and teachers. In order to orientate these individuals to the military-

style structure of the schools, the superintendent and the administrative team at each school conducted an orientation prior to the start of the school year. The orientation covered such topics as daily structure, military protocol, the role of military support personnel, the role of student leaders, student dress and behavior expectations, and school rules and consequences.

During the 2014-2015 academic school year, the demographics for each school were similar in many aspects. Each school was considered a medium-sized school because of an enrollment of under 500 students. Alpha School had an enrollment of 450 students. Bravo School had 140 students, and Charlie School had 320 students. Each school had small class sizes with a teacher to student ratio of one teacher for 10 to 15 students per class. The students at the three schools were from more than 40 states within the continental United States and from over 20 different countries.

During the time this research study was conducted, there was a combined total of 130 teachers at the three schools. Of the 130 teachers, 70% (91) were former public school educators who transitioned to the single-gender, military-style educational environment for a number of reasons, including job security, smaller class sizes, and improved discipline. Thirty-nine (30%) of the teachers were retired military personnel. Sixty percent (78) of the teachers and administrative personnel had advanced degrees (RMA, 2014). The specific teacher demographics for each of the schools is illustrated in Table 1.

Table 1

Teacher Demographic Characteristics For Each Site

	Alpha School	Bravo School	Charlie School
# of Teachers	50	20	60
Gender			
Male	20	8	25
Female	30	12	35
Race/Ethnicity			
Black	2	0	10
White	44	20	45
Other	4	0	5
Years at school			
Less than 5 yrs	3	0	0
5-10 yrs	12	5	12
10 or more yrs	35	15	48
Degree Level			
BS/BA	35	5	25
Higher Degrees	15	15	35
Housing Status			
On Campus	5	0	10
Off Campus	45	20	50

The majority of the teachers (88%) did not live on campus at the schools.

In the structured military-style environment of the schools, retired military personnel supervised the students to make sure that they adhered to military structure and protocol in daily operations from morning to evening. The students were referred to as cadets, and were divided into companies. The average number of companies at each school was five, with the exception of the smallest school which only had three companies. The cadet companies were supervised around the clock by two designated Teacher/Advisor/Counselor (TAC) Officers. Each company had two supervising TAC Officers during the day and two different supervising TAC officers during the evening.

Each company was subdivided into two platoons, each consisting of about 30 cadets. The TAC Officer shared supervision and leadership of the platoon with a student assigned to a position of authority over the other students. The platoon leader and the cadets marched together in military formation throughout the day to meals and various activities.

The students were required to be uniformly dressed each day. They wore a military-dress uniform two days a week. They also wore a military-camouflage uniform twice a week. On the remaining day, they wore khaki pants and a polo shirt with the school emblem on it.

The school day began for the students with a military-style, bugle wake-up at 6:00 AM to get their rooms ready for inspection by the student leader appointed for the specific unit. During inspections, each student stood outside his room door as the leader called each student's name and the student replied "Here Sir!" to indicate he was present for the day. Once the student's uniform was inspected, the peer-inspector proceeded into the room and inspected the student's living area. If the student passed his portion of the inspection, he was allowed to go outside and get into formation to march to breakfast. If the student did not pass the inspection, he had to fix all deficiencies that were stated and have a re-inspection at the end of the day. Although not subject to the daily living space inspection, non-boarding students were required to report to school at 6:45 AM and meet with a designated TAC Officer for uniform inspection and to be counted as present for the school day.

After morning inspection, the students marched in formation to a designated area on campus to salute the American flag as it was hoisted in the morning. This ceremony signaled that the day had begun. At the end of the school day, students would gather at the same location in a formation to salute the flag as it was being lowered for the day to indicate the official ending of the work day. After that ceremony was complete each cadet unit marched to breakfast.

All students ate at the same time (7:00 AM) in the dining hall. The students marched into the dining hall and stood behind their chair until the student leader led the group in a non-denominational prayer, any announcements that were given to him by the school administration, followed by instructions on which group would be allowed to proceed to the food line first to begin the meal. The students had 35-40 minutes to eat their meal. The same military protocol followed at breakfast was also followed for lunch and dinner.

Once breakfast ended, the students returned to formation to be released from the meal to go to class. TAC Officers were always present at this formation to ensure cadets went to class and not back to their rooms. The TAC monitored student behavior inside buildings and as they traversed across campus. However, upon entering class, the student leader had the responsibility for checking to make sure that all students were present and inspecting uniforms for adherence to dress expectations before the teacher entered the classroom.

A strict military-style discipline was used to enforce expected student behavior. Students were issued merits for positive behavior over and beyond the school's expectations. When students earned merits, they earned special privileges throughout the school week such as being moved to the front of the line at each meal, or being allowed to leave campus on a weekend pass. Similarly, students were issued demerits for adverse behaviors. Students who received demerits had to perform work details after school to have a designated number of demerits removed from their demerit file for the week. If the demerits were not removed by the end of the class day on Friday, students had to work additional hours on Saturday, and sometimes on Sunday.

Demerits accumulated throughout the week. If a student had demerits at the end of the week, he was not able to go home or sign out to go into town. He had to stay at the school and remove the demerits by performing work details assigned by the adult in charge for the weekend.

In addition to the merit system, another military-influenced behavior-modification activity called "Bullring" was used. "Bullring" was used to correct adverse behavior exhibited during the school day. For example, if a student was late for class, he had to report to formation after school for one-hour of behavior adjustment.

Students were scheduled to six classes and two study halls per day, three classes and a study hall in the morning, and three classes and a study hall in the afternoon. The average class size was 14 students. Classes started at 7:45 AM and ended at 3:30 PM. The classes were 50 minutes in length with a 10-minute break in between each class for students to go the bathroom, drink water and get to their next class.

A horn was used to signal the time for students to change classes. There were three horn signal variations: the first horn sound meant that class would change in three minutes, the horn would sound again to indicate it was time to change classes, and the third horn meant that the student was late for the next class if he was not in the classroom. Students ran or walked fast to be able to get to their classes on time and not be charged as late for class.

At each site, the students went to lunch after the morning study hall. Lunch was followed by three afternoon classes and another study hall. The TAC Officers were present, during meals, class transitions, and study halls. The students had very little non-structured time. When classes ended, the students had a half-hour from 3:30 to 4:00 PM before involving themselves with school athletic teams or other after-school extracurricular activities from 4:00 to 5:30 PM. The students had another half-hour of unstructured time from 5:30 to 6:00 PM prior to the evening meal.

The evening meal took place in the school dining hall from 6:00 to 7:00 PM. The same military-style protocol used for previous meals was followed for this meal. After the evening

meal, students reported to either a night study session, or enjoyed quiet time (QT) from 7:00 to 9:00 PM. Following QT, the students had 90 minutes of leisure time before preparing for bed or "lights out" at 10:30 PM. During their leisure time, students were allowed to use their cell phones.

Although the schools were single-gender, for males only, the students had frequent interactions with females. Girls served as cheerleaders for the schools' athletic events. First, daughters of faculty members were given an opportunity to tryout for the school cheerleading squad each year. If there were not enough girls at this point to organize a complete team, other girls, with permission from their schools, were recruited from other schools throughout the communities where the school is located. Additionally, about once each quarter, each school hosted a dance for the boys and allowed them to bring dates. Female students from single-gender, all-girls schools located within the area of each school were also invited to attend this event. Likewise, the boys attended similar events at the girls' schools.

Each school administrator used the criteria developed and provided by the researcher to select participants. Specifically, the students were enrolled in grades 9 to 12, and ranged in age from 14 to 18 years old. Students selected to participate in the research also had to have attended the school for at least one previous school year. Finally, only students who resided on campus throughout the school year or "boarding students" were authorized to participate in the research. Table 2 reflects the participant demographics for each site.

Table 2

Participant Demographics For Each Site

	Alpha School	Bravo School	Charlie School
Students Per Site	450	140	320
# Participated	12	12	12
Race			
Black	3	3	2
White	9	9	9
Other	0	0	1
Age			
14	3	3	3
15	2	2	3
16	4	4	3
17	2	2	2
18	1	1	1

Note: The total enrollment for each school is for the beginning of the SY 2014-2015

Although the schools served students in grades seven through twelve, students in seventh and eighth grade were not involved in this research.

Non-boarding students were not considered for this study and no information was collected from them. The reason I did not select students who did not reside on campus throughout the school year was because these students had different experiences from the students who lived on campus. Placing these boundaries on the multiple-case study allowed me to focus solely on the specific phenomenon and prevented diversions that might have led to addressing questions too broad for this single phenomenon (Stake, 1995; Yin, 2003).

Sampling procedure

Students from three single-gender, military-style high schools participated in this multiple-case study. Purposeful sampling was used to select the participants. I choose purposeful sampling because it allowed me to select participants at each site that fit the specified criteria for selection in order to form a purposeful understanding of the phenomenon (Creswell,

2007). Only students in grades 9 to 12 who were between the ages of 14 to 18 were selected to participate. Students also had to have attended the single-gender, military-style high school for at least one complete academic school year and had to be considered boarding students at the school.

Sampling procedures for this study began with a rigorous recruitment process. Each school administrator was provided a list of the criteria, developed by the researcher, to select participants who best fit the prescribed criteria. The administrator at each school was asked to identify 12 students from the current school registry based on the criteria I provided to them prior to the selection. A total of 36 students were identified for the study.

Once these students were identified, each school administrator provided the students' names and the contact information for their parents. I contacted parents by phone or email and used a recruitment script (see Appendix A) to provide information about the research, the selection process for the study, and the need for consent for their son to participate in the research. Once communication was established with the parents, an informational meeting was scheduled and a meeting script was developed (see Appendix B). Prior to the meeting, I mailed each parent a parental letter of consent (see Appendix C). The parental letter contained the details of the study and explained the need for parental consent for students to participate in the study. I also included an informed consent form (see Appendix D) and a participant assent form (see Appendix E) for the student to complete. Parental consent and student informed consent and assent forms were received for each of the 36 students.

Rationale for selection. I taught in a single-gender, military-style school for boys for more than ten years. During that time, single-gender, military-style schools have decreased from

more than 45 schools in 2004 to the current number of 22 schools across the United States (AMCSUS, 2013). More than half of these schools are located in the southeastern United States.

The schools selected for this multiple-case study research were chosen because of their similarities. First, each school is a single-gender, all male school. Secondly, each school is structured with a military model of education. Finally, each school has an enrollment of less than 500 students. The parental letter contained the details of the study and explained the need for parental consent for students to participate in the study. I also included an informed consent form (see Appendix D) and a participant assent form (see Appendix E) for the student to complete.

A multiple-case study design offered an opportunity to gain an understanding of the phenomenon through the lens of the participants of their experiences in a single-gender, military-style high school educational environment. It also allowed the researcher an opportunity to experience the participants, first hand, through their normal daily activities from the beginning of the day to the end of the day during the research period. This multiple-case study also allowed me to set specific boundaries while gathering a wide range of information (Creswell, 2007). Although this research focused on the perspectives of the participants at three particular schools, results of this multiple-case study prompted recommendations for future follow-up studies.

Procedures

Prior to proceeding with this multiple-case study, I obtained written permission from the administrator at each school to conduct the research at the school. For the purpose of this study, the schools were designated and listed as Alpha School, Bravo School, and Charlie School, in alphabetical order, to protect the identity of the school and the participants at each school. Each

school administrator chose participants for the multiple-case study using the criteria presented for the research.

Once participants were selected, the administrator provided a list of the students' names. An informal meeting was scheduled with the selected students to verify their demographic information, explain the multiple-case study and discuss the sequence of events (see Appendix B). Information packets along with self-addressed stamped envelopes that included a parental consent form (see Appendix C), a participant informed consent form (see Appendix D), and a participant assent form (see Appendix E) were mailed to each parent or guardian along with instructions for completing and returning the forms.

All forms, research procedural documents, and all elements of this multiple-case study were submitted and approved by Liberty University's Institutional Review Board (IRB), (see Appendix F), before any part of the research was conducted (Creswell, 2007). Once approval was granted, I invited parents of the participants to attend an informational meeting to address any concerns or receive answers to any questions pertaining to the multiple-case study, student participation, or safety. I also offered to schedule a phone conference for parents who live out-of-town. Parents at each declined to attend the meeting and authorized the school administrator to give the okay for each student to participate in the study.

I scheduled a meeting with the participants to explain the purpose of the multiple-case study, and to address any concerns they may have had prior to the beginning of the study. At the meeting, I informed the students that they had a choice as to whether or not they wanted to participate in the research study. I explained that in order for them to participate in the study, I needed them to complete the informed consent and participant assent forms and that I needed

their parent or guardian to complete the parental consent form. I also advised them that they could withdraw from the study at any time.

I explained the data collection process to all the students. I explained that their names would not be used, but rather, pseudonyms would be used. I also told them that they would have an opportunity to review the transcripts of their personal interviews to make sure that what I had written was what they had said. Participants were informed that data would be stored in a file cabinet safeguarded with a securing device and stored in a storage area secured behind doors with a double lock and key (Creswell, 2007; Denzin & Lincoln, 2000; Gall, et. al., 2007; Stake, 1998). Finally, I informed participants that I was the only person who had full access to the secured storage area and to passwords to all documents and electronic data collected during the research.

Researcher's Role

I was the human instrument in this study (Guba, 1981; Lincoln & Guba, 1985). Because a multiple-case study was chosen for this study, my role was to describe, through the lens of the participants, the phenomenon that is the experience of boys in a single-gender, military-style high school educational environment. The events of the phenomenon were coded and categorized in various sections to better consolidate similar data as it was experienced by each participant. I purposefully and methodologically deferred past experiences in this type of environment by utilizing reflective memos for reference, personal assumptions, and personal judgment, while approaching data collection methods with a fresh lens.

Motivation for this multiple-case study stemmed from very relevant parts of my life. The first pertains to my being the eldest sibling in a family of four boys, where both parents worked throughout our childhood. This resulted in being left responsible to care for three younger

brothers and to help them with their homework assignments on a daily basis. Second, as the father of four girls and one boy, I learned first-hand about gender behavior, the importance of addressing different gender issues, and understanding the individual behaviors of each of my children. This experience allowed me to maximize their learning styles and behaviors, learn effective communication skills, and better understand problem solving techniques and conflict resolution between genders.

My philosophy and desire has always been to understand the different approaches to teaching and learning needed for each gender, because of their distinct learning behaviors and individual styles of learning. I believe this same concept must be translated into the classroom. Additionally, I believe educators must understand and recognize the different learning behaviors of students.

My worldview depicts a concern and passion for understanding youth of today and finding ways to help them in education, in and out of the classroom, as well as helping them to understand their maturation process. As a teacher, it is my desire to be a Godly example for all students I come in contact with on a daily basis. As such, I am guided by Titus 2:7 in the New King James Version of The Maxwell Leadership Bible (2002):

> In all things showing yourself to be a pattern of good works; in doctrine showing
>
> integrity, reverence, incorruptibility, sound speech that cannot be condemned, that
>
> one who is an opponent may be ashamed, having nothing evil to say of you.

My ultimate desire is to be a part of the bridge that reconnects youth with the truths of society and prepares them, not only to be successful in the classroom, but for success in life after high school.

Third, as a military veteran, I spent over half of my 22 year career of military career teaching, becoming a specialist in classroom management, learning, addressing and understanding the behaviors of young soldiers between the ages of 18-25 years old. I also taught in a military environment where there were no female members in the organization. Finally, I taught in a single-gender, military-style school, grades 7-12, for over 10 years and served as a Department Chairperson in a school with over 450 male students. Through these vast experiences, I have become intrigued by various styles of education of gender, specifically, single-gender education for boys and the military-style school educational environment. Various aspects of my growing concern for the behavior of boys in a single-gender, military-style high school educational environment are drawn from each of my unique experiences, both personal and professional.

Previous research on single-gender education focused on student academic achievement and student performance in a single-gender environment for both boys and girls (Gibb, Fergusson, & Horwood, 2008; Gurian, 2009; Sax, 2005; Shah & Conchar, 2009). Other research focused on teacher perceptions of boys' behavior in a mixed-gender classroom and boys' perception of behavior in mixed-gender classes (Gurian, 2009). To date, little research has been conducted on the experiences of boys in a single-gender, military-style high school educational environment from the theoretical lens of its participants.

Data Collection

Data for this multiple-case study was collected through the use of four data collection methods. Specifically, information was collected from individual interviews, responses to a computer-based survey, focus group discussions, and participant journal reflections. These methods of data collection provided information about the phenomenon as it pertained to each

participant's real-life perspective of the single-gender, military-style high school educational environment.

Once I received IRB approval to conduct the research, I sent a letter that included a description of the methodology of the study to the head of A School, B School, and C School to request permission to conduct the study at their school (see Appendices G, H, I) respectively. After the administrator at A School, B School, and C School granted me permission to conduct the study (see Appendices J, K, L), I communicated by email what needed to happen before the research could begin. Specifically, I discussed the selection criteria for student participants and the one-week time period needed to collect data for the research. Based on the administrators' responses, I planned my data collection schedule over a three-month period from September to December 2014. Data for Alpha School was collected in October 2014. Data at Bravo School was collected in November 2014 and data at Charlie School was collected in December 2014.

Prior to beginning the multiple-case study, I enlisted the assistance of two educational experts with Doctorate Degrees in Educational Leadership. These experts became peer-reviewers of my data collection analysis. I used the peer-reviewers to assist me in determining the appropriateness of the researcher-developed questions for the interviews, focus group discussions, the computer-based survey, and the journal. The peer-reviewers were asked to identify any issues that they felt might cause the data collection methods to be invalid (Creswell, 2007). The peer-reviewers read the interview questions, focus group discussion questions, survey, and journal questions, and indicated that they had no recommendations for changes to any of the questions. However, both peer reviewers had suggestions for structural changes to the survey. The peer reviewers recommended that I consider structuring the survey so that the questions that pertained to specific research constructs were grouped together. Additionally, one

peer reviewer advised me to use emoticons such as variations of "smiley faces" to encourage students to address the questions and to make the selection of responses easier and more interesting to the participants.

 I used QuestionPro to set up the survey so that the questions were grouped according to the research constructs. I also added the "smiley face" emoticon variations to the survey response choices. Additionally, I set up the survey so that a "smiley face" emoticon would appear to welcome the student upon signing on for the survey, and after completing the survey. I had the peer reviewers look over the survey again before it was administered as a "pilot test" to a group of students who did not participate in the research. The peer reviewers offered no further recommendations for changes to the revised survey.

I pilot-tested the questions for each data collection method with a small group of high school boys who were not involved in the research and allowed them to provide feedback on anything that might have been confusing to them. I divided the pilot testing into four phases to address each data collection methods. For each phase of the pilot, I gave the questions to the peer-reviewers before I administered them to the students. The student pilot testing was conducted during a two-day period. This process was implemented in order prevent the participants from losing interest in the pilot and to minimize the time they used to volunteer for the events.

The first phase of the pilot-test focused on the interview questions. A simulated pilot session was conducted with five high school boys who were not part of the study, but were of the same age and grade-range of the boys who would actually participate in the case study. This allowed me to practice my presentation to a group of boys and to assess the level of difficulty of the questions for the boys. One by one, I met with the boys in a room that was set up for the

interview session and conducted the five question process. Each session lasted about 15 minutes. Once the interviews were completed, I called all of the boys back into the room to discuss any difficulties they may have experienced during the session. At this point, all of the students provided favorable responses to the session and stated that all of the questions were very easy to comprehend.

For the focus group discussion portion of the pilot, all of the students met in the room at the same time. For the actual focus group session, there will be 3-5 participants in the room at the same time, but for this pilot, because there were only 5 students participating, one session was held for all of the students. The focus group discussions were designed to promote the conversation between the participants. I facilitated the session with the boys in the pilot group to initiate a conversation between the five students. Interestingly, the boys had no problem participating in the conversation and provided meaningful responses to the questions asked of them. In the interest of time, I only asked them two questions, however, I did ask for feedback on the two that I did not ask. The students indicated that they understood all of the questions.

During the survey portion of the pilot, the five students met in the school computer laboratory. I instructed students how to log in to the survey site. The students completed the survey in an average of 18 to 20 minutes each. Once all students were finished, I asked for their opinion of the experience. One of the older students stated that he thought the "smiley face" on the answers was a little immature. However, one of the younger students said that he saw nothing wrong with the "smiley face" and thought that it made the survey fun. I took a vote of the five students and asked them to raise their hand if they would take out the "smiley face." None of the students raised their hand, therefore I left the "smiley face" in the survey.

Three journal questions were designed for the research. At the end of the first night of the pilot testing period, I gave the entire journal questions list to the pilot students. I asked them to pick one question from the list and answer it as honestly as possible before they returned it to me the next night.

At the meeting with the pilot test students the next night, I collected the journal from each of the students. I asked them to offer their thoughts about the question they chose. All of the students replied that they were very comfortable with the questions and felt they could have answered more.

At the end of the two-day pilot testing session, I asked the pilot students to reflect back on the process. My goal was to see if the process would be bothersome to the actual participants or if they would deem it too childish or demeaning for their age group. The pilot students stated that they thought the process was interesting and not too overbearing.

Data collection at each site took place during a one-week timeframe. All activities took place at the end of the school day in order to minimalize or alleviate participant class disruptions. Table 3 reflects the schedule of data collection activities.

Table 3
Data Collection Schedule

Day	Time	In	FG	S	J
Daily	6:30-6:50 pm				All
Monday	7:00-8:30 pm	1,2,3,4		9,10,11,12	All
Tuesday	7:00-8:30 pm	5,6,7,8		1.2.3.4	All
Wednesday	7:00-7:45 pm		Group A: 1-6		All
	8:00-8:45 pm		Group B: 7-12		All

Thursday	6:00-7:30 pm	9,10,11,12		5,6,7,8	All
Friday	3:00 PM				Wrap-up

Note: In-Interview, FG-Focus Group, S-Survey, J-Journal
The numbers listed under the Interview, Focus Group, and Survey
columns indicate the particular student(s).

Students at each site were divided into two groups of six students to

participate in focus group discussions and groups of four to complete the survey.

Although the students were divided into groups for the focus group discussions and

completion of the survey, individual interviews were conducted in order to gain

students' personal perspective. Four students per day were scheduled over three days

for a 20-minute one-on-one interview.

I was the primary instrument of data collection. During data collection at each site, I met

participants in the school library at 6:45 PM each day to check attendance, give instructions for

specific data collection activities, and distribute journal topics. I conducted the one-on-one

interviews and the focus group discussions. However, I was assisted by the librarian at each

school in supervising students during the completion of the computer-based survey. Although

students received journal topics during the daily briefing, they completed their reflections during

their daily non-structured time. I collected the journal entries the following day. On the final

day of data collection, I met students in the library to allow them to review their personal

interview transcripts to verify that what I had captured was what they intended (Merriam, 2002;

Creswell, 2007). I thanked the students for their participation in the research, reiterated the

confidentiality and security measures used for the research, and also gave them an opportunity to

ask questions regarding the research. None of the students at either site had questions.

Interviews

Non-structured one-on-one interviews were conducted with participants at each site (Denzin & Lincoln, 2000). As suggested by Denzin and Lincoln (2000), these non-structured interviews consisted of open-ended questions (see Appendix M) that provided an opportunity for the participants to express their thoughts on specific events or experiences (Yin, 2003). Additional questions were asked during the interview session to make each participant feel comfortable and not threatened or intimidated by the questions (Yin, 2003). For example, to verify that students met the criteria for inclusion in the study, I began each interview by asking the students the following questions:

1. Do you live on campus during the school year?

2. How long have you attended this school?

3. What is your grade level?

4. How old are you?

Participants at each site were interviewed at a designated time during a 90-minute period on either of three days during the data collection period. Because there were 12 participants at each school, four students were interviewed each day. Each interview was conducted in a quiet area at the school that allowed minimal distractions during the session (Denzin & Lincoln, 2000). All participants were asked the same questions, in the same order, with each response recorded according to a coding scheme that the researcher established before conducting the interview (see Appendix G). Follow-up questions were asked, as needed, to clarify participant responses or to elicit additional information from participants. The length of the interviews ranged from 20 to 30 minutes.

Focus Group Discussions

During the focus group discussions, participants at each site were divided into small groups of three to five participants according to the age and grade level of each participant. This method of dividing the participants was an attempt to prevent upper level and older participants from directly or indirectly influencing the discussion of the younger participants. Questions for each focus group offered the opportunity for further investigation of the views and experiences of the participants.

I used three methods of capturing the data for these discussions. First, the discussions were voice-recorded to capture all information. Second, I made written notes throughout the group discussion. Finally, a peer reviewer, sitting in the back of the room, took notes of the participants' responses. Each group of participants was asked five open-ended questions about their experiences in a single-gender, military-style educational environment (see Appendix N). This allowed participants to form a dialog within the focus group and contribute to the conversation through their responses and group conversations. It was important that all participants were provided an opportunity to add to the conversation and no one participant dominated the discussion (Creswell, 2007; Krueger, 1994).

Surveys

I used a computer-based program, called QuestionPro, to create a 35-question survey based on the six constructs for this research (see Appendix O). The computer-based program was also used to administer the survey to groups of participants at each site. The survey required the students to respond to 35 questions by indicating their level of agreement (strongly disagree, disagree, neither agree nor disagree, agree, or strongly agree). Because the survey was

administered on the same day that I conducted the one-on-one interviews, I enlisted the

assistance of the librarian at each school to supervise students while they completed the survey.

Prior to administering the survey, validity for the survey was established by (a) having

the survey reviewed by two peer reviewers (Creswell, 2007), and (b) administering a "pilot test"

to a small group of students who were not involved in the research and allowing them to provide

feedback (Creswell, 2007). Specific feedback from the two peer reviewers focused on the

structure of the survey. Both peer reviewers advised me to structure and align the survey in the

order of the constructs in my manuscript to allow me to easily follow the responses.

The intent of the survey was to gain information that was not gathered in the other data

collection phases significant to the research. In addition to qualitative data, the QuestionPro

program tabulated survey responses and provided quantitative data such as the percentage of

respondents agreeing, disagreeing, or neither agreeing or disagreeing for each question as well as

the mean, standard deviation, and variance. Although not used in the data analysis for this study,

the quantitative data was used to support the qualitative data was used in the data analysis as

supporting evidence of the qualitative data gathered in the research.

Participant Journals

Each day of the research period, participants were provided a pre-structured journal, that

the researcher developed for the research, to record their personal experiences. The journal

contained two to three questions per day derived from one of the constructs (see Appendix P).

Participants were instructed to address one of the three questions from the set of questions

provided for that particular day. In order to not interfere with the school day, I designated the

time after dinner as a time they could write reflections in the journal before it was collected.

However, the participants could choose other times to write in the journal such as during their

quiet time in the morning before going off to class, or during their study hall session after lunch

The journal provided additional information about the participant experiences for a five-day

period.

Data Analysis

I developed and used a coding system to record data for each school in the multiple-case

study. The following codes were used to identify each school: (a) for the first site, Alpha

School, the letter A was used; (b) for the second site, Bravo School, the letter B was used; and

(c) for the third site, Charlie School, the letter C was used. Additionally, the following codes

were developed for each specific data collection method: IN for Interview, FG for Focus Group,

S for Survey, and J for Journal.

To identify the constructs for the case study, I used the following codes: I for Influence,

AB for Attitude and Behavior, M for Motivation, SCE for Self-Confidence/Efficacy, and AA for

Academic Achievement. For each method of data collection, I used the previously mention

codes but added the method of data collection to the code to make a more specific code. Table 4

illustrates the coding system that was used to categorize the data.

Table 4
Research Codes

Constructs	Codes	Interview	Focus Group	Surveys	Journal
Influences	I	II - A,B,C	FI- A,B,C	SI- A,B,C	JI - A,B,C
Attitude and Behavior	AB	IAB - A,B,C	FAB- A,B,C	SAB - A,B,C	JAB- A,B,C
Motivation	M	IM - A,B,C	M -A,B,C	SM - A,B,C	JM- A,B,C
Self-confidence/ Efficacy	SCE	ISC-A,B,C	FSC- A,B,C	SSC -A,B,C	JSC- A,B,C
Academic	AA	IAA-A,B,C	FAA - A,B,C	SAA- A,B,C	JAA- A,B,C

From the onset of data collection, I began the process of analyzing the data to effectively answer the research questions (Creswell, 2007; Stake, 1995; Yin, 2009). In this study, data analysis consisted of examining the data, categorizing the data into themes through coding, tabulating, and combining the evidence to draw empirically-based conclusions (Stake, 1995; Yin, 2009). These methods provided a means of reducing the massive amount of data into manageable chunks (Creswell & Miller, 2000; Creswell, 2007; Yin, 2009).

When any data was collected, it was read, coded, recorded on index cards, and organized into file folders and computer files (Creswell, 2007; Yin, 2009). After organizing the information, the researcher ensured that all data was guarded and secured at the end of the research day. I designated a section in the binder for each school as a codebook of analysis terms and pseudonyms to separate all usable data into groups of information. The binder was secured in the same location as the other research data. All data was considered as sensitive information and was not disclosed to other people outside the research.

Categorizing the Data

In order to categorize the data, the researcher used a section of butcher block paper to create a matrix on the wall of his home office to organize information into themes and patterns. The wall matrix contained color-coded "tic marks" for each of the six constructs, was placed on a wall in the researcher's home office. This process was necessary in order to establish similarities in the information as it pertained to the research. Information was placed in a designated category within the matrix that best fitted its content through categorical aggregation, direct interpretation, and naturalistic generalizations. Categorical aggregation revealed the existence of emerging patterns from the data collected in attempts to find relevance to the

meaning (Creswell & Miller, 2000; Creswell, 2007; Stake, 1995; Yin, 2009). Additionally, categorical aggregation revealed information that was valuable and conducive to this multiple-case study (Creswell, 2007; Stake, 1995; Yin, 2009). The systematic method of categorizing the information in a simplistic matrix assisted in understanding the common meanings in the phenomenon being studied (Creswell, 2007; Stake, 1995). As a result of categorizing the data, additional data displays were created (Stake, 1995; Yin, 2003) to help further analyze and develop the data into useful information.

Direct interpretation of the information presented an opportunity to look at single participant as well as collective data from this multiple-case study (Creswell, 2007; Stake, 1995). Information for interpreting data was drawn from information collected through interviews with the participants, participant surveys, focus group discussions, and information extracted from participant journals at the completion of each phase of this research. Through direct interpretation of data collected, the researcher was able to put the pieces of the puzzle together (Stake, 1995).

Tabulation

Information gathered for this study was organized, through tabulation, according to the frequency of different responses pertaining to the phenomenon being studied (Denzin & Lincoln, 2000; Yin, 2009). Tabulation in this study involved reviewing all of the data collected through the four instruments and highlighting key words, phrases, or underlying ideas to determine the frequency of appearance within and across cases. This method allowed an opportunity to investigate trends in the data, and to simplify the data. Comparisons were made between all information collected and the data was separated by specified codes into categories. Codes were

assigned based on the topics mentioned by participants as related to the constructs in the research questions.

In order to reduce the massive amounts of data collected for this research into manageable units (Yin, 2009), the following steps were used to tabulate and code the data:

1. The data from the interviews, focus groups, survey, and journal reflections was organized for each school.

2. The data was read, line by line, at least three times to identify and highlight key words, phrases, or underlying ideas.

3. A master list of key words, phrases, or ideas was developed from student responses to all data collection instruments.

4. The responses for each question were divided into units that represented individual thoughts.

5. The units representing each student's thoughts were compared and contrasted with the units representing other students' thoughts for each question.

6. Clusters of thoughts that represented the same category were formed.

7. Units that did not appear to be similar were placed into a miscellaneous category.

8. After the units were categorized, the names of the categories were compared and contrasted until significant themes emerged that represented several categories of data.

9. A peer reviewer's reviewed the data to make sure that the researcher had grouped the data appropriately.

10. The peer reviewer's analyses were compared with the researcher's analyses and differences in analyses were discussed until consensus was reached about the categories and themes.

11. The emergent themes were related to the constructs and used to address the research questions. (Yin, 2009).

This coding method presented a simplistic means to help interpret the data and determine its relevance to the phenomenon. In addition to the coding system, two different methods were used to sort data for this multiple-case study: manual sorting and electronic sorting (Denzin & Lincoln, 2000).

Manual sorting. Once all data was collected and separated, according to the specific question, data was tabulated manually by placing "tic" marks in the specified section of the information matrix for the number of times it was recognized and documented in each event. At the completion of the manual sorting process, the "tic" marks were counted for accuracy of the information. These results were kept in a prescribed, secure, location until needed.

Electronic sorting. Reponses provided through the participant surveys, using the QuestionPro computer-based survey program, were sorted and graphed by the computer program. This information was then coded and tabulated, manually, for the appropriate information. Information was marked on the specified section in the matrix as it pertained to the research. These results were manually sorted and coded, per event or subject, as it was related to the tracking matrix.

Combining the Evidence

For the purpose of this multiple-case study, data was analyzed using case analysis to include case context, case description, and theme analysis techniques (Yin, 2009).

Case context. When conducting the multiple-case study research, it was important to distinguish the data as it pertained to the phenomenon. As information was gathered from the participants, external data that did not pertain to the multiple-case study was separated (Creswell, 2007; Yin, 2009). The focus of the multiple-case study was to define the phenomenon through the real-life context of the participants (Creswell, 2007; Denzin & Lincoln, 2000; Yin, 2009).

Case description. It was important to avoid underestimating the design of the study (Yin, 2003). Data collection and analysis were essential parts of the research process. To successfully analyze the data, it was necessary to fully develop scenarios of the case and present in-depth pictures using narratives about the phenomenon, matrix tables, and figures based on the research literature that pertained to the phenomenon (Creswell, 2007). The dissertation consultant/peer reviewer ensured that the case description was in line with the conduct of the multiple-case study.

Theme analysis techniques. Theme analysis techniques were used to carefully separate data and information into elements of the multiple-case study (Yin, 2003). These themes were developed and adjusted as data and information about the phenomenon evolved throughout this research period. Information was divided and coded by its relationship to the constructs of the study (see Table 5).

Table 5
Emerging Themes

	Interviews	Focus Groups	Surveys	Journals
Influences				
Relationships	Brotherhood	Brotherhood	Making Friends	Brotherhood
	Student/Faculty	Teacher Influence Improved	Faculty Members	Family Communication
	Parents	Academics	TAC Officers	Peers
Structure	Leadership Ops	Brotherhood	Personal Growth	Structured Classes
	Performance	Faculty Relation	Peer Responsibility Improved	Constant
Self Efficacy	Peer Support	Peer Support	Interaction	Encouragement
Attitude and Behavior				
Structured	Structure of School	School Structure	Improved	Military Stuff

Environment			Academics	
Attitude and Behavior	Respect of Others	Structure/Discipline	Increased Discipline Social Behavior	Better Communication Better Discipline
Motivation				
Relationships	Brotherhood	Bonding with peers	Lifelong Friends Togetherness of Peers	Making friends
	Leadership			
Self-Efficacy	Goals	Encouragement	Confidence	Being a Leader
	Perspectives	Social Skills	Academic Ability	Peer Support
Discipline	Expectations	Discipline	Class Responsibility	
Self-Efficacy				
Communication	Speaking in crowds	Confidence	Improved Social Skills	Social Skills
		Peer Recognition	More Confident	Improved Conversation
Leadership Opportunity	Promotions		Class Leadership	Being a Leader
Discipline				
Military Bearing	Conduct	Personal Conduct	Proper Respect	Gaining Respect
Rules and Regulations	Expectations	Peer Expectations	Responsibility	Seeing what is right
	Dress	Responsibility		
	Behavior	Accountability		
Academic Achievement				
Environment	Improved Academics Increased Grades	Less Distractions Improved Grades	Increase Academics Structure of School	Increased AA

As a result of these techniques, all information was analyzed for similarities and pertinent information was considered to be evaluated to determine if it was beneficial to the multiple-case study.

Naturalistic generalization also enabled the researcher to develop generalizations based on the data (Creswell, 2007; Stake, 1995). Specifically, all data was analyzed to discover similarities within and across cases. Based on the similarities, conclusions or generalizations were made to assist in answering the research questions. In order to allow readers to understand the details of this research, the researcher reported the findings with rich, thick descriptions (Creswell, 2007). Readers were able to reflect on the details and recognize similarities in the multiple-case study that interested them and allowed them to transfer knowledge gained from this study sample to another population. Thus, naturalistic generalization provided a path for transferability of this study for future research.

Trustworthiness

Lincoln and Guba (1985) developed several ways to increase trustworthiness in data analysis. In order to establish trustworthiness of this multiple-case study, data collected and used were validated with four elements of trustworthiness: credibility, transferability, dependability, and confirmability (Lincoln &Guba, 1985). Credibility evaluated whether or not qualitative research findings represented a "credible" conceptual interpretation of the data drawn from the participants' original data (Lincoln and Guba, 1985; Shenton, 2004). Transferability presented the degree to which the findings of a qualitative inquiry applied or transferred beyond the bounds of the project (Lincoln &Guba, 1985; Shenton, 2004). Dependability assessed the quality of the integrated processes of data collection, data analysis, and theory generation (Lincoln and Guba, 1985; Shenton, 2004). Confirmability measured how well the inquiry's findings were supported by the data collected (Lincoln &Guba, 1985; Shenton, 2004). In order to ensure that these criteria for trustworthiness were inherent in this study, triangulation and member checking were used to validate all data (Shenton, 2004).

Credibility

Credibility in this study was attained through triangulation, cross-checking the data from, interviews, surveys, focus group discussions, and participant journaling. The researcher ensured the reliability and validation of the information that was presented (Lincoln &Guba, 1985; Shenton, 2004). Additionally, the researcher designed an effective way of coding the information collected from the interviews, surveys, focus group discussions, and participant journaling to draw conclusions from the raw data that was collected (Lincoln & Guba, 1985).

Transferability

Transferability was increased through the use of descriptive data. The detailed information added to the transferability of the study results. Ensuring that the data collected and descriptions used in the research were clear and concise should assist other researchers in determining whether the findings from this research might apply to different settings or contexts (Lincoln & Guba, 1985; Shenton, 2004).

Dependability

An audit trail was used to establish dependability and allow future researchers to repeat the work of this study (Stake, 1995; Shenton, 2004). The audit trail was used as a method confirming the data and developing a historical record of the research (Lincoln & Guba, 1985; Shenton, 2004). I maintained a binder for each school with specific data collected for the site. I also kept reflective notes from the interviews and focus group discussions. The audit trail served to: (a) describe what was planned and executed in the study, as well as what was done in the field, and (b) evaluate the effectiveness of the process of collecting the data (Lincoln & Guba, 1985; Stake, 1995).

I developed charts and tables to count and record information that needed to be analyzed for the study. I wrote detailed notes and audiotaped each interview session in order to capture the information provided by the participants. Similarly, the focus group discussions were recorded in three ways: (a) I wrote detailed notes while facilitating the group discussion; (b) each session was voice-recorded using a small recording device; and (c) a peer reviewer sat in the back of the room and took additional notes of each focus group session. Voice-recordings from interviews and focus group discussions were transcribed using a computer. Following data analysis, the transcripts were secured in a locked file cabinet in my home office.

Once all participants had completed the computer-based survey, the accumulated responses were saved on the research thumb drive, and a copy was printed, analyzed, and filed in the research secured file cabinet. I collected participant journals each night so that I could analyze the information before the next day's session began. Once this data was analyzed, it was coded, and filed in the research file cabinet. Although the feedback from the peer consultant and the "pilot group" students was verbal, I wrote notes of their suggestions before making corrections or adjustments to the research questions and computer-based survey before the case study began. These notes were maintained in the research-secured file cabinet.

Confirmability

To establish confirmability, I checked the state of the research at specific times to include the data, the findings, the interpretations, and the recommendations (Lincoln & Guba, 1985; Shenton, 2004). Throughout data collection, I maintained a journal with detailed notes. Additionally, as suggested by Creswell (2007), I used member checking to allow participants to review final transcripts of their interviews. Finally, a peer reviewer was used in the data collection and data analysis phases. These preventives established value of the data used for the research and ensured that findings were not shaped by the individual biases or interest of the researcher (Creswell, 2007; Lincoln Guba, 1985). Each of these techniques was designed to provide a consistent manner of substantiating data gathered and establishes reliability of the data collected (Yin, 2009). The triangulation of these data sources and methods of reviewing the data helped to establish credibility to the research (Creswell, 2007; Shenton, 2004).

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Ethical Considerations

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There were several ethical considerations taken into account while conducting this study. This multiple-case study included male students ages 14-18 years old and in grades 9-12 while

attending a single-gender, military-style educational environment. Though the school settings were single-gender (all male), military-style middle and high school educational settings, these schools were also multicultural environments with enrollment consisting of students from many other states throughout the United States and different countries. There was also a diverse difference in the socioeconomic status of the students, along with racial variations, that were considered and   categorized in their representation in the multiple-case study.

There were unforeseen factors that had the potential of becoming issues with the participants of the study. One concern was students who decided to withdraw from the study because of losing or developing a lack of interest because of other outside activities. Throughout the multiple-case study period, only one student withdrew from the research due to a family emergency and had to go home. Another concern of potential issue was students who developed poor grades or encountered a negative experience in the home or at school. There were no participants that fit this category. Finally, students who developed discipline or behavioral problems, because of various distractions in the home or in the school, could affect the process, but did not. Attempts were made to avoid other factors that could cause biases or concerns for the effects of regionalisms within the cultures of the students that may exist. Other ethical issues that may have surfaced during any phase of the research were addressed accordingly for the formation and analyzing of data for this study (Creswell, 2007).

Stake (1995) addressed the importance of the researcher going beyond what is required in considering ethical considerations for the multiple-case study. Foremost, informed consent and child assent forms were used for participant participation. Second, in order to protect the data and the identity of the participants of the study, protocols governing data security and storage

were put in place. Finally, the researcher put measures in place to address influences, confidentiality, trust between the researcher and the participants, and emotional attachments.

Identity

The identity of each participant was protected to avoid any disclosure of information to outside sources. The anonymity of the participants and the location of the study was protected by using pseudonyms throughout the entire research (Creswell, 2007). Participants of the research were known only to each other. Pseudonyms were applied to the transcribed face-to-face interviews, focus group discussion and recordings. Recorded interviews and focus group discussions were erased after transcripts were produced and analysis of the information was complete. All research results for this study were kept in a secure location and the researcher was the only person who had access to the research data during and after conducting the research.

Transcripts with non-identifying data and pseudonyms may be retained indefinitely. Although the data may be used for future research projects, no identifying individual data will be shared or expressed, in any information obtained, in written reports or publications. Data will be stored with non-identifying data/pseudonyms only and retained indefinitely. The same procedures applied to the analysis of assignments.

Data Security

The researcher had sole responsibility for the security of all information used for this qualitative research study (Creswell, 2007). A secure area was set up and inspected for limited access at each site before the beginning of the study. At a minimum, each secure area contained a four-drawer file cabinet that was clearly marked for research documents.

Each drawer of the file cabinet was designated for a specific phase of the study: the interview data, survey data, focus group data, and participant journal data. All retained data for transcription, analysis, and coding was stored on a password protected work computer. Codebooks were used to store analyzed data in a separate location from all other research material when the information was separated. The cabinet used to store other research data was secured with a combination lock attached to a steel rod attached to the frame of the cabinet. This type of lock allowed the researcher to establish additional security measures for the data resources and research data.

A safe was located in the secure area to store computer external hard drives that was used to secure collected information in more than one place. The safe was also a storage area for all of the research equipment used during the multiple-case study to include audio recorders, cameras, and research questions. Once the multiple-case study was completed for the day, it was the responsibility of the researcher to ensure that the safe was secure.

It was the researcher's responsibility to ensure that computers used for the research were identified and passwords were established prior to the beginning of the research. The computer used to gather and record data for the research was password protected with a password only known by the researcher. Backup data was stored on an external USB drive and locked in the safe, away from the participant collected data. Finally, there was a padlock on the outside door that was used when the data and equipment in the security room was unsecured throughout the day.

Storing Data

Data for the research was stored by various methods during the research process. Once all permission forms were collected and inspected for accuracy, they were filed in a secured file

cabinet. Forms were also scanned for electronic filing and copies backed up on a secured USB drive that was used for additional research data. All permission forms remained on file for the duration of the research (Creswell, 2007). Data was stored on a primary computer used specifically for the purpose of the research.

Additionally, audio-recorded information, used during the interview and focus group sessions, was placed in a secure file area that could not be accessed by anyone other than the researcher (Creswell, 2007).

Password Protected

Throughout the research process, the primary computer used to store and maintain data was protected with a password (Creswell, 2007). Furthermore, this method of security was used for any information stored on USB drives, audio equipment, or video usage (Creswell, 2007). During this time, the researcher was the only person to have access to this information.

Influences

It was imperative that the researcher remain unbiased throughout the research process to avoid becoming a distraction or influence to the participants. In order to remain unbiased, it was important that the researcher not express personal thoughts or concerns about the phenomenon. Thus, attention was focused on drawing information from the participants and not inputting personal thoughts, feelings, or perceptions of the phenomenon into the data process.

Confidentiality

Group data as well as individual data from each participant was presented in this research (Creswell, 2007). Any information obtained, associated with any participant, was disclosed with each participant's written consent. Participants within each discussion group were known to each other only and pseudonyms were applied to the face-to-face focus group discussion and

recordings. Transcriptions with non-identifying data/pseudonyms will be retained indefinitely. This data may be used for future research projects, but no identifying data will be used in any publication, product, or future research that may extend from this study. All retained data for transcription, analysis, and coding was stored on the Principal Investigator's password protected work computer. All other recorded group discussion were erased after the transcriptions were analyzed and produced.

No individual identifying data will be shared or expressed in written reports or publications. All research results are kept in a secure location and no one had access to the data while conducting this study, except the primary researcher. Once the final analysis was completed, all documents, original reports and identifying information associated with each participant, was stored in a secure location with access provided by the primary researcher to be maintained for a specified period of time as designated by the IRB (Creswell, 2007).

Trust Between the Researcher and the Participants

Additional measures to build trust with the participants of the research were taken (Creswell, 2007). It is important to communicate at every level of the research process (Creswell, 2007). All research data results were provided to the participants and they were allowed to provide feedback at every stage of the study, thus making them feel as partners within the research, rather than just being participants. The researcher and participants made every effort to be truthful at each stage of the research process and worked together for the success of the study. It was the researcher's obligation, as a mandated reporter, to protect the participants of this study.

Emotional Attachments

It was important to avoid establishing emotional attachments to any participant involved in the research (Creswell, 2007). A school administrator, who was not participating in the multiple-case study, but who was a member of the participating school administration was attentive of others during the research process ensuring the integrity of the study. This administrator also ensured the research was not violated, thus allowed me to continue earning the respect of the participants.

Assent and Consent Forms

All participants under the age of 18 years old were given the appropriate participant assent forms (see Appendix E) and informed consent forms (see Appendix D). Written permission was requested from the participating school administration to conduct the research at each school (see Appendices K-M). Once permission to conduct the research at each site was received (see Appendices N-P), each school administrator was provided with criteria for choosing potential participants. The administrator at each school provided the researcher with a list of the names of students selected to participate in the study.

Two weeks before the study began, the researcher contacted parents of each student by phone for a brief introduction about the information they would be receiving (see Appendix Q). Next, information packets consisting of an introduction letter about the study, parent recruitment letter (see Appendix R) and a parent consent form, were given to each school administrator to be sent to parents of the students who were under the age of 18. The students who were 14 to 17 years old at the time of the study received a child assent form. The researcher read the information out loud to them during the initial meeting to ensure their understanding of the information before they signed the document.

Students, who were 18 or over, received a recruitment letter (see Appendix S) and informed consent form to be filled out, signed and returned to the researcher or the school administrator. This was done during the initial meeting with the primary researcher. Parents were instructed to sign and return the packet to the school administrator in the self- addressed, stamped, envelope provided in the packet.

An informal informational meeting was scheduled with the selected students and their parents to verify the form information, provide an explanation of the study and discuss the sequence of events for the conduct of the study. A phone conference was scheduled for parents who live out-of-town and could not be present for the meeting. A recruitment script was used in the recruitment process to explain the study to the students on the first day of the face-to-face portion of the research. Parents of the participants were provided an informed consent form while the recruitment script portion of the meeting was being conducted (see Appendix C). Completed informed consent forms were collected once all questions have been addressed and the forms were signed.

Summary

Chapter three described how the research for this multiple-case study was conducted. Prior coordination, careful planning, and continuous coordination throughout the research period was important in every aspect of this methodology and its design. Purposeful sampling was used to select 40 boys from three single-gender, military-style high school educational environments to participate in the study. Data for the multiple-case study was collected through interviews, a survey, focus group discussions, and journal reflections. Data analysis involved categorizing the data into themes through coding and tabulation.

Chapter four presents the results of the research conducted on the experiences of boys in a single-gender, military-style high school educational environment. The chapter examines the data collected throughout the study and outlines the findings according to the central research question and the related sub-questions. The narrative for each research questions offers a thick, rich description and analysis of participant responses to the four instruments used in the study.

CHAPTER FOUR: FINDINGS

Introduction

The purpose of this multiple-case study was to describe the experiences of boys in a single-gender, military-style high school environment from the lens of those who participate in this type of educational setting. This chapter describes the three sites where the research was conducted and presents the findings of the data analysis resulting from the research conducted at each of the sites. The findings of the study are outlined according to the research questions.

Description of the Research Sites and Participants

Research for this multiple-case study was conducted at three separate, but similar, single-gender, military-style high schools in different geographical regions across the United States. All of the schools follow the same military-style structure of the school day. To protect the privacy of these schools and maintain confidentiality for this research, the schools have been given pseudonyms: Alpha School, Bravo school, and Charlie School.

Alpha School

The school designated as Alpha School is located within the city limits of a town in a southeastern state. The historical school was founded in 1907 as a boarding school for boys with behavior problems but has since re-designated itself as an all-boys military-style college preparatory school. It has 17 facilities including a playground for small children on a 206-acre campus that is bordered by a lake on one side, a wooded area on another side, and a community with homes priced from $600,000 to over $1,000,000.

The school was rebuilt in 1997 and is now a replica of the West Point Military College in New York. Its large buildings include the main administration building, the student living area, and the dining hall. Other campus+ facilities include dormitories; classrooms; a fine and

performing arts center; a library; computer labs; a rappel tower; an obstacle course; a gymnasium with a weight room, indoor rifle range, and natatorium; and lighted athletic fields.

During the 2014-2015 academic year, the faculty and staff at Alpha School was comprised of 50 teachers, two guidance counselors, and four administrators. The teacher to student ratio was 1:14, allowing for personalized instruction and attention. Over 65% of the teaching staff held advanced degrees at the master's level or higher. Approximately three percent of the faculty and staff, including administrators, lived on the school campus. Other staff lived in the city in which the school was located or in the surrounding counties.

The student population at Alpha School consisted of 450 boys from diverse backgrounds. Of the 450 students, 69% were White, 13% were African-American, and 12% were Asian, and 6% were Hispanic. The students came from 29 states and 24 different countries. The majority (91%) of the students lived on campus at the school. However, a few students (9%) commuted daily.

 Data collected for this study revealed that some students attended Alpha School because of their desire to do better than they did in public school. Some attended because their parents decided that the single-gender, military-style environment would be less distractive than public school. Other students were given a choice to come to this school because of trouble they had with law enforcement or discipline problems at their previous school. There were a few students who attended the school because of family history.

The administrator of Alpha School selected 12 students for this multiple-case research study. Of the 12 participants, three were Black and nine were White. Three of the students were in the 9th grade, three were in the 10th grade, three were in the 11th grade, and three were in the

12th grade. Table 6 reflects the demographic characteristics of the student participants. Each

student was assigned a numerical identifier and a pseudonym to protect his identity.

Table 6
Alpha School Participant Demographic Characteristics

#	Student	Gender	Age	Grade	Race	Years at School	Parent Status
1	Demonte'	M	14	9	B	1	S
2	Marino	M	14	9	W	1	MA
3	Christian	M	14	9	W	1	MA
4	James	M	15	10	W	1	MA
5	Mark	M	15	10	B	2	MA
6	Mason	M	16	10	W	2	MA
7	John	M	16	11	W	3	MA
8	Travis	M	16	11	W	3	DIV
9	Trey	M	16	11	B	3	DIV
10	Davis	M	18	12	W	4	S
11	Niko	M	17	12	W	4	S
12	Eric	M	17	12	W	4	S

Note: M-Male, B-Black, W-White, MA-Married, S-Single, Div--Divorce
Note: The numbers and pseudonyms are used in the place of the name of the participants

Eight of the students had been at the school for two or more years; however, four had

only been enrolled for the current school year. Four of the students were from single-parent

households, two were from households where the parents were divorced, and six were from two-

parent households.

At Alpha School, the students were expected to adhere to a military structure and protocol in daily operations. The students were referred to as cadets, and were divided into companies consisting of about 60 cadets. The cadet companies were supervised around the clock by a designated Teacher/Advisor/Counselor (TAC) Officer. The students wore a military type of uniform each day. Two days a week they wore a dress uniform; two days each week they wore a camouflage uniform; and one day each week they wore khaki pants and a polo shirt with a school emblem on it.

The school day began for the students with a military-style, bugle wake-up at 6:00 AM each morning to get their rooms ready for inspection by the student leadership appointed for the specific unit. Inspections began at 6:45 AM with each student standing outside his room door. Once the student's uniform was inspected, the peer-inspector proceeded into the room and inspected the student's living area. If the student passed his portion of the inspection, he was allowed to go outside into the formation to get ready for breakfast. If the student did not pass the inspection, he had to fix all deficiencies that were stated and have a re-inspection at the end of the day. The student also received a number of demerits for his actions. Demerits accumulated throughout the week. If a student had demerits at the end of the week, he was not able to go home or sign out to go into town. He had to stay at the school and remove the demerits by performing work details assigned by the adult in charge for the weekend.

Once the morning inspections were completed, students marched in formation to breakfast. All students at the school ate at the same time (7:00 AM) in the dining hall. The students marched into the dining hall and stood behind their chair until a leader gave instructions for the meal. Students had 35 minutes to eat their meal and get ready for their first class of the day.

The students who lived on campus were joined for breakfast by the students who commuted to the school on a daily basis. These students, referred to as non-boarding or day students, were required to live within the city in which Alpha School was located. The non-boarding students were required to report to school prior to breakfast at 6:45 AM and meet with a designated staff member, the Teacher/Advisor/Counselor (TAC) Officer, to be counted as present for the school day. With the exception of the morning inspection, the remainder of the school day was the same for the boarding and non-boarding students. The non-boarding students were able to leave school after the dinner meal to go home. However, some parents directed the students to remain at school for the evening study session instead of going home.

Students were scheduled to six classes and two study halls per day, three classes and a study hall in the morning, and three classes and a study hall in the afternoon. The average class size was 14 students. Classes started at 7:45 AM and ended at 3:30 PM. The classes were 50 minutes long with a 10-minute break in between each class for students to go the bathroom, drink water and get to their next class. The students went to lunch after the morning study hall. The same military-style protocol used for breakfast was also used for lunch.

A horn was used to signal the time for students to change classes. There were three horn signal variations: the first horn sound meant that class would change in three minutes, two horn sounds meant that it was time to change classes, and three horn sounds meant that the student was late for the next class if he was not in the classroom. Students ran or walked fast to be able to get to their classes on time and not be charged as late for class. If a student was late for class, he had to report to formation after school for one-hour of behavior adjustment, called bullring. Bullring was an after-school activity that was used to correct adverse behavior exhibited

throughout the school day. Students who were continually assigned to Bullring were considered "habitual attendees."

The school offered a College Preparatory education. Students were evaluated by the Academic Dean and the school counselor with a student placement test when they were first accepted to the school. This evaluation was used to determine what level of classes the student should take. Although all entrance level students were required to take the traditional common core classes of English, Mathematics, science, and Social Studies, many were enrolled in Honors Classes, Independent Study, or Advance Placement Classes for these subjects. Unlike in the public school setting, where students must meet certain academic criteria to be scheduled for these classes, Alpha School encouraged all students to take these classes or at least try them for a semester to see if they had difficulty in the course.

College preparatory programs and courses were offered throughout the year and students had an opportunity to receive college presentations or information sessions. SAT/ACT prep classes were offered to all students at the school in the 11th grade or higher. Students also were able to participate in summer college prep programs and school-sponsored trips to college campuses followed by visiting teachers and lecturers from other colleges.

The school offered nine fine arts and seven music classes to complement other activities offered on campus. The music classes included Orchestra, Jazz Band, Chorus, Instrumental Music, Theory of Music, and vocal lessons and coaching. The students in these activities participated in city-wide and state-wide competition. Many of the students were able to earn college scholarships at some of the prestigious colleges across the United States. The fine arts classes included Performing Arts and Written Arts, Media Arts, five Visual Arts classes, including ceramics, four Foreign Language classes, and an Aviation Program.

During the 2014-2015 school year, Alpha School started to allow students to use laptop computers in the classroom. Junior and senior students were allowed to bring their laptops with the stipulation that they were responsible for the security of the laptop. The school provided an intranet site for the students to use that was monitored by the school technological department for inappropriate sites that the boys may try to use when they have their computers. Students who did not have computers were able to go to the computer lab to do homework and study. The TAC Officer in the computer lab was responsible for all students in the lab.

Students at Alpha School were able to participate in a variety of after-school activities from 4:00 to 5:30 PM. Students who participated on the school's athletic teams had to use the time for practice. Unlike in public schools where students are required to try out for athletic teams, any student assigned to Alpha School who wanted to participate in the school's athletic program was able to do so. During the 2014-2015 school year, students were able to participate in 13 different sports: football, baseball, basketball, wrestling, track, lacrosse, soccer, tennis, rifle marksmanship, and golf. The school affiliated itself with the State High School Athletic Association in order to compete athletically against other high schools with the same enrollment classification.

Students who did not participate on the athletic teams could participate in intramural sports in the afternoon. Intramural sports were overseen by the TAC Officers of the school. The intramural sports included frisbee, basketball, soccer, swimming, running, and video games in the school game room. In addition to sports, students had the opportunity to participate in myriad other extracurricular activities such as Boy Scouts, Debate Team, Drama Club, JROTC Drill Team and Color Guard, Fellowship of Christian Athletes (FCA), Foreign Language and Culture Club, National Honor Society, and Recycling Club.

The students at Alpha School were also involved in community service activities in the community in which the school was located. Students who were members of the band, chorus, or JROTC participated in holiday celebrations and parades both during and after school hours. Additionally, students participated in activities with other schools in the city.

Once the sports and extracurricular activity session ended, students went to their rooms to prepare for the evening meal which was from 6:00 to 7:00 PM. The same military-style protocol used for previous meals was followed for dinner. After the evening meal, students reported to either a night study session, or enjoyed quiet time (QT) from 7:00 to 9:00 PM. Following QT, the students had leisure time before preparing for bed or "lights out" at 10:30 PM. During their leisure time, students were allowed to use their cell phones.

Although Alpha School was for males only, the students had limited interactions with females. Girls served as cheerleaders for the school's athletic events. These girls were recruited from other schools throughout the community prior to the start of the sports season. Some of the girls were daughters of faculty members at the school. Additionally, about once each quarter, the school hosted a dance for the boys and allowed them to bring dates or invite their girlfriends from home. The school partnered with a local girls school to bring its students together for such events at both schools. So as the girls were invited to the boys school dance, the same was done for the girls school when they hosted a dance.

Bravo School

Bravo School is located in a rural area in a small town located in a Southeastern state. Although the school is located about 20 miles from the nearest large town, it is only 5 miles from the small town to the north of the campus. The small town has a population of approximately 150 people. The school was established in 1898 by a Jewish minister from New York to bring a quality education program to the rural area, which did not have the benefit of public education.

Over the years, the academy has evolved into a Military Academy, however, it still adheres to an educational philosophy that reflects Judeo-Christian ideas and self-reliance. At one point, the school was in the process of closing its doors because of a lack of private funding and a low student enrollment. However, the school is currently open, with an enrollment of 140 students.

There are 14 facilities on the Bravo campus. In addition to the nine buildings where classes are taught and the dormitories where students live, there is a staff housing residence, a sports field, a cafeteria, a career/college counseling center, the Chapel, and a library. The buildings on the campus of Bravo School have an antiquated and run-down appearance on the exterior and interior. The sports fields are also run-down. The newest buildings are the library, built in 2002, and the Chapel that was built in 2005. The school also has an outdoor swimming pool that students frequent during their available time during the day or in the evening. There is a grave in the front of the school that is the grave of the founder of the school and his wife. Designated cadets are assigned to clean the grave each day when they raise the flag in the morning

During the 2014-2015 academic year, the faculty and staff at Bravo School was comprised of 20 teachers, a guidance counselors, three military personnel, two athletic coaches, and an administrator. Of the 20 teachers, eight were male and 12 were female. All of the teachers held advanced degrees at the master's level or higher. Most of the teachers taught more than one discipline each day. The teachers were supported by the athletic coaches and military personnel. Classes were small with an average of ten students per class. As a result of the small teacher to student ratio, there appeared to be a close relationship between teachers and students.

The guidance counselor, athletic coaches, military personnel, and school principal were males. All of the staff was White. None of the faculty and staff, including the principal, lived on the school campus.

The student population at Bravo School consisted of 140 boys from diverse backgrounds. Some of the students were children of current teachers and faculty members of the school. Of the 140 students, 93% were White, three percent were African-American, and two percent were Asian, one percent was Hispanic, and one percent did not identify with a particular ethnic group. The students came from 13 states and 3 different countries: China, Germany, and Mexico. All of the students lived on campus at the school.

As with Alpha School, data collected for this study revealed that some students attended Bravo School because of their desire to do better than they did in public school. Likewise, some attended because their parents decided that the single-gender, military-style environment would be less distractive than public school. Other students were given a choice to come to this school because of trouble they had with law enforcement or discipline problems at their previous school.

The administrator of Bravo School selected 12 students for this multiple-case research study. Of the 12 participants, three were Black and nine were White. Three of the students were in the 9th grade, three were in the 10th grade, three were in the 11th grade, and three were in the 12th grade. Table 7 reflects the demographic characteristics of the student participants. Each student was assigned a numerical identifier and pseudonym to protect his identity.

Table 7

Bravo School Participant Demographic Characteristics

#	Student	Gender	Age	Grade	Race	Years at School	Parent Status
1	Jason	M	14	9	W	1	M
2	Baker	M	14	9	W	1	M
3	Charles	M	14	9	W	1	M
4	Douglas	M	15	10	W	1	M
5	Freddie	M	15	10	W	1	M
6	James	M	16	10	W	2	M
7	Michael	M	16	11	W	2	S
8	Dwayne	M	16	11	B	3	DIV
9	Darnell	M	16	11	B	3	DIV
10	Scott	M	17	12	W	3	M
11	Turner	M	18	12	B	4	M
12	Jason	M	17	12	W	3	M

Note: M-Male, B-Black, W-White, MA-Married, S-Single, Div--Divorce

Note: The numbers and pseudonyms are used in the place of the name of the participants

Of the 12 participants, seven had been at the school two or more years, and five had been enrolled since the start of the current school year. Nine of the participants were from two-parent households, two were from households where the parents were divorced, and one was from a single-parent household.

The military focus at the school, was supported by the Junior Reserve Officers Training Corps (JROTC) program. All students were required to participate in JROTC classes. Similarly,

Students at the school were required to wear a military type of uniform each day. Two days a week they wore a dress uniform, two days they wore a camouflage uniform, and one day a week they wore khaki pants and a polo shirt with the school emblem on it.

As with the other schools in this multiple-case study, students at Bravo School expressed their dislike for the military-structure of the school by saying "I can't wait till I get out of here." Although a review of the school's post-secondary records revealed that 10% of the students graduating from this school enlisted in a branch of the military service. The same records revealed that less than two percent of the students enrolled in one of the military academies such as West Point Academy, Air Force Academy, or The Citadel.

Bravo School was a little less military-structured than Alpha School in its daily operation. The major difference was that instead of the students marching around campus in typical military standard, students were allowed to casually walk to their next destination. Additionally, at Bravo School, students were responsible for cleaning the bathroom on the floor on which they lived, cleaning and mopping the hallway in their area, and removing all trash from the common areas such as the TV room and the study rooms.

Similar to other military schools, the day at Bravo School began early for the students with a 6:00 AM wake-up signal. The divergence for Bravo School's morning routine was that students started their day with a physical fitness session and afterwards, returned to their rooms for inspection of their uniforms and living area. The students' uniforms and rooms were inspected by the student leadership that had been appointed as leaders for the specific unit. Uniforms were inspected first, and then the living area. If the student passed inspection, he got into formation to prepare for breakfast. If the student did not pass inspection, he had to fix all

deficiencies that had been stated and have another inspection at the end of the day. He also received a specific number of demerits for his actions.

Once the inspections were completed, students were dismissed from the formation and were able to casually walk to breakfast with their friends. Although all of the students at the school ate at the same time in the dining hall, it was not as formal of a meal as at other military schools. Students had their choice of menu items for each meal. They had 60 minutes to eat their meal and get ready for their first class of the day.

The instructional day at Bravo School began at 8:30 AM. Much like Alpha School, classes at Bravo School were 50 minutes long with a 10 minute break in between each class to go the bathroom, drink water and get to the next class. A horn sounded to indicate the time for the students to change classes. The significance of the intervals at which the horn sounded was the same as at Alpha School: the first horn meant that classes would change in three minutes, the second horn meant that it was time to change classes, and the third horn meant that students were late for the next class if they were not in the classroom.

Students ran or walked fast to be able to get to their classes on time and not be charged as late for class. If a student was late for class, he had to report to formation after school for one-hour of bullring. Bullring was an after-school activity used as a behavioral adjustment tool to correct adverse behavior. Assigned students had to stay for one hour.

In addition to Bullring, a demerit system was used to address student non-compliance with the school's expectations. Demerits accumulated throughout the week. If a cadet had demerits at the end of the week, he was not able to go home or sign out to go into town. He had to remain on campus under the supervision of the weekend Teacher/Academic Counselor (TAC) Officer and work off the demerits by conducting work details that were assigned by the adult in

charge for the weekend. Once the task was completed the student had to occupy himself with other activities offered for the weekend or choose to spend time in the dormitory studying for the upcoming school week.

An interesting feature of the discipline structure at Bravo School was that the Chapel, or Spiritual Reflection Center, as students and staff often referred to it, was used for Sunday services for the cadets who were not allowed to go home on the weekend because of disciplinary infractions. The Sunday chapel services consisted of Bible Study Classes led by the campus pastor and other religious staff of the Academy. In addition to the chapel, students were able to participate in off-campus religious activities.

Students at Bravo School attended three classes and a study hall in the morning prior to lunch. After lunch, they attended three more classes and participated in another study hall session. Classes ended at 4:00 PM.

Students who participated in sports practiced from 4:00 to 5:30 PM. Four major sports were offered at the school: baseball, basketball, football, and soccer. The school's sports teams competed with schools of similar student enrollment size across the state in which the school was located. Student who did not participate in the school's competition sports, were able to participate in intramural sports during that time.

Intramural sports included frisbee, basketball, soccer, swimming, running, and games in the school recreation area. Intramural sports were overseen by the TAC Officers of the school. Once the sports session ended, students reported to their rooms to prepare for the evening meal which was from 6:00 to 7:00 PM. After the evening meal was completed, students reported to the night study session, or enjoyed quiet time (QT) from 7:00 to 9:00 PM.

During the 2014-2015 academic year, students at Bravo School took traditional educational classes to meet the state graduation requirements. In addition to the basic high school curriculum, special services were offered the needs of individual students. There was a English as a Second Language (ESL) program and a Special Education program that was under the direction of the school principal and the ESL coordinator. College preparatory programs, honors courses, and SAT/ACT prep classes were offered throughout the year.

Students were constantly encouraged to prepare for college. In addition to college guidance from the faculty and staff at the school, the students attended college presentations and had an opportunity to acquire information about college by attending many sessions offered by guest presenters. School-sponsored trips also allowed students to visit various college campuses.

Students who qualified, were afforded dual enrollment opportunities through the on-campus curriculum and online. The students were able to take courses at a post-secondary institution in order to earn credits for a high school diploma as well as receive college credits. The credits were transferable to a four-year college or university.

The school offered five fine arts classes, including drawing and sketching, to go along with the other activities offered on campus. The fine arts programs included two music classes: Band and Theory. Additionally, a World Language class and two Visual Arts classes (Sculpture and Painting) were offered.

In addition to the organized sports, eight clubs were offered at the school. Among the organizations were Chess Club, JROTC Drill Team, Foreign Language and Culture Club, JROTC, Marching Band, Student Newspaper, Yearbook, Beta Club, and Technology Club. An academic completion organization, called Scholar's Bowl, was also included.

There was much parental and community involvement with Bravo School during the 2014-2015 school year. Parents of the students who attended this school joined with the faculty and staff at the school in organizing fundraising events and serving on the school improvement team or governance council throughout the school year. Additionally, several businesses and organizations from the small town partner with the school to support the students.

Charlie School

The school listed as Charlie School is located in the city limits of a coastal town in the western United States. The school's architectural design resembles a Spanish villa with tropical weather and palm trees spread throughout the campus. The weather is always ideal for outside activities and training.

There are 16 school facilities that cover a large area of the campus grounds. There is a modern sports facility, auditorium, college/career center, gym, library, music room, performing arts center, science lab, and an Olympic-size swimming pool to entertain students during their leisure time. The school buildings are spread on flatland over a large area with a view of mountains at a distance. One side of the school's campus is bordered by an ocean. The students are able to literally walk out the doors of the buildings onto a private beach, available only to the school. The students are allowed to surf, swim, or relax with friends. Adjacent to the beach, is the school's sports complex, one of the top athletic facilities in the state.

Students at the school wear a military type of uniform each day. Two days a week they were a dress uniform, two days they will wear the camouflage uniform and one day a week they wear khaki pants and a polo shirt with a school emblem on it. The student-faculty ratio is 10:1, allowing for personalized instruction and attention that few other schools can match. Students come from many diverse backgrounds. Some students attend the school because of their desire to do better than they did in public school. This decision is one that the parents and the student

have come to a conclusion. Some students are given a choice to come to this school because of trouble they have had with law enforcement or relationship problems with the female gender. There are few who attend this type of school because of their family history at the school and desire to join the military. In fact, only less than 2% of the students attending this school go on to military service.

The school is a major contributor in the community and students often participate in community activities along with other schools in the city. The students who attend the school have many opportunities to participate in activities outside of the school during school hours and after school hours. Parents and faculty are encouraged to attend parent nights at the school. Parents are also asked to volunteer as chaperones for school trips, join the PTO/PTA, organize fundraising events for the school, present special topics during various blocks of class instruction, serve on the school improvement team and governance council, and to volunteer time after school. There are also bullying and cyber-bullying policies in place and enforced at the school.

Race/Ethnicity. There are 320 students currently enrolled at the school with 62 of the students listed as seniors. The school student diversity is a major factor in the success of the school in the area. The school reports that 36% of its students are listed as White, 28% as Asian or Pacific Islander, 16% as Hispanic, 10% as two or more races, 7% as Black or African American, and 3% as Hawaiian Native or Pacific Islander. Though the school advertises students from different countries, students participating in the research were students who were listed as African American or Caucasian.

A typical day for Boarding Cadets at the school begins at 6:15 AM. Cadets clean their rooms for inspection, take morning attendance, have breakfast, and prepare for class. The school

emphasizes the military structure, much like Alpha School, in its daily operations and has a mixture of military branches of service represented at the school. Once their uniform is inspected, the inspector proceeds into the room and inspects each cadet living area.

Cadets are allowed to go outside into the formation to get ready for breakfast once he passes the inspection. If he does not pass the inspection, he must fix all deficiencies that have been stated and re-inspected at the end of the day. He is also given a number of demerits for his actions. Demerits accumulate throughout the week. If a cadet has demerits at the end of the week, he is not able to go home or sign out to go into town. He must stay at the school and work off the demerits by doing details assigned by the adult in charge for the weekend.

Traditional core classes are offered to all students who enroll at the school, however, some students elect to take Advance Placement courses or take Honors Classes. Students are offered an opportunity to take Advance Placement classes, if they qualify. They are also encouraged to enroll in dual enrollment classes as a way to earn both high school and college credit with a local college. Students are offered college prep programs and coursed during the year and attend many college presentations or information sessions hosted by the school. SAT/ACT prep courses are offered at the school throughout the school year.

The school offers 8 Arts and Music classes for its students. The 3 Visual Arts classes include drawing and sketching, painting, and photography. The media arts include video and film production. The 4 Music classes consist of instrumental and theory of music lessons, band, choir and chorus, and jazz band.

World language is also offered with Chinese/Mandarin, French, German, and Spanish. The academic themes and areas of focus in leadership is overseen by its JROTC Department in

which students learn leadership skills, motivational skills, effective communication skills, and conflict resolution skills as part of the overall "life skills" taught in the JROTC program

The school offers special programs to facilitate its diverse student population. There is a bi-lingual or language immersion program with English as a second language. There is an ESL/ELL program to provide services for a full program for particular ESL/ELL needs. It also has level of special education programming that is based on the needs of individual students with these needs.

The average class size is 14 students and cadet companies are supervised around the clock by TAC (Teacher/Advisor/Counselor) Officers. Periods 1 through 6 meet Monday - Wednesday, with classes of 45 minutes each. On Thursday and Friday, a block schedule is in effect with 70 minute classes. Classes 1 - 3 meet on Thursday and classes 4 - 6 meet on Friday. A daily bulletin is read to Cadets during the first period of each day. It's also posted daily on the school website. From Monday through Thursday, teachers remain in their classrooms after school, offering tutorial for Cadets who need additional assistance.

Organized sports and physical training are scheduled after school from 3:30-5:30 PM. Afterwards, cadets dine in the Mess Hall and have free time until 7:00 PM. There are 14 sports offered throughout the school year. Baseball, basketball, football, soccer, track, tennis, wrestling, are the more conventional or popular sports offered at the school and operate under the guidance of the state high school athletic association. They also offer some unconventional sports such as cross country, flag football, power lifting/weight lifting, surfing, swimming, and water polo.

All other students participate in intramural sports during that time. Intramural sports are overseen by the TAC Officers of the school. Intramural sports include such as Frisbee, basketball, soccer, swimming, running, and games in the school game room.

Clubs and Debate Teams. The school offers its students the opportunity to join 12 clubs and debate teams on campus. They offer JROTC sports, marching band, model congress, the National Honor Society, student council/government, television/radio news, yearbook, astronomy club, and surfing clubs. There is also a community service team, a debate team, a foreign language and culture club, and a forensics club for the students to choose from.

Once the sports session is completed, students must go up to their rooms and prepare for the evening meal which is from 6-7 PM. The same sequence is applied as in previous meals. Afterward, Cadets dine in the Mess Hall and have free time until 7:00 PM. From 7:00-9:00 PM, Cadets have Call to Quarters (CQ) time to work on homework and study. Study hall is run by Academic Counselors and supported by Faculty with a rotating evening schedule. The Library and Computer Lab is also open during this time. The last hour before lights out, 9:00-10:00 PM, is dedicated for Cadets to meet with their TACs. Taps is sounded at 10:30 PM, signaling lights out for the evening.

Students Participating. Twelve students were selected by the school administration to participate in the research from student population of 9—12th graders. Two participants were listed as "Black" or "African-American", 1 participant listed as "Other" and 9 participants were listed as "White" or "Caucasian" students. None of the participants in the study were listed as "Other." Three of the students who participated in the research were in the 9th grade, 3 in the 10th grade, 3 in the 11th grade, and 3 in the 12th grade. Table 8 reflects demographic

characteristics for the participants in this multiple-case study. Each student was assigned a

numerical identifier and pseudonym to protect his identity.

Table 8
Charlie School Participant Demographic Characteristics

#	Student	Gender	Age	Grade	Race	Years at School	Parent Status
1	Lane	M	14	9	W	1	S
2	Michael	M	14	9	B	1	MA
3	Jack	M	14	9	W	1	S
4	Norman	M	15	10	W	2	DIV
5	Pete	M	15	10	W	2	MA
6	Sammie	M	15	10	W	1	MA
7	Doug	M	16	11	W	2	MA
8	Al	M	16	11	W	3	MA
9	Buddy	M	16	11	W	3	S
10	Charles	M	17	12	W	4	S
11	Fred	M	17	12	W	4	S
12	Harry	M	18	12	W	4	S

Note: M-Male, B-Black, W-White, MA-Married, S-Single, Div--Divorce
Note: The numbers and pseudonyms are used in the place of the name of the participants

Of the 12 participants, seven had been at the school two or more years, and five had been

enrolled since the start of the current school year. Nine of the participants were from two-parent

households, two were from households where the parents were divorced, and one was from a

single-parent household.

Like Alpha School and Bravo School, Charlie School emphasized military structure in its daily operations and had a mixture of military branches of service represented at the school. A typical day for boarding cadets at the school began at 6:15 AM. Cadets cleaned their rooms for inspection, presented themselves for uniform inspection and morning attendance, had breakfast, and prepared for class. A student leader inspected the other students' uniforms, checked attendance, and inspected living areas. Non-boarding students reported to a Teacher/Advisor/Counselor (TAC) Officer for attendance and uniform inspection. All cadets, boarding and non-boarding went outside and got into formation to salute the raising of the American before heading to breakfast once they passed inspection.

Military discipline was strictly enforced at Charlie School. Policies were in place to handle uniform and inspection infractions; insubordination; disrespect; and misbehavior including bullying, whether in person or via technology (cyber-bullying). Consequences for adverse behavior ranged from verbal warnings and demerits to physical activity.

Cadets that did not pass morning inspection had to fix all deficiencies and be re-inspected at the end of the day. Cadets with deficiencies received demerits for their actions. Demerits accumulated throughout the week. If a cadet had demerits at the end of the week, he was unable to go home on the weekend or sign out to go into town. Rather, he had to stay at the school and work off the demerits by doing details assigned by the adult in charge for the weekend.

Cadet companies were supervised around the clock by the TAC Officers and the student leaders. The cadets were required to get into formation and march to meals and classes, directed by the student leaders, and accompanied by the TAC Officers. While in the dining hall, the cadets had to stand behind their chairs until directed by the student leaders to sit and begin their meals. Once in class, the student leaders checked attendance and uniforms prior to the start of

class. Once the teacher entered the room, students stood up and recited the class motto before being directed by the teacher to be seated. During the first period of each day, the student leader read a daily bulletin to the cadets. The TAC Officers also monitored student activities during class transitions in the hallway and during study hall.

Charlie School operated on a modified block schedule wherein students attended the six classes on different days each week. Periods one through six met Monday through Wednesday, for 45 minutes each. On Thursday and Friday, a block schedule was in effect with students attending three classes each day for 70 minutes each. Students attended first through third period classes on Thursday and fourth through sixth period classes on Friday. From Monday through Thursday, teachers remained in their classrooms after school, to offer tutorial for cadets who need additional assistance.

Traditional core academic classes and various elective classes were offered to all students who were enrolled at Charlie School. Students who met specific criteria could also elect to take Advance Placement courses or Honors Classes. Additionally, students could participate in a dual program as a way to earn both high school and college credit with a local college. All students were enrolled in SAT/ACT prep courses throughout the school year.

Eight fine arts classes were offered, including three Visual Arts classes: drawing and sketching, painting, and photography. Additional classes pertained to media arts, music and world languages. The media arts focused on video and film production. The music classes consisted of instrumental and theory of music lessons, band, choir and chorus, and jazz band. World language classes offered included Chinese/Mandarin, French, German, and Spanish.

The school offered special programs to facilitate the education of its diverse student population. There was a bilingual or language immersion program for students for whom

English was a second language. There also was a special education program that was designed to serve students with special needs, whether physical or intellectual.

Organized sports and physical training were scheduled after school from 3:30 to 5:30 PM. Afterward, Cadets dined in the Mess Hall and had free time until 6:00 PM. There were 14 sports offered throughout the school year. Baseball, basketball, football, soccer, track, tennis, wrestling, were the more conventional or popular sports offered at the school. Other sports offered included cross country, flag football, power-lifting/weight lifting, surfing, swimming, and water polo. All sports operated under the guidance of the state high school athletic association.

Students who did not participate in the school's organized sports could participate in intramural sports during that time. The intramural sports were overseen by the TAC Officers of the school. Intramural sports included Frisbee, basketball, soccer, swimming, running, and video games in the school game room.

The school offered its students the opportunity to join 12 clubs on campus. Among the clubs was Junior Reserve Officers Training Corps (JROTC), marching band, model congress, the National Honor Society, student council/government, television/radio news, yearbook, astronomy club, and surfing clubs. There was also a community service team, a debate team, a foreign language and culture club, and a forensics club.

Once the sports and extracurricular activity session ended, students had to go up to their rooms and prepare for the evening meal which was from 6:00 to 7:00 PM. The same military sequence was applied as in previous meals. After dinner, from 7:00-9:00 PM, the cadets had Call to Quarters (CQ) time to work on homework and study. The Study hall was supervised by Academic Counselors and supported by Faculty who had a rotating evening schedule. The

Library and Computer Lab were also open during this time. The last hour before lights out, 9:00 to 10:00 PM, was dedicated for cadets to meet with their TACs. Taps was sounded at 10:00 PM, signaling lights out for the evening.

In a manner similar to the other schools, the students at Charlie School were involved in the community where the school was located. Students performed service projects with various organizations and often participated in community celebrations. Numerous certificates of appreciation and awards attesting to the students' contributions to the community were displayed throughout the school,

Charlie School had a higher level of parent involvement than Alpha School or Bravo School. Parents were visible in the school on a daily basis. The parents served as volunteer chaperones for school trips, organized fundraising events for the school, presented special topics during various blocks of class instruction, served on the school improvement team and governance council, and volunteered time after school.

Data Analysis Results

Research questions for this study were developed by the primary researcher to be able to focus in on specific details of the phenomenon, as seen by the participants, of their experiences in a single-gender, military-style high school. One central research question and six sub-research questions were developed to be used as a guide for data collection for this research. The research questions addressed six constructs: influences, attitude and behavior, motivation, self-efficacy, discipline, and academic achievement. Data for the study was collected through one-on-one interviews, a computer-based survey, focus group discussions, and journal reflections. In order to answer the research questions, the researcher analyzed the data by utilizing a coding system to sort and organize information into meaningful units.

Central Research Question

The central research question for this research was, "What are the experiences of boys in a single-gender, military-style high school educational environment?" The data analysis revealed four major thematic areas: (a) enrollment, (b) relationships, (c) structured environment, and (d) absence of girls. From the four major themes, several categories emerged.

Enrollment. With the exception of one student who declared, "I am here because I wanted to improve my grades overall," the students' reasons for being enrolled at a single-gender, military-style high school did not reflect personal choice. Rather, two categories of reasons emerged: (a) parent choice and (b) disciplinary infractions. Speaking on parent choice as the reason for his enrollment, one student commented, "It was not easy to go to this school. It was mandatory from my parents." Another student stated, "I am here because my parents thought it would help me to mature as a man." A third student said, "It was my parents' idea for me to come here because they felt the military discipline would help me to become a better person."

Regarding previous disciplinary infractions, one student asserted, "I had no choice in coming to this school. I had gotten a girl pregnant and gotten in trouble with drugs and the police." Another student stated, "I kept getting in trouble at my old school. I was talking back to teachers and then, I failed a drug test and got in big trouble." Likewise, a third student said, "I'm here because of my bad habits and being disrespectful to others and adults." These unedited statements represent a sample of responses offered. Others simply attributed the reason for being in the single-gender, military-style environment as "kept getting into trouble and getting suspended from my old school."

Often the two categories, of parent choice and disciplinary infractions, were intertwined: parents elected to place students in the single-gender, military-style setting because of discipline issues at home or in school. This overlapping of reasons was illustrated when a student remarked, "I came to this school because I lacked discipline and respect for my parents and siblings." In a similar manner, another student commented, "I kept getting into arguments with my parents and fights with my brother."

Relationships. This theme was supported by three categories of responses – staff, students, and parents. Although the majority of student responses to interview and focus group questions, as well as their journal reflections, spoke to the quality of relationships with other students, there were many references to relationships with faculty and staff at the school. As noted by one student, "The teachers here inspire me to reach my goals and exceed them." Another student stated, "I get help from everyone that works at the school." A third student indicated, "I love the fun activities with teachers at the school." A fourth student said, "I enjoy talking to the teachers and coaches at the school." A fifth added, "Talking with my Commandant after school when I am in my living area." Additionally, one student compared his current relationships with staff to former relationships with staff in previous school settings, "I have had great relationships with the teachers at this school more than I did at my previous schools."

The strength of the relationships with staff was evidenced when students' responses likened the staff to surrogate parents. This was illustrated when a student declared, "I am attached to my teachers because of the absence of my parents." The most memorable, for this researcher, was when a student declared, "The most impactful experience here was when one of the faculty adopted me when my last family left me in DFACS."

The statements of numerous students supported the category of relationships with other students. As indicated by one student, "We continue to establish friendships and a long-lasting brotherhood at the school." A second student declared, "I have developed a strong sense of togetherness with other students." Another student said, "I was somewhat intimidated at first, but I was influenced by other students who helped me to adjust to the environment."

In response to questions about significant unforgettable experiences at the school, one student noted, "The bond of living together with other people at the school who become your friends." Similarly, another student commented, "Hanging out with others at the school and making friends." A third student stated, "The togetherness and support of being on a team and becoming closer." In a different vein, a fourth student declared, "The time one of our fellow students died in an accident. Experiencing the emotional connection to one of my brothers was unbearable."

While most students addressed brotherly relationships and teamwork, there were some adverse comments regarding relationships with other students. For example, one student referenced "having to cohabitate with strangers." Others addressed "getting used to the community shower." Still another student remarked on "the change in my way of life."

The third supporting category involved relationships with parents. Although a number of students attributed their being at the school to their parents, they also commented, for the most part, on improved relationships with their parents. One student stated, "I now have 100% support from my family." A second student declared, "I am treated as an adult now more than I was before." A third commented, "My relationship with my parents has improved because of my being open to communication." A fourth student remarked, "My father is more trusting of

me and I cannot break that trust." Another student said, "My parents have a sense of renewed trust in me."

Structured environment. This theme emerged from the review of students' responses during personal interviews and focus group discussions, and from the computer-based survey responses. As with the previous two major themes, the students' comments were sub-divided into categories. In this case, the categories were: (a) classes (b) military drills and activities, and (c) discipline.

Although students may not have chosen to attend the single-gender, military-style school, it was obvious that the structure of the educational environment impacted them. This was evidenced by the fact that the majority of students strongly agreed with the survey statement, "My attitude towards education in a single-gender, military-style environment has improved in this school." Similar individual comments were noted regarding the structured environment at the school. One student stated, "Since being here, I have developed more structure in my daily life than before." A second student said, "One of the things I noticed immediately was the improved overall structure of the school and the focus on academics." Another student remarked, "The structured environment here has forced me to focus more on the tasks to be completed." A fourth student summed up the impact of the structured environment thusly, "I have experienced structure here that allows me to be able to succeed."

Students expressed similar sentiments regarding the first category, classes in the structured environment. As noted by one student, "The structure of the classes in a single-gender, military-style environment are ideal for my learning style." In a similar manner, a second student stated, "It is easier for me to keep track of my assignments in this method of

education." Likewise, a third student commented, "I have learned to organize my time to keep up with my classwork."

The second category, military drills and activities, focused on the impact of the military influence at the school. Specifically, students commented on the various practices, traditions and ceremonies. One student declared, "I have enjoyed learning to be in charge and learning how to problem solve." Another student noted, "The military ceremonial experience (parades, drills, and special ceremonies) have been a different experience for me." Conversely, one student asserted, "It is boring at this school because of all the military stuff we have to do."

The third category pertained to the discipline in the structured environment. Commenting on the discipline at the school, one student wrote, "The initiation period of school taught me the importance of doing the right thing and doing the best I can in all situations." Another stated, "Corporal punishment has been very impactful. It has made me understand the meaning of looking out for others, do the right things, and learn to become part of a team." A third student stated, "Being exposed to military bearing and the discipline that must be displayed daily has helped me in my life." The last notable student comment summed up the importance of compliance with disciplinary expectations, "As a new cadet at the school, you must understand the rules of the barracks and the school. Otherwise, you will experience the consequences of punishment after committing an offense."

Absence of girls. The fourth major theme that emerged from the data involved the absence of female students at the school, or more specifically, the absence of being distracted by females. In this particular area, there was much convergence as well as divergence in the sentiments expressed. Some students saw the absence of females as the removal of a distraction to learning. Others saw it as a major adjustment.

Convergence occurred among students who felt more productive in an environment without girls. In this regard, a student noted, "I have found this environment to be more enjoyable because of the focus being all on how boys learn." A second student commented, "I perform better in the classroom when there are no girls present." A third student said, "Distractions from others (girls) in the classroom hurt my academic performance in public school." Another student added, "My experience attending this school has been easy. I was not very sincere about my studies. I always wanted or needed a girlfriend, but I have found that I can succeed without this type of distraction. Sometimes, though, this makes me feel that it is harder for me to talk to girls now though."

Divergent sentiments reflected students' inability to adjust to the daily absence of girls in the classroom. One student stated, "It is a different experience when there are no girls at all and guys all the time." A second student said, "My biggest challenge in the transition process was missing females at school. Many guys at the school watch porn whenever they have an opportunity." A third student declared, "This transition was difficult because of having to get used to the idea of there being no females at the school."

Findings. Four variables were identified as impacting boys' experiences in a single-gender, military-style high school educational environment. The first variable, enrollment, addressed the reasons why the students were attending the schools. The second variable involved relationships with peers, faculty and staff, and parents. The structured environment served as a third variable in the students' experiences. The last variable involved the boys' views of the absence of girls from the learning environment.

Sub-Research Question 1

How does the single-gender, military-style educational environment influence boys in the learning process? Three major themes emerged from the data analysis: relationships, structured environment, and self-efficacy. Additionally, several sub-categories emerged from the relationships and structured environment themes.

Relationships. From this first theme, three categories emerged – students, faculty and staff, and parents. Commenting on the relationship with other students, one student wrote, "I am influenced by the comradery and brotherhood that is built between the students." A second student noted, "The bond and brotherhood has resulted in me being more responsible." A third student stated, "I am influenced in my academics when other students help me to improve in each area." Another student said, "Because we live together, I have learned tolerance of people from other places and people of other races." A fifth student added, "I am more influenced by my peers who are around all the time and help me with my schoolwork and with solving life problems."

Students viewed the second category, faculty and staff, as a positive contributor to their adjustment to the single-gender, military-style environment. As one student commented, "Teachers have been my biggest influence here. They motivate me to want to do better and they encourage me when I am down." A second student noted, "I am influenced by the respect that is demanded by the faculty members (all are well respected)." A third student said, "I am influenced by the examples of the faculty members and teachers who understand the military aspect of the program." A fourth student declared, "I am influenced by the TAC officers in charge of me. They are good." In a similar manner, another student stated, "My Academic Dean has been a great help to me. He is very positive and makes me want to join the military."

The third category, parent support, addressed parental support generally more than specifically as pertains to influence in the learning process. Referencing the change in parental support since enrolling in the school, one student stated, "I am treated as an adult now more than before." A second student said, "My parents have distanced themselves since I have been here." A third student declared, "I now have 100% support from my family." Another student commented, "My parents continue to support me and encourage me to do better than they did." A fifth student avowed, "My father is now more supportive and trusting of me. I cannot break that trust."

In addressing specific parental concern with learning, a student asserted, "My parents are very supportive and always pushing me towards recognizing my capabilities." Another student declared, "My parents stress good grades and attending college after high school." A third student said, "My parents care about my success and what I am doing in school." A fourth student added, "My parents tell me that I have a chance to do better in my classes. They tell me that if I do well here, I can do whatever it is I want to do in life."

Structured environment. Student responses focused on varied aspects of the military-style environment, including leadership opportunities, performance incentives for meeting academic and discipline expectations, and inclination to enlist in the military. General comments on the military-style environment overwhelmingly addressed the structure. One student said, "I am influenced by being in a structured environment like this and being with others who strive for academic excellence." Another student stated, "I have been influenced here to strive to do better in my academics. I feel I have achieved when I compete in military drills and competitions." A third student indicated, "I am influenced to succeed by the 'stay-with-it-ness' of the school environment."

Commenting on leadership opportunities, a student remarked, "The leadership training and experiencing different situations has helped me to become a better student." Another student stated, "The structure of the school and the leadership roles that students can have make me want to do better." A third student said, "Becoming a leader has definitely helped me do better in my classes. When you go through leadership training you have to learn to problem solve and make the right decisions."

While students acknowledged that discipline is better in the structured environment, they also addressed incentives to meet academic and discipline expectations. One student noted, "I am influenced to work harder in the classroom in order to go home on the weekends." Another student stated, "I am influenced to do the right thing and make good grades because I want to participate in the field trips we take to historical sites and events throughout the year."

The final category for the major theme, structured environment, dealt with the influence of the military-style school on the students' inclination to enlist in the military. One student reflected, "This influence of the military structure has made me want to join the service like others have done and become a military officer." A second student commented, "Participating in the military events at the school has made me want to go into the military." Another student added, "I have always been influenced by the military presence at the school and now I want to join the military."

Self-efficacy. The students' comments provided evidence that they attributed their improved self-confidence and belief in their academic abilities to the single-gender, military-style educational environment. One student wrote, "Being away from home situations has forced me to grow up fast. I now understand that I am able to try again when I fail at something." Another student commented, "I am much more confident when it comes to completing my work

in class." A third student declared, "I'm learning better because I know how to get help with my work when I need it." A fourth student stated, "I have been influenced by the opportunity to do better. I get so much support from the people here who believe in me that I can't help but believe in myself."

Findings. Three variables were identified as influencing the learning process of boys in the single-gender, military-style environment: (a) relationships, (b) the structured environment, and (c) self-efficacy. The reasons the variables influenced the learning process included the following: (a) students credited other students at the school, faculty and staff at the school, and parents with encouraging and supporting them; (b) students respected the academic and discipline expectations of the military-style structured environment; and (c) students felt empowered in their ability to learn.

Sub-Research Question 2

How does the single-gender, military-style environment contribute to boys' attitude and behavior in their desire to succeed? The data analysis revealed that the students' attitude toward learning changed as a result of being in the single-gender, military-style environment. Two themes emerged as contributors to the change in attitude and behavior: (a) relationships and (b) structured environment.

Relationships. Students' comments regarding the influence of faculty and staff at the school provided supporting evidence for this theme. One student wrote, "My attitude at the old school lacked because of the seemingly bad teachers. This has changed at this school." A second student said, "After being here at this school, I have gained more respect for adults in everyday situations." A third student stated, "My overall behavior and attitude have changed because of those around me constantly. I really understand now that my teachers want me to

succeed and that is what has changed my attitude." Another student declared, "I have become a 'lone wolf' in the classroom because I now focus on the teacher and stay out of trouble with my peers." A fifth student added, I have learned to respect those over me and ultimately respect myself and conduct myself in all situations and circumstances with a positive attitude."

Structured environment. Students' comments around this second theme focused primarily on discipline expectations and consequences for adverse behavior. Commenting on discipline expectations, one student said, "The correctional training in this environment has made me understand that there are consequences for my actions in all situations." A second student stated, "The military structure has contributed to my behavior change in the classroom by making me become more focused." A third student declared, "The military department has made me a leader and that has changed my attitude overall. I understand the consequences of my actions, so I think before I act." Another student asserted, "My behavior has changed and now I have more self-control and self-discipline when making decisions." A fifth student summed up the impact on his attitude and behavior by stating, "My overall personality has changed in this environment. I do not get in trouble as much as I used to."

Findings. Results indicated that relationships with adults in the single-gender, military-style educational environment brought about changes in student attitudes and behavior. Additionally, student attitudes and behavior were impacted by the structured environment at the schools. Discipline expectations and consequences for adverse behavior, in particular, contributed to the boys' desire to succeed.

Sub-Research Question 3

How does the single-gender, military-style environment motivate students to thrive in their academic setting? The data analysis revealed a repeat of two previous themes and one new

theme. The two previously-identified major themes that impacted students' motivation were relationships and self-efficacy. The other theme identified as motivating students was discipline.

Relationships. Student comments focused specifically on relationships established with peers at the school and the 'brotherhood' atmosphere. One student declared, "Being around the established students at the school, the 'ole boys', motivates me to do my best." A second student said, "Being in a single-gender environment has motivated me because I see what others are doing to be better." Similarly, a third student attributed his motivation to "watching others become successful and realizing that I can too."

Self-efficacy. Students also took credit for their own motivation. Numerous comments supported the theme of self-efficacy. One student asserted, "I am self-motivated." A second student said, "Since being at this school, I am much more motivated to be a good person all the time." In a similar manner, another student replied, "I am now motivated to do things before I am told to do so. Another declared, "My motivation is guided by my goal to graduate from school and raise a family." Likewise, a fifth student stated, "I am motivated by my desire to go to medical school." "A sixth student said, "I am motivated by understanding that I must do what I am supposed to do at all times."

Discipline. Student comments in support of this final theme mainly referenced the positive benefits of doing the right thing. Several students cited being able to go home on the weekend as an incentive for good behavior. Commenting on compliance with discipline expectations, one student stated, "I am motivated by the discipline enforcement at the school and what happens if you don't break the rules." A second student said, "One of the factors I like is being able to go home on the weekend to see my family if I have no conduct demerits and my

grades are good enough." Another student declared, "I am motivated to avoid punishment in order to be able to go home on the weekend."

Findings. Three variables were identified as motivating students to thrive in their academic setting. The first of the findings was that students were motivated by their relationships with peers at the school. Self-efficacy served as a second motivator for the students to thrive in the academic setting. Finally, discipline played an important part in the students' motivation, particularly as applied to positively influencing them to do the right thing.

Sub-Research Question 4

How does the single-gender, military-style environment contribute to the self-efficacy of boys in this environment? The data analysis revealed four major themes regarding the self-efficacy of boys in the single-gender, military-style environment: (a) leadership opportunities, (b) communication skills, (c) extracurricular participation, and (d) independence. Students' supporting comments for the these themes reflected their perception of their level of self-confidence prior to entering the schools as well as how their confidence has changed since being in the environment.

When asked to describe their level of self-confidence prior to entering the single-gender, military-style environment, several students described it as low. One student remarked, "I did not believe in myself prior to attending this school." A second student said, "My self-confidence was very low before I came to this school." Another student stated, "My confidence was very low before I came here. I have done a 360 turn for the better because I really want to go to college." Other students responded in a similar manner.

Student responses when asked to describe their level of confidence since attending the school reflected growth. A student at one school answered, "My confidence has increased since

I have been at this school. I am more able to do things naturally than before." Another student said, "This environment has helped my confidence overall." A third student stated, "My confidence has increased because I am not always judged by others the way I was in public school." A fourth student remarked, "I know my self-confidence has increased because I can now do challenging things like succeed in leadership positions." Only one student indicated that his confidence had decreased since being in the single-gender, military-style environment. According to that student, "My self-confidence has decreased. I really suffer when away from my parents and do not want to do anything."

Leadership Opportunities. Several students commented on the various opportunities provided by the schools to develop leadership skills. One student remarked, "My self-confidence has grown since being here because I am able to succeed in leadership positions." A second student stated, "The more I get placed in positions of leadership, the more my self-confidence grows. I am constantly put in positions that allow me to grow." A third student said, "I have had to display self-confidence when being placed in a leadership position that I thought I could not do." Another student declared, "I have to display self-confidence when I have to step up when leading the people I am in charge of because they are my responsibility."

Communication skills. The students spoke of their improved confidence in communicating with others as a result of being at the single-gender, military-style schools. Evidence of the improved communication skills was supported by several students' comments. One student remarked, "My confidence grew when I realized I was able to talk in front of a large crowd." A second student stated, I have gained confidence in talking to adults in open conversation." A third student said, "My self-confidence allows me to now speak up when I see someone being bullied." Another student added, "My self-confidence has grown in that I am

now able to talk to girls and be confident." Conversely, one student declared, "My self-confidence when talking to girls has decreased. Now I am always wondering if I am being respectful and saying the right things than before,"

Extracurricular participation. Students' comments in support of this third theme also reflected improved self-confidence. One student asserted, "The more I get involved in school activities, the more my self-confidence grows." Another student stated, "My self-confidence has grown in playing sports. I like it because we are able to become a family on the team and continue to build a brotherhood." A third student said, "I like being able to try out for a sports team and getting encouragement from others, not competition like in public school." A fourth student added, "When I gain support from school officials who give me confidence to try things outside of my comfort zone like band or sports."

Independence. Students attributed their improved self-confidence to the independence gained at the schools. One student commented, "My self-confidence has grown so much that I am now able to be more independent." A second student said, "Every time I am away from home helps me to grow in my self-confidence." Another stated, "My self-confidence has grown tremendously and has given me a chance to come out of my shell of being sheltered in life by my parents." A fourth student asserted, "My confidence grew when I realized that I could successfully accomplish a task on my own without anybody's help."

Findings. Four variables were identified as contributing to the self-efficacy of boys in a single-gender, military-style environment. The first of the findings was that the students enjoyed the opportunity to serve in leadership positions. The second finding was that the students believed that their communication skills had improved as a result of being in the single-gender, military-style environment. The next influential variable on self-efficacy was extracurricular

participation. The last variable that contributed to the boys' self-efficacy was the independence

that they developed being away from home and having to make decisions on their own.

Sub-Research Question 5

How do boys define their experiences with discipline in a single-gender, military-style

high school, in the classroom and their social environments, as compared to their previous

experiences in a mixed-gender educational setting? Is the experience better, worse, or about the

same? Why? Two major themes resulted from the data analysis: military bearing, and rules and

consequences. The first major theme, military bearing, refers to the manner in which students in

the single-gender, military-style school are expected to conduct themselves as pertains to dress,

attitude, and decorum. The second theme, rules and consequences, encompasses the school-wide

and classroom discipline expectations as well as the decorum expectations in social settings.

Military bearing. Students viewed military bearing as the prerequisite orientation to the

military-style educational environment. One student stated, "Being exposed to military bearing

and the discipline that must be displayed daily has helped me in my life." Another student

commented, "Bullring, the school retraining program, helped me to adjust to the rigor of this

environment." A third student said, "Being at this school is just like being in the military

because you have to follow a dress code and a code of conduct everywhere you go."

Rules and consequences. Commenting on the rules and consequences at the school, one

student wrote, "The initiation period of school taught me the importance of doing the right thing

and doing the best I can in all situations." A second student said, "As a new cadet at the school,

you must understand the rules of the barracks and the school. Otherwise, you will experience the

consequences of punishment after committing an offense." A third student remarked, "I had to

learn to respect authority." A fourth student added, "I have definitely gained more discipline at

this school because of the repercussions." Another stated, "Corporal punishment has been very impactful. It has made me understand the meaning of looking out for others, do the right things, and learn to become part of a team."

When asked how their experiences in the single-gender, military-style environment compared to their previous experiences in a mixed-gender educational setting, student responses were mixed. Commenting on whether the single-gender, military-style experience is better, one student stated, "This environment has definitely impacted me in terms of my conduct and behavior. I needed more discipline and self-control because I was always losing my temper and getting into fights with my brother." A second student wrote, "I don't get into trouble anymore because I don't want to lose my privileges like going home on weekends." A third student asserted, "I have learned to stand up for myself without fighting. This is because I now understand how to gain respect from others." Another student said, "Before I attended this school, my behavior was not good. That has changed tremendously. I now have respect for my parents and now I care about what I say to others." A fifth student added, "I have learned restraint here. Students try to get me to smoke weed with them. But, I have learned not to buy into it and avoid them."

Regarding whether the single-gender, military-style environment is worse or the same, students' comments leaned more toward the environments being similar. One student maintained, "Even though this environment enforces discipline rules more than my old school, I have seen negative actions from cadets who want to bully others just like some students did at my old school." A second student declared, "The reason why I am here is because my parents wanted me to get away from the drugs at the school I attended before. But, I've seen students here who are influenced by peer pressure to do drugs." Similarly, another student stated, "It's

about the same here as at my old school. Some students break the rules and get in trouble just to have something to do."

Findings. Two variables were identified as factors for how boys defined their experiences with discipline in a single-gender, military-style high school. The first variable, military bearing, established clear expectations for dress and conduct. The second, rules and consequences, provided the framework for consistency in management in the school, in classrooms, and other social settings.

Sub-Research Question 6

How does a single-gender, military-style environment affect boys' academic achievement? The data analysis revealed one major theme: the structured environment. Commenting on the structured environment, one student said, "I have found this to be a good environment for increasing academic achievement." A second student stated, "The structure of the school makes me want to do better. My grades have improved in this environment since leaving public school." A third student declared, "I have experienced good academics since I've been at this school. My study skills have improved." Responding in a similar manner, another student asserted, "I'm doing much better here than at my other school. I've learned how to study effectively and I've learned the proper way to take notes and listen in class." Another student added, "Unlike in public school, we have minimal distractions at this school so I'm able to make A's now and do all my homework."

Findings. The boys believed that the single-gender, military-style environment impacted their academic achievement. There were varied individual perceptions of influences on student achievement. However, the boys attributed the structured environment of the school as being the most important factor.

Summary

This chapter summarized the findings that resulted from analyzing the data for this study. The data was organized to address the central research question and the six related sub-research questions. Major findings were presented for each research question based on the themes that emerged.

Although the boys in this study may not have elected to enroll in the single-gender military-style environment, they were impacted by relationships with students and staff, the structured environment, and the absence of girls from the learning environment. The boys perceived the relationships and the structured environment as influencing them in the learning process and impacting their attitudes and behavior, motivation, and academic achievement. Likewise, the boys attributed their improved discipline to the military-bearing and rules and consequences at the schools. Finally, the boys credited leadership opportunities, activities to build communication skills, and extracurricular participation as helping to improve their self-confidence/self-efficacy.

The next chapter presents a discussion of the findings and offers conclusions regarding the findings. The chapter also includes a summary of the findings relative to the literature. The chapter concludes with recommendations for future research.

CHAPTER FIVE: DISCUSSION

Introduction

Prompted by a desire to offer educational environments that foster optimum learning, school administrators across the nation have begun to examine single-gender education as an alternative method of education (Sax, 2005). While there has been much support from legislators and other stakeholders, this method of education has not been without its detractors. Previous research on single-gender education has offered insight and results on academic achievement, classroom performance, and the behavior of students who participate in this method of education (Gurian, 2005; Haag, 2009; Sax, 2005). Conversely, parents and educators against this type of education suggest that single-gender education has not proven to increase academic achievement in students (Haag, 2009).

The purpose of this multiple-case study was to provide an accurate description of the experiences of boys in a single-gender, military-style high school environment through the lens of the boys in this environment. The participants for the study were 36 ninth through twelfth-grade students at three single-gender, military-style high schools, each in a different geographic region in the United States. The students ranged from 14 to 18 years of age.

This chapter includes an overview of the qualitative research study and its findings and conclusions. The chapter begins with a brief review of the literature on the research problem and restates the purpose of the study. The second section summarizes the findings and states conclusions. The third section presents recommendations for future research.

Overview of the Study

Chapter 1 introduced the problem of exploring the experiences of boys in a single-gender, military-style environment from the lens of the students. The chapter also presented the research

questions to guide this study and discussed delimitations and limitations to the research. Chapter 2 introduced and summarized the literature on single-gender education and single-gender, military-style educational environments and presented the theoretical framework for the study. Chapter 3 described the qualitative research methods for the multiple-case study. In addition to identifying the sampling procedures used to identify the 36 student participants, the chapter described the methods of data collection and analysis. Chapter 4 introduced the cases and presented the findings for the central research question and each of the six related sub-research questions. Within the chapter, the researcher presented the analysis of qualitative data to assist the reader in understanding the results.

This chapter discusses the findings of the research and offers conclusions regarding the findings. The chapter also includes a summary of the findings relative to the literature and presents limitations to this research. The chapter concludes with recommendations for future research.

Findings and Conclusions

The findings and conclusions are presented according to the research questions. The findings for each research question are compared and contrasted with the results of previous studies. The summary of findings and conclusions includes a matrix to illustrate the correlation between the findings and the constructs.

Central Research Question. What are the experiences of boys in a single-gender, military-style high school educational environment? The intent of this question was to establish the foundation of the case study (Yin, 2003). This question allowed me to develop a description of the phenomenon. It also allowed me to gain a description of the participants of the case study who have experienced the phenomenon and how they view their experiences in a single-gender,

military-style high school environment. Additionally, this question was designed to establish the commonality within the school environment among the boys who participate in the case regardless of their age or grade at the time of the case study.

The first of the findings was that the students were enrolled in the single-gender, military-style high school because their parents placed them there because of discipline or behaviors issues at home or at their previous school. The second finding was that relationships established at the school with peers and faculty and staff helped the students to adjust and thrive in the single-gender, military-style environment. Additionally, the changed relationship with parents since enrolling at the school encouraged students to be more productive. Another finding was that the structured environment motivated the students to change their attitude and behavior and improve their discipline and self-efficacy. The last finding was that although an adjustment for some, overall the boys' viewed the absence of girls from the learning environment as contributing to their ability to focus on learning and improve their academic performance.

Prior research supports the decision of parents to enroll students with discipline problems in settings such as single-gender, military-style educational environments (AMCSUS, 2013; Kennedy, 2014). Parents perceive this type of education as effective in correcting discipline and behavior problems (AMCSUS, 2013; Lowry, 2005; MSA, 2009; Patterson, 2012; Stanberry, 2013). Additionally, parents hope that the military influence and structure of the environment will offer their child a chance for greater academic achievement and preparation for higher education (Bonner & Hollingsworth, 2012).

Earlier research also addressed the structure of the single-gender, military-style environment. Military influence is apparent in all aspects of the educational setting from the detailed structure of the day to military bearing regarding appropriate dress and decorum,

expectations regarding respect for adults and authority figures, and discipline rules and consequences (AMCSUS, 2013; MSA, 2012; MSB, 2009; ORMA, 2013; RMA, 2013; Sax, 2005). Students interact daily with the military structural aspects of the schools as they follow their schedules, prioritize tasks, participate in military drills, and conduct themselves responsibly (AMCSUS, 2013; MSA, 2012; MSB, 2009; ORMA, 2013; RMA, 2013; Sax, 2005).

As boys become entrenched in the single-gender, military-style environment, they develop new or enhanced relationships. According to Sax (2005), as boys become more comfortable around their peers, they develop a willingness to express themselves to each other rather than having to be shy when girls are in their presence. In a manner similar to Sax (2005), Gurian (2007), declared that many boys lack self-confidence in a mixed-gender environment because of the pressure of trying to impress students of the opposite sex.

Sax (2005) also addressed the influence of teachers and other adults at the school on the students as they adjust to the environment. Sax attributes the military command of authority and the one-on-one teacher/student interactions in the smaller-size classrooms with fostering significant relationships with faculty and staff. Students become more comfortable in communicating with adults (Gurian, 2007; Patterson, 2012).

Sub-Research Question 1. How does the single-gender, military-style educational environment influence boys in the learning process? The first finding was that relationships with parents, peers, and faculty and staff influencing the learning process of boys in the single-gender, military-style environment. Although the students were influenced by the encouragement and support provided by each group, they were also influenced by the difference in teaching methodology of the teachers in the single-gender, military-style environment when compared to teachers at their previous schools. The second finding was that the structured environment, with

the military influence in terms of traditions, activities, and discipline shaped the students' focus on learning.   The third finding was that as a result of being in the single-gender, military-style environment, students' self-efficacy increased and they felt empowered in their ability to learn.

In a single-gender educational setting, student learning is altered, and sometimes enhanced, by the absence of classroom distractions that are present in a mixed-gender class setting, such as the presence of the opposite sex, wearing particular style of clothing to impress others, and the feeling of having to compete in the classroom (Gurian, 2007; Patterson, 2012; Sax, 2005). Boys attending single-gender schools are usually more confident in themselves and their abilities because of the male-specific instructional strategies in the classroom (MSA, 2009; NASSPE, 2002). There is much social persuasion, as defined by Bandura (1986), in the single-gender classes as students are encouraged by their teachers to believe that they can succeed (Bandura, 1986, 1997).

Eliminating classroom distractions such as the association with students of the opposite sex also benefits certain students academically and creates a more comfortable learning environment (Blake, 2012; Jackson & Bisset, 2005). Without females in the single-gender, military-style environment, the male students are influenced more by their peers (Gurian, 2007; Jackson & Bisset, 2005; Sax, 2005). They learn through the interactions that they have with their peers in the classroom and during social exchange (Vygotsky, 1978; Wertsch, 1985).

In addition to the core academic subjects and elective classes, the single-gender, military-style schools conduct weekly character development sessions that are intended to reinforce character traits taught in the classroom (MSA, 2012; ORMA, 2013; RMA, 2013). Students have the opportunity to apply these skills at various times of their school day, when they are assigned

positions of authority as a team or situational leader (MSA, 2012; ORMA, 2013; RMA, 2013). As a result, the students begin to display an increased level of self-confidence (MSB, 2009).

Sub-Research Question 2. How does the single-gender, military-style environment contribute to boys' attitude and behavior in their desire to succeed? The first finding was that relationships with adults in the single-gender, military-style educational environment brought about changes in the students' attitudes and behavior. Specifically, the boys attributed the changes to the respect that they developed for adults at the school as well as the expectations that the adults conveyed regarding conduct and decorum. Another finding was that the students' attitudes and behavior were impacted by the structured environment at the schools. Discipline expectations and consequences for adverse behavior, in particular, contributed to the boys' desire to succeed.

Students' attitude towards learning becomes the primary focus as they start to prepare for life after high school (Military Schools Alternatives, 2012). The military model of education is grounded in its structure with an emphasis on discipline, respect, self-control, and personal responsibility (AMCSUS, 2013; MSA, 2009; RMA, 2013). The students at these schools receive instruction in character and leadership, moral reasoning, sound judgment, and ethical decision-making (AMCSUS, 2013; MSA, 2009; RMA, 2013). Additionally, the students follow strict daily schedules with set times for meals, classes, study, physical activities and sleep. This structured environment contributes to changes in attitude, behavior, and discipline by teaching standards of conduct and responsibility (Sax, 2006).

Sub-Research Question 3. How does the single-gender, military-style environment motivate students to thrive in their academic setting? The first of three findings was that students were motivated by their brotherly relationships with peers at the school. The second finding was

that the students became more self-motivated in the military-style academic setting and increased their self-efficacy. The final finding was that the enforcement of a strict discipline policy at the schools motivated the students to do the right thing. The students were particularly influenced by the positive behavior incentives such as being able to go home on weekends.

The motivation part of self-efficacy emphasizes the reason a person uses for choosing, performing, and persisting in various learning activities (Bandura, 1977, 1986; Meece, et al., 2006; Sullivan, 2009). Students in single-gender, military-style environments are often motivated by various aspects of daily their life, including peers (Gurian, 2007; Sax, 2002). Students in this environment are also likely to become more self-motivated as a result of the leadership and character training and the structured environment (Gurian, 2007; Sax, 2002; Sullivan, 2009). Further, the students' education process tends to be altered by their present experience with the requirements to adhere to a strict discipline policy and the consequences for non-compliance (Gurian, 2007; Sax, 2002; Sullivan, 2009).

Sub-Research Question 4. How does the single-gender, military-style environment contribute to the self-efficacy of boys in this environment? The first of the findings was that the students enjoyed the opportunity to serve in leadership positions. The second finding was that the students believed that their communication skills had improved as a result of being in the single-gender, military-style environment. The next finding was that the guidelines for extracurricular participation at the school, which allowed all students to participate without fear of exclusion or completion from peers, enabled the students to develop self-confidence. The last finding was that the boys matured and developed independence as a result of being away from home and having to make decisions on their own.

Many boys lack self-confidence in a mixed-gender classroom because of the pressure of trying to impress students of the opposite sex or facing peer pressure from other male students in the class (Gurian, 2007; NASSPE, 2002; Sax, 2005). Single-gender, military-style schools offer additional classes regarding character development, citizenship, effective communication, and leadership which are designed to create independent thinkers and responsible citizens (ORMA, 2013; RMA, 2013; Shah & Conchar, 2009). Specifically, this component of the curriculum is referred to as "Life Skills" (ORMA, 2013; RMA, 2013). The instructional module helps students build the confidence and self-esteem needed for success after high school (JROTC, 2013; RMA, 2013).

Sub-Research Question 5. How do boys define their experiences with discipline in a single-gender, military-style high school, in the classroom and their social environments, as compared to their previous experiences in a mixed-gender educational setting? Is the experience better, worse, or about the same? Why? The first finding was that the students developed more self-discipline as a result of the military influence at the schools. Students were most impacted by the military bearing, which established clear expectations for dress and conduct. Additionally, students were impacted by the infusion of leadership and character-building activities in the curriculum. The second finding was that the students' understanding of the schools' discipline rules and consequences was the compass for their conduct in the school, in classrooms, and in other social settings.

A major component of the military-style educational environment is military discipline. There are two elements of military discipline: physical and mental. The discipline, whether physical or mental, is a major correctional or reinforcement learning tool to address non-forming behavior (AMCSUS, 2013; MSA, 2009; MSB, 2006; RMA, 2013). Military discipline is used as

a tool to assist students in understanding or correcting mistakes while helping them to understand the meaning of military values and honor through character building (MSB, 2009).

      Sub-Research Question 6. How does a single-gender, military-style environment affect boys' academic achievement? The major finding was that the boys believed that the single-gender, military-style environment impacted their academic achievement. Although they cited varied individual perceptions of influences on student achievement, the boys attributed the structured environment of the school as being most influential in their academic progress. As a result of the structured environment, students reported that their attention in class increased, they learned how to take notes, their study skills improved, and they completed class assignments and homework.

      Although previous research has provided inconclusive evidence of the impact of single-gender education on academic achievement (Cushman, 2005; Haag, 2009; McCreary, 2011; Novotney, 2011; Shah & Conchar, 2009), significant improvements in classroom performance, study habits and other academic behaviors have been noted (Gurian, 2006; Meece, et al., 2006; Sax, 2005). Educators and researchers who support single-gender, military-style education cite the structured environment as the primary reason for the improved academic behaviors of the students (Barth, 2007; Benson, et al., 2011; Chen, 2008).

Discussion of Findings and Conclusions

      Although the 36 male students in this research study may not have volunteered to enroll in the single-gender, military-style environment, the majority indicated that they planned to return next year. Additionally, a number of students expressed a desire to enroll in a college with a military-style educational focus and/or to pursue a career in a branch of the military.

Table 8 reflects the major themes from the findings as relates to the constructs for the students'

overall experience in the single-gender, military-style environment.

Table 9
Correlation of Emerging Themes to Research Question Constructs

Construct	Emerging Theme
RQ1 - Experiences	Enrollment
	Relationships
	Structured Environment
	Absence of Females
SRQ1 - Influence	Relationships
	Structured Environment
	Self-efficacy
SRQ2 – Attitude & Behavior	Relationships
	Structured Environment
SRQ3 - Motivation	Relationships
	Discipline
	Self-efficacy
SRQ4 – Self-efficacy	Leadership Opportunities
	Communication Skills
	Independence
	Extracurricular Participation
SRQ5 – Discipline	Military Bearing/Influence
	Rules & Consequences
SRQ6 – Student Achievement	Structured Environment

As illustrated, the students perceived relationships and the structured environment to have had

the greatest impact on their experience in the single-gender, military-style educational

environment.

The findings from previous research also revealed that students in a single-gender,

military-style educational environment are primarily impacted by their experience as pertains to

relationships and the structured environment (AMCSUS, 2013; ORMA, 2013; Sax, 2005).

Likewise, the students are impacted by the military influence on the curriculum, leadership

opportunities, extracurricular activities, and the disciplinary rules and consequences (Barth,

2007; Benson, et al., 2011; Chen, 2008). As a result, the students acknowledge improvements in

their academic performance, and self-efficacy (Richmond, 2009).

Limitations

Limitations presented here are matters that arose in this multiple-case study that were out

of the control of the researcher (Creswell, 2007).   These limitations did not impact the findings

of the study, however, they could possibly affect the transferability of the research. First, only

three single-gender, military-style high schools, out of a national total of 22 such schools, were

used for this study. Further, these three schools only served male students. Thus, the findings of

this may not be transferrable to non-military, single-gender schools or to single-gender schools

for girls.

 Second, only students who were considered boarding students were selected for the

study. Boarding students were defined as students who lived on campus throughout the entire

school year. Non-boarding students were not considered because of the different experiences the

students had as a result of being able to leave the school at the end of the school day and on the

weekend. Because the non-boarding students had the potential to alter the views of the boarding

students who participated in this case study, the non-boarding students were excluded. The

exclusion of non-boarding students may impact transferring the results of this study to research

involving non-boarding students at single-gender, military-style high schools.

Third, this study only involved ninth through twelfth grade students at the three research

sites. Many of the single-gender, military-style schools also have a seventh and eighth grade

middle school program. Although these students attended similar classes and experienced many of the same events as the high school students, their opinions might have been different from those of the high school students because of their mental maturity. Additionally, only a small percentage of the middle school students were considered boarding students. For this reason, this study may not be transferrable to research involving students who are not in the ninth through twelfth grade.

The final limitation for this research was the exclusion of students who had not been enrolled in the single-gender, military-style high schools less than one complete school year. These students were not included because their perceptions of their experiences at the schools may have been constrained by the length of their enrollment. Thus, the findings of this multiple-case study may not be transferrable to studies that include students who have not been enrolled for at least one complete school year.

Recommendations for Future Research

In every study, there is always room for improvement and advances in research. The results of this study have prompted several suggestions for future studies. Although participation in this study was limited to high school boys who resided on the campus of the schools, further research could be conducted to include middle school students. Future research connected to this topic should also include qualitative data from interviews with parents. Such data would add a valuable dimension to the study, as it would provide opportunities for parents to add their perspectives on the experiences of their children in a single-gender, military-style educational environment. Finally, a quantitative research study that examines academic performance prior to and after enrollment should be conducted to determine the impact of the single-gender, military-style educational environment on academic achievement.

Summary

The purpose of this multiple-case research study was to describe the experiences of boys in a single-gender, military-style high school environment from the lens of those who participate in this type of educational setting. This chapter provided a brief summary of the study, presented the findings and conclusions, and offered recommendations for further research. This study contributed to an ongoing body of research about single-gender, military-style educational programs by examining the perspectives of boys in a single-gender, military-style high school environment regarding their experiences.

The findings of the study revealed several positive results that support the continued implementation of single-gender, military-style educational programs. It is the hope of this researcher that the data from this study may be used to assist legislators, school administrators, and other educational stakeholders to make informed decisions regarding the design and implementation of single-gender educational programs.

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Appendix A

Recruitment Script

Hi Class, my name is Jeff Chandler and I am from Gainesville, Georgia. I am a Doctoral Student at Liberty University in Lynchburg, Virginia. I am conducting a case study of the "Experiences of boys in a single-gender, military-style educational environment." I want to be able to address this experience by telling your story from your lens of the experiences at an all-boys single-gender, military-style school.

If you elect to participate in this case study, you will be able to participate in a participant interview, participant survey, a focus group discussion, and a participant journal. The interviews and focus group discussions will be audio taped so that I will not miss any important information you provide to me. All information collected will be safeguarded and your identity will be secured. All students under the age of 18 must have signed assent forms on file with me before the beginning of the study. These forms will be sent to your parents to be filled out properly and returned to me.

Information packets along with self-addressed stamped envelopes, to include an assent form, participant consent form, and a parental consent form will be mailed to each parent of the participants along with instructions for completing and returning the forms to me. Parents will be then be invited to attend a meeting, before the start of the study, to address any concerns they may have or answer any questions pertaining to the case study, student participation, or safety. I will schedule a skype or video conference for parents who live out-of-town and cannot make it to the meeting.

If you choose not to participate, your association and contributions to your class and your school will not affect your relationship with your school. Your choice to participate or not

participate will have absolutely no bearing on your grade for this or any other course or school activity. If you choose to participate, your real name will not be used in any publication or product extending from this research and will be kept completely confidential. Does anyone have any questions? Thank you for your time.

Appendix B

Informational Meeting Script

If I can get everyone's attention, we will go ahead and began the meeting!

Hi, once again, my name is Jeff Chandler and I am from Gainesville, Georgia. I am a Doctoral Student at Liberty University in Lynchburg, Virginia. I am conducting a case study of the "Experiences of boys in a single-gender, military-style educational environment."

Thank you for taking time out of your busy schedule to attend this very important information meeting. Now I know your time is valuable and I really appreciate you attending this meeting, so I will try my best to not keep you long, but also to be sure to address all of your concerns about the research your sons and I are about to engage in for the next week.

But first, let me tell a little information on why I chose to conduct this research. I have been teaching in an all-male school, much like this one, for over 10 years now and I have gotten to know each student in my school on a very intimate basis when it comes to their thoughts, their desires, their families------in essence their feeling at the school. In school, I am always trying to figure out ways to make things easier for each student and also how to give them an educational experience they will remember.

So, as I began my Doctorate studies, my interest continued to peak as to why there has not been research on the students' experience in this type of environment from their perspective. I had read many books and other research from various points of view. Parents, teachers, other Doctors, but nothing from the student's point of view, and that is where this study originated. I want to be able to address this experience by telling the students story from their lens of the experiences they have in an all-boys single-gender, military-style school.

We will talk about a few important things this evening:

- About the research
- All informational forms (consent forms, assent forms, etc)
- Calendar of events for research (timeline)
- Explanation of parts of the study
- Question Information session.

If you elect to participate in this case study, you will be able to participate in a participant interview, participant survey, a focus group discussion, and a participant journal. The interviews and focus group discussions will be audio taped so that I will not miss any important information you provide to me. All information collected will be safeguarded and your identity will be secured. All students under the age of 18 must have signed assent forms on file with me before the beginning of the study. These forms will be sent to your parents to be filled out properly and returned to me.

Information packets along with self-addressed stamped envelopes, to include an assent form, participant consent form, and a parental consent form will be mailed to each parent of the participants along with instructions for completing the form and returning the forms to me. Parents will be then be invited to attend a meeting, before the start of the study, to address any concerns they may have or answer any questions pertaining to the case study, student participation, or safety. I will schedule a skype or video conference for parents who live out-of-town and cannot make it to the meeting.

If you choose not to participate, your association and contributions to your class and your school will not affect your relationship with your school. Your choice to participate or not participate will have absolutely no bearing on your grade for this or any other course or school activity. If you choose to participate, your real name will not be used in any publication or product extending from this research and will be kept completely confidential. Does anyone have any questions? Thank you for your time.

Appendix C

Parental Letter of Consent

What are the Experiences of Boys in a Single-Gender, Military-Style Educational Environment
Jefferey W Chandler
Liberty University
School of Education

Dear Mr/Mrs:

My name is Jefferey W Chandler. I am a doctoral student at Liberty University in Lynchburg, Virginia. I am conducting a case study to understand the experiences of boys in a single-gender military-style educational environment for qualitative study research requirements in a doctoral-level college course. I am asking for your consent for your child to participate in this case study research.

The purpose of this study is to understand the experiences of boys in a single-gender military-style educational environment for requirements for a qualitative study research in a doctoral-level college course at Liberty University. This case study is designed to examine an event in real-life context of the experiences of boys who participate in a single-gender military-style educational environment.

If you agree for your child to participate in this study, he will participate in four events: an interview, a computer-based survey, a focus group, and a reflective journal. Interviews will be conducted for each participant in a 30 minute individual interview in a quiet room to eliminate outside distractions. He will be asked about 5 questions and each response will be recorded so that I may refer to the information as part of my research. These questions have no right or wrong answer but will allow him an opportunity to express his thoughts on a specific event.

A computer-based survey will be given to each participant. This survey is a 30-minute 33-question computer survey. He will be allowed to logon to a prepositioned computer at the school to conduct the survey. I will give him the logon information on the day he does the survey. This survey is designed to allow him to respond to a variety of questions as they pertain to experiences at his school. This survey will allow me to collect additional information about his experiences at the school as it deals with this study

Next, he will be divided into a small focus-group for a discussion. This group discussion will be facilitated by me for a 30-minute focus group session. I will divide each group according to his grade level and age. This will prevent the upper level and older participants from directly or indirectly influencing the discussion of the younger students. His group will be asked various questions on their experiences in a single-gender military-style school. This allows the group members to form a dialog within the group and feed the conversation through their group conversations during the discussion. These discussions will be audio-recorded so that I can reference them when I recall data for my study, and not miss important conversation while I am interviewing and collecting data during the session.

Finally, he will participate in a journal activity. He will be provided a journal each day for four days to write about the subject of the day that is addressed in the journal. The journal will contain two to three questions per day. He will have the opportunity to choose one of the

three questions to write about on that specific day. These journals will be collected at the end of each day and reissued to him at the beginning of the next day.

Risk involved in this study will be no greater than what is involved in everyday life. Though I will emphasize the importance of confidentiality to your son for the study, I am unable to guarantee that other members of the study will not share information from the group. There are no direct benefits for participating in this study. The benefits to participate in this case study are: contributing to the understanding of the experiences of boys in a single-gender education, the opportunity to participate in a qualitative research study, and co-authorship for those students who participate in the detailed analysis of the data. He will receive no compensation for participating in this study.

Any information obtained in this case study associated with any participant will only be disclosed with his individual written consent. Only group data will be presented in this research. No identifying individual data will be shared or expressed, in any information obtained, in written reports or publications. In any written reports or publications, no one will be identified or identifiable and only group data will be presented. All information and results about this study will be kept in a secured location. No one else will have access to these records during this study. All original reports and identifying information that can be linked back to you will be destroyed at the completion of the research.

Participants within the research setting will be known to each other. Pseudonyms will be applied to the transcribed face-to-face focus group discussion and recordings. All participants will be assigned a number or alphabet to use in the place of their name. Recorded class discussions will be erased after transcriptions are produced. No identifying individual data will be shared or expressed, in any information obtained, in written reports or publications. All research results will be kept in a secure location and no one, except the primary researcher, will have access to the data while conducting this study.

Of course participation in this study is voluntary. Your son's decision whether or not to participate will not affect his current or future relations with Liberty University or the Army and Navy Academy. If he decides to participate, he is free to not answer any question or may withdraw at any time without affecting those relationships.

If you have any questions or concerns regarding this study, you are encouraged to contact:

- Jefferey W Chandler, Primary Researcher, at jeffereyc@yahoo.com or phone at 678-936-3542.
- Dr Craig Bailey, Dissertation Chair, at cbbailey@liberty.edu
- Dr Michael Patrick, Committee Member, at mpatrick2@liberty.edu
- Dr Brad Brown, Committee Member, at brad.brown@hallco.org

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, Va 24515 or email at irb@liberty.edu.

You will be given a copy of this information to keep for your records.

Sincerely,

Jefferey W Chandler
Doctoral Student
Liberty University

You are making a decision whether or not you consent to your child to participate. Your signature indicates that you have read this information and your questions have been answered. Even after signing this form, please know that your son may withdraw from the study at any time.

Please sign this letter of consent with full knowledge of the nature and purpose of the procedures. A copy of this consent form will be provided to you for your records.

_____ (initial) I consent for my son to participate in the study.

_____ (initial) I consent to allow you to record my son's voice during the interview and focus group portions of the research.

By signing below, I give consent for my child to participate in the above-referenced study.

Parent's Name: _____ Child's Name: _____

Parent's Signature: _____

Appendix D

Informed Consent Form

What are the Experiences of Boys in a Single-Gender, Military-Style Educational Environment
Jefferey W Chandler
Liberty University
School of Education

You are invited to be in a research study of the experiences of boys in a single-gender, military-style educational environment. You are being asked to be in this research study because you attend a single-gender, military-style school for boys, you are in either the 9th, 10th, 11th or 12th grade, have attended the school for at least one year, and are considered a boarding student because you live on school campus throughout the school year.
I ask that you read this form and ask any questions you may have before agreeing to be in the study.
This study is being conducted by Jefferey W Chandler, School of Education, Liberty University.

Background Information:
The purpose of this study is to understand the experiences of boys in a single-gender military-style educational environment for requirements for a qualitative research study in a doctoral-level college course at Liberty University. This case study is designed to examine an event in real-life context of the experiences of boys who participate in a single-gender military-style educational environment. The process for this case study will be a holistic analysis of the entire case to generally define the boundaries and describe the setting with a wide array of information on the subject.

Procedures:
If you agree to be in this study, I would ask you to do the following things:

Interviews:
> You will participate in a 30 minute individual interview in a quiet room that will allow us to not be disrupted or have outside distractions. You will be asked about 5 questions and each response you give will be recorded so that I may use themes part of my research. These questions have no right or wrong answer but will allow you an opportunity to express your thoughts on a specific event.

Surveys:
> You will participate in a 30-minute 33-question computer survey. You will be allowed to logon to a prepositioned computer to conduct the survey. I will give you the logon information on the day you do the survey. The survey will take you about 30 minutes to complete. This survey is designed to allow you to respond to a variety of questions as they pertain to experiences at your school. The intent of this survey is to allow the researcher to collect additional information about your experiences at the school as it deals with this study

Focus Group Discussion:

You will be divided into groups of three to participate in a 30-minute focus group discussion. These groups will be divided closely according to your grade level and age. This will prevent the upper level and older participants from directly or indirectly influencing the discussion of the younger students.

Each group will be asked various questions on your experiences in a single-gender military-style school. This allows the group members to form dialog within the group and feed the conversation through group conversations and the replies from others in the group. These discussions will be audio-recorded so that I can reference them when I recall data for my study, and not miss important conversation while I am interviewing and collecting data during the session.

Participant Journal Activity:

You will be provided a journal each day of the research to write about the subject of the day that is addressed in the journal. The journal will contain two to three questions per day. You will have the opportunity to choose one of the three questions to address in your journal on that specific day. These journals will be collected at the end of each day and reissued to you at the beginning of the next day.

Risks and Benefits of being in the Study:

Risk involved in this study will be no greater than that which is involved in everyday life. Though I will emphasize the importance of confidentiality to the participants of the study, I am unable to guarantee that other members of the study will not share information from the group. There are no direct benefits for participating in this study. The benefits to participation in this case study are a contribution to the understanding of the experiences of boys in a single-gender education, the opportunity to participate in a qualitative research study, and co-authorship for those students who participate in the detailed analysis of the data. If submitted for publication, the byline will indicate the participation of all students in the class.

Compensation:

You will receive no compensation for participating in this study.

Confidentiality:

Any information obtained in this case study associated with any participant will only be disclosed with their individual written consent. Only group data will be presented in this research. No identifying individual data will be shared or expressed, in any information obtained, in written reports or publications.

In any written reports or publications, no one will be identified or identifiable and only group data will be presented. All information and results about this study will be kept in a secured location. No one else will have access to these records during this study. All original reports and identifying information that can be linked back to you will be destroyed at the completion of the research.

Participants within the research setting will be known to each other. Pseudonyms will be applied to the transcribed face-to-face focus group discussion and recordings. All participants will be assigned a number or alphabet to use in the place of their name. Recorded class discussions will be erased after transcriptions are produced.

No identifying individual data will be shared or expressed, in any information obtained, in written reports or publications. All research results will be kept in a secure location and no one, except the primary researcher, will have access to the data while conducting this study.

Voluntary Nature of the Study:
Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the Army and Navy Academy. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

Contacts and Questions:
The researcher conducting this study is Jefferey W Chandler. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact:

- Jefferey W Chandler, Primary Researcher, at jeffereyc@yahoo.com or phone at 678-936-3542.
- Dr Craig Bailey, Dissertation Chair, at cbbailey@liberty.edu
- Dr Michael Patrick, Committee Member, at mpatrick2@liberty.edu
- Dr Brad Brown, Committee Member, at brad.brown@hallco.org

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd, Suite 1837, Lynchburg, Va 24515 or email at **irb@liberty.edu.**
You will be given a copy of this information to keep for your records.

Statement of Consent
You are making a decision whether or not to participate. Your signature indicates that you have read this information and your questions have been answered. Even after signing this form, please know that you may withdraw from the study at any time.
Please sign this letter of consent with full knowledge of the nature and purpose of the procedures. A copy of this consent form will be provided to you for your records.
_____ (initial) I consent to participate in the study.
_____ (initial) I consent to have my voice recorded during the focus group and interview portions of the research.

_____   _____
Print Name   Date

_____
Signature of Participant or Legal Guardian

_____   _____
Print Name   Date

_____
Signature of Researcher

Appendix E

Participant Assent Form

Assent of Child to Participate in a Research Study

What is the name of the study and who is doing the study?
The name of this study is "What Are the Experiences of Boys in a Single-Gender, Military-Style Educational Environment?"
My name is Jefferey (Jeff) W Chandler, and I am the person conducting this study.

Why am I doing this study?
I am interested in studying the experiences of boys who attend a single-gender military-style school. This is for my final study to complete my degree. If you agree to participate in this study, you will participate in the following activities:

Interviews:
> You will be interviewed individually in a quiet room that will allow us to not be disrupted or have outside distractions. You will be asked about 5 questions and each response you give will be recorded so that I may use them as part of my research. These questions have no right or wrong answer but will allow you an opportunity to express your thoughts on a specific event.

Surveys:
> You will participate in a 33-question computer survey. You will be allowed to logon to a prepositioned computer to conduct the survey. I will give you the logon information on the day you will do the survey. The survey will take you about 30 minutes to complete. This survey is designed to allow you to respond to a variety of questions as they pertain to experiences at your school. The intent of this survey is to allow the researcher to collect additional information about your experiences at the school as it deals with this study

Focus Group Discussion:
> You will be divided into small groups of three to participate in a focus group discussion. These groups will be divided according to your grade level and age. This will prevent the upper level and older participants from influencing the discussion of the younger students.
> Each group will be asked various questions on their experiences in a single-gender military-style school. Focus group discussion will allow the group members to form conversations within the group and to feed the conversation through group conversations and the replies from others in the group. These discussions will be audio-recorded so that I can reference them when I recall data for my study, and not miss important conversation while I am interviewing and collecting data during the session.

Participant Journal Activity:
> You will be provided a journal each day of the research to write about the subject of the day that is addressed in the journal. The journal will contain two to three questions per

day. You will have the opportunity to choose one of the three questions to address in your journal on that specific day. These journals will be collected at the end of each day and reissued to you at the beginning of the next day..

Please note that participants within the research setting will be known to each other. False names or numbers will be applied to the transcribed face-to-face focus group discussion and all recordings. All participants will be assigned a number or alphabet to use in the place of their name. Recorded class discussions will be erased after records are produced. Though I will emphasize the importance of confidentiality to the participants of the study, I am unable to guarantee that other members of the study will not share information from the group.
No identifying individual data will be shared or expressed, in any information obtained, in written reports or publications. All research results will be kept in a secure location and no one, except the primary researcher, will have access to the data while conducting this study.

Why am I asking you to be in this study?
You are being asked to be in this research study because you attend a school for boys, you are in either the 9th, 10th, 11th or 12th grade, have attended the school for at least one year, and are considered a boarding student because you live on school campus throughout the school year.

If you agree, what will happen?
If you agree to participate in this study you will also receive a copy of this form to keep for yourself. You can ask your parents to look over it if you want. Your personal information will remain confidential and will never be used by anyone.

Do you have to be in this study?
No, you do not have to be in this study. If you want to be in this study, then tell the researcher. If you don't want to, it's OK to say no. The researcher will not be angry. You can say yes now and change your mind later. It's up to you.

Do you have any questions?
You can ask questions any time. You can ask now. You can ask later. You can talk to the researcher. If you do not understand something, please ask the researcher to explain it to you again.

Signing your name below means that you want to be in the study.

_____   _____
Signature of Child   Date

Researcher: Jefferey W Chandler: jeffereyc@yahoo.com: 678-936-3542
Faculty Advisor: Craig B Bailey: cbbailey@liberty.edu
Liberty University Institutional Review Board,
1971 University Blvd, Suite 1837, Lynchburg, VA 24515
or email at irb@liberty.edu.

Appendix F

LIBERTY UNIVERSITY.
INSTITUTIONAL REVIEW BOARD

August 22, 2014

Jefferey Chandler
IRB Approval 1832.082214:   What are the Experiences of Boys in a Single-Gender,
Military-Style, High School, Educational Environment?

Dear Jefferey,

We are pleased to inform you that your above study has been approved by the
Liberty IRB. This approval is extended to you for one year from the date provided
above with your protocol number. If data collection proceeds past one year, or if you
make changes in the methodology as it pertains to human subjects, you must submit
an appropriate update form to the IRB. The forms for these cases were attached to
your approval email.

Please retain this letter for your records. Also, if you are conducting research as part of the
requirements for a master's thesis or doctoral dissertation, this approval letter should be
included as an appendix to your completed thesis or dissertation.

Thank you for your cooperation with the IRB, and we wish you well with your
research project.

Sincerely,

Fernando Garzon, Psy.D.
Professor, IRB Chair
Counseling

(434) 592-4054

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Appendix G

Request for Permission to Conduct Research at Site – A School

████████

████████

Dear Dr. ████:

I am conducting research as part of the requirements for the completion of a Doctoral Degree in Educational Leadership at Liberty University. The title of this multiple-case research is "Experiences of Boys in a Single-Gender Military-Style Educational Environment." The purpose of my research is to gain an understanding of the experiences of boys in a single-gender, military-style educational environment as expressed from the lens of the students.

I am writing to request your permission to have selected students from your school participate in my research as part of my multiple- case study that involves two additional schools similar to yours. I would like to have the opportunity to select 10-15 students to participate in this very important research study. The research will be conducted in four phases: interviews, surveys, focus group discussions, and participant journals. Each participant will be interviewed during Phase I of the research. Participants will be asked to go to QuestionPro.com during a Phase II of the research to complete a 30 minute survey. During Phase III of the research, participants will be divided in small groups of five participants to participate in a focus group discussion. Finally in Phase IV, each participant will be provided a journal to annotate their experiences for the day as it pertains to the provided question.

The data collected from this research will be used to gain an understanding of the experiences of boys in a single-gender military-style educational environment from their perspective, then compared to the other participating programs to find similarities of an existing phenomenon. Participants will be presented with informed consent forms prior to participating in this research. Participating in this study is completely voluntary, and participants are welcome to discontinue at any time.

Attached you will find a copy of my research methodology that explains each phase of my research. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval or respond by email to jeffereyc@yahoo.com. Thank you for considering my request.

Sincerely,

Jefferey W Chandler
Doctoral Candidate

Appendix H

Request for Permission to Conduct Research at Site – B School

████████████████████████

Hello Dr. ████████

This is Jeff Chandler again from ████████████████████████, and I would like to do a follow up with you on my past request to come to your school to conduct part of my dissertation research. All other information from the past emails are still the same with the exception of the timing for conducting the research. Currently I am scheduled to begin my research during the fall semester and I am trying to do in the month of August (later in the month) or September. For the conduct of this study, I will be conducting research at the ████████████████████████████ ████████████████████████ to gather research data.

If I am granted permission to come to your school, I would actually only need to come and conduct participant interviews, hopefully get them done in one of two days. Then participants would be able to go online to conduct the survey at a time conducive for them. That should make things easier for all. Attached you will find a copy of my official request letter that I must have for my records.

I hope you are able to consider my request at this time.
Thanks again for taking the time to consider my email. I look forward to hearing from you soon. Be Blessed!

Jeff

Appendix I

Request for Permission to Conduct Research at Site – C School

██
████████████
████████████

Dear Mr. ████████

As a graduate student in the Department of Education at Liberty University, I am conducting research as part of the requirements for the completion of a Doctoral Degree in Educational Leadership. The title of my research project is "The Experiences of Boys in a Single-Gender Military-Style Educational Environment." The purpose of my research is to gain an understanding of the experiences of boys in a single-gender military-style educational environment as expressed from the lens of the students.

I am writing to request your permission to conduct my research at ████████████████ ████████. I would like to have the opportunity to utilize 10-15 student participants to invite them to participate in my research study. The research will be conducted in four phases: interview, survey, focus group discussions, and participant journals. Each participant will be interviewed during Phase I of the research. Participants will be asked to go to QuestionPro.com during a Phase II of the research and click on the link provided to complete the attached survey. During Phase III of the research, participants will be placed in small groups of 3-5 participants to participate in a focus group discussion. Participant journaling will be conducted in all phases of the research.

The data collected from this research will be used to gain an understanding of the experiences of boys in a single-gender military-style educational environment from their perspective. Participants will be presented with informed consent forms prior to participating in this research. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.
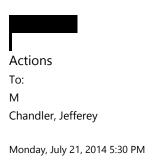
Attached you will find a copy of my research methodology that addresses all phases of my research. Thank you for considering my request. If you choose to grant permission, please provide a signed statement on approved letterhead indicating your approval or respond by email to jeffereyc@yahoo.com.

Sincerely,

Jefferey W Chandler
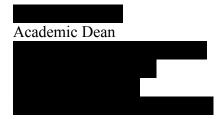Doctoral Candidate
Liberty University

Appendix J

Permission to Conduct Research – A School

Actions
To:
M
Chandler, Jefferey

Monday, July 21, 2014 5:30 PM

SGM Chandler,

I wholeheartedly support your research and would welcome the opportunity to contribute to it. You have my permission to have selected students from
to participate in your research as part of your multiple-case study that involves two additional schools similar to ours.

Very respectfully,

Academic Dean

__Watch our Academy video.__

Appendix K

Permission to Conduct Research – B School

-------- Original message --------
From: "Dr. ██████████
Date:07/07/2014 10:40 AM (GMT-05:00)
To: 'jefferey chandler'
Cc: ██████████
Subject: RE: Introduction Request

Dear Jeff:

The Dean has graciously agreed to help you with this. Please make arrangements with him. I have copied him as well on this e-mail. You are welcome to take meals with us, here, but as space is at a premium, you must reside off campus. I suggest the ██████████ area (20 minutes down the road) as ████████ is in the woods with few amenities. Sound ok? Look forward to seeing you. We start classes 25 August 2014.

Sincerely,

████████

██████████████████

ARMY AND NAVY ACADEMY

HONOR • INTEGRITY • RESPECT • RESPONSIBILITY • COMPASSION

April 15, 2014

SGM Jeff Chandler
Senior Army Instructor
Riverside Military Academy
2001 Riverside Drive
Gainesville, GA 30501

Dear SGM Chandler,

I am in receipt of your request to conduct research at Army and Navy Academy as part of the requirement for the completion of a Doctoral Degree in Education Leadership.

Our leadership team welcomes you aboard whenever you are ready.

With my utmost respect,

R. L. Hanthorn
Colonel United States Marine Corps (Retired)
Chief of Staff

Appendix M

Interview Questions

Experiences

1. Give an example of an experience you have had that you will not soon forget about your personal life here at the school
2. Name one significant experience you have gained the most from at this school that you feel will carry you through life
3. What are some of your experiences that contribute to your daily thinking of success in this environment?

Influences

1. Describe a time that you were directly influenced just by your attending this school.
2. What is the biggest influence you have experienced in the classroom or throughout campus?
3. How has this environment influenced your attitude toward learning?

Self-Confidence or Self-efficacy

1. Describe a time when you had to display self-confidence.
2. How has your self-confidence changed since you have been in this environment?
3. Does peer pressure affect your self-confidence? How?

Attitude and Behavior

1. What were some of the reasons given to you in the decision for you to attend this school?
2. Has your behavior changed since you started attending this school? How?
3. How has your attitude changed since you began attending this school?
4. How has this environment influenced your behavior, socially, in the classroom?

Motivation

1. What has motivated you the most in this environment? How?
2. How has your motivation grown over the time you have been at this school?
3. Are you a self-motivator or are you motivated by the actions of others?

Parental Support

1. How supportive are your parents in your academics?
2. Has your relationship with your parents improved since you have been at this school?
3. Do you think your race is a factor at this school?

Appendix N

Focus Group Questions

Experience

"I know that you experienced many different things when you started attending this school. When you think closely,

      Overall at the school:

"Was it difficult for you to transition from public school to this environment?"

"What are some of the more common experiences that you have experienced here?"

"Explain the above"

"Has this experience been overwhelming to you or has it been one to which you adjusted?"

      Let's talk about the classroom:

What about your classroom experiences?

Have they been negative or positive?

How?

Influence

I imagine that it must be difficult to stay focused in this type of environment particularly being away from home: when we talk about influences, most of us talk about a specific person, thing, or action that influenced us the most.

"What has been the most influential moment since you have been in this environment?"

"How did it influence you?"

"Have you been influenced more in the classroom or when you are out of school?"

Attitude and Personal Behavior

How much do you agree that your attitude and behavior towards learning has improved since you have been in this environment?

How has your behavior changed in the classroom environment?

Do you think this is a result of the teacher for the class? Or just being at the school?

Has your attitude about learning and education changed? How?

Motivation

What is the one thing that motivates you at the school?
Has your personal motivation changed since you started attending the school? Has it improved or not improved?

Self-confidence or Self-efficacy

Has your confidence in yourself changed? How?

Were you considered a confident person by your peers before you started attending this school?

How has this school setting affected your self-confidence?

What event contributed to your change in your self-confidence?

Discipline

How is discipline different here than it was at your former school?

How has it contributed to your success in academics?

What form of discipline has played the most important role in your behavior?

Academic Achievement

Have your academics improved at this school?

What do you think is the main factor in your improved academics?

How has your approach to your academics changed from when you were in public school?

Appendix O

Participant Computer-Based Survey

Purpose: To assess the experiences of boys in a single-gender, military-style educational environment provided by the Army and Navy Academy method of education as perceived by the students who currently attend the academy.

When referring to the number system below, the higher the rating you select the greater your satisfaction with the response you selected. For example, a rating of 1 means you give the item the lowest possible rating and a rating of 5 means you give the item the highest possible rating.

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1	2	3	4	5

No one but the primary researcher of this case study will review and tabulate the information collected from the responses of this survey. All responses are confidential.

You do not have to rate every question. Please do not respond to a question with which you are unfamiliar.

In the survey items below, please mark the appropriate rating.

Section I. The following statements address your experience as it pertains to your **attitude** in a single-gender, military-style educational environment.

1. My personal attitude has changed since I have been in a single-gender, military–style educational environment.
2. My attitude towards my academic learning has changed in a single-gender environment.
3. My attitude towards education in a single-gender, military-style educational environment has improved in this environment.
4. I have developed a strong sense of togetherness with other students at this school.
5. I am very satisfied with my intellectual growth and responsibility at this school.
6. I believe in this method of education.

Section II. The following statements address your experience as it pertains to your **social and classroom behavior** in a single-gender, military-style educational environment.

1. I want to participate in campus activities more than I did when I was in a public school environment.
2. "Mandatory fun" or being forced to participate in school events, changes my behavior when it comes to participating in school activities.
3. I am satisfied with my overall social life or extracurricular activities.
4. My classroom study skills have improved in this school.

5. The positives outweigh the negatives in regards to my behavior in and out of the classroom.

6 My social skills or gender interaction have developed more than when I was in a public school environment.

Section III. The following statements address your experience as it pertains to **academic achievement** in a single-gender environment.

1. My attitude towards learning has changed when it comes to my academic performance.
2. My academic performance has improved in this educational environment.
3. My grades have improved in this environment since leaving the public school system.
4. Distractions from others (girls) in the classroom hurt my academic performance when I attended public school.
5. I perform better in the classroom when there are no girls present.
6 I feel pressured by my classmates to succeed in class.
7. I am confident in my academic abilities in a single-gender, military-style educational setting.
8. I am satisfied with the academic schedule provided at my school.
9. I often feel overwhelmed by my academic schedule.

Section IV. The following statements address your experience as it pertains to **self-efficacy** in a single-gender environment. Self-efficacy is defined as your belief in your capability to succeed in a particular situation.

1. I volunteer with more confidence for many school activities outside of the classroom.
2. I am more confident in my academic abilities in a single-gender, military-style educational setting.
3. I am motivated to take charge of my own responsibilities in a single-gender, military-style educational environment.
4. I have become more confident when interacting with other students in my school.
5. I gained confidence in my ability to communicate with others without feeling inferior.
6 I am motivated to complete my assignments when they are due.

Section V. The following statements address your experience as it pertains to **structure** in a single-gender environment.

1. I perform better when I am in a structured environment that holds me accountable.
2. A structured environment forces me to focus more on the task to be completed.
3. The structure of the classes in a single-gender, military-style educational environment are ideal for my learning style.
4. It is easier to keep track of my assignments in this method of education.
5. I have learned how to organize my time to accomplish my daily task.
6. I have developed more structure in my daily life than before.

Section VI.   Demographics

1.   I am presently in the: (Please check one)

9th Grade   ___   10th Grade___   11th Grade___   12th Grade   ___

2.   I intend to continue my education in this single-gender, military-style educational environment in the 2014-2015 school year.

Yes ___   No___   Unsure___

Appendix P

Journal Questions

The participant journal questions are closely related to the construct but are different questions that contribute to the collected data for each construct of case study. One set of questions will be given to participants in their journal each day. Questions will be turned in to the primary researcher at the beginning of the next day of the case study research.

Day 1: Experience

- Explain the reason you decided to participate in a single-gender military-style education? What were some of the circumstances that led to your family decision to attend a single-gender school?

- Describe your experiences transitioning from a mixed-gender school to a single-gender school.

- Describe your most impactful experience since you have been attending this school.

Day 2: Influence

- What has been your biggest influence while you are attending this single-gender school?

- How has this influence contributed to your behavior in the classroom? In society?

- Are you more influenced by your teachers or your peers in this environment? Please state why.

Day 3: Self-confidence or Self-efficacy

- Describe your level of self-confidence before you entered this single-gender school

- Describe your level of self-confidence after you started attending a single-gender school

- How has your participation in a single-gender environment contributed to your self-confidence?

- What fact about a military-style education contributes to your self-confidence?

Day 4: Attitude and Behavior

- How has your behavior and attitude contributed to your personal growth since you have been attending your single-gender school?

- What is the biggest behavioral change you have noticed in yourself since you have been attending the single-gender school? What is the least behavioral change?

- Describe the changes related to your attitude as it relates to the classroom? Socially? At home with your parents?

Appendix Q

Phone Conversation Script

(Initial Conversation)

(NOTE: CONVERSATION WILL BE DICTATED BY THE RESPONSES THAT ARE GIVEN BY EACH INDIVIDUAL ON THE OTHER END OF THE PHONE CALL, THUS CONVERSATION MAY VARY FROM CONVERSATION TO CONVERSATION).

Hi,

May I speak with Mr. or Mrs. _____. Hi, how are you today?

My name is Jeff Chandler and I am from Gainesville, Georgia. I am a Doctoral Student at Liberty University in Lynchburg, Virginia.

I am conducting a research at your son's school on the "Experiences of boys in a Single-Gender, Military-Style High School Educational Environment."

I am calling you because your son is one of the 40 students selected to participate in this research. He was selected because he meets the criteria that I have set for students in the study. The criteria for the study is that he must:

- be considered a current boarding student,

- be between the ages of 14-18,

- be in grades 9-12, and

- have attended the school for at least one year.

It is a very interesting and simple study in which I will be conducting interviews, surveys, focus group discussions, and he will be writing in a journal.

But because your son is under the age of 18, I must get your permission for him to participate.

I will be sending you an information packet in the mail that contains a parent recruitment letter, a parental consent form, and a student assent form along with instructions for completing

and returning the forms to me, or the school administration, in the self-addressed envelope. You also may bring the forms to the meeting that I am scheduling.

I will host an informational meeting with all parents and students who have been selected, before the start of the study, to address any concerns you may have and answer any questions about the research, student participation, or safety.

I know this is a lot of information at one time, but do you have any questions so far?

Again, you will be receiving an information packet in the mail real soon and if you will just fill out all forms and send them back to me or the school administration, that would be great.

Also, my email address and phone number will be provided in the packet. If you should have any questions at any time, please feel free to contact me.

Thank you for your time. I hope you have a great day.

Appendix R

Parent Recruitment Letter

███

███████████

███████████

Dear Parent:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a Doctoral Degree in Educational Leadership. The purpose of my research is to understand the experiences of boys in a single-gender military-style educational environment, and I am writing to invite your child to participate in my study.
Individuals involved in the data collection will only consist of those students who currently are listed as boarding students and in the grades of 9-12th, ages 14-18, and who have attended the school for at least one school year. All other students will not participate in this study at this time.

These forms should be returned to me, the primary researcher before the start of the research. It should take approximately 30 minutes for you to complete the procedure forms listed. Your child's participation will be known only to the other participants of the study and the researcher. Though I will emphasize the importance of confidentiality to the participants of the study, I am unable to guarantee that other members of the study will not share information from the group.

If you allow your child to participate in this multiple-case study research, he will participate in individual interviews, a computer-based participant survey, a focus group discussion, and an individual journal writing exercise for one week. Each student will be provided the link for the survey at the beginning of the study. If you are willing to allow your child to participate, you will be asked to read, complete and sign and return the consent document to ████████████████████ before the start of the research.

A consent document is attached to this letter for your convenience. It will also be mailed to you about one week before the start of the interview portion of the study. The consent document contains additional information about my research, please sign the consent document and return it to the ████████████████ immediately so that I can verify your child's authorization to participate in this study

Sincerely,

Jefferey W Chandler
Doctoral Student
Liberty University

Appendix S

Student Recruitment Letter

Hi Class, my name is Jeff Chandler and I am from Gainesville, Georgia. I am a Doctoral Student at Liberty University in Lynchburg, Virginia. I am conducting a multiple-case study of the "Experiences of boys in a single-gender, military-style educational environment." I want to be able to address this experience by telling your story from your lens of the experiences at an all-boys single-gender, military-style school.

If you elect to participate in this multiple-case study, you will be able to participate in a participant interview, participant survey, a focus group discussion, and a participant journal. The interviews and focus group discussions will be audio taped so that I will not miss any important information you provide to me. All information collected will be safeguarded and your identity will be secured. All students under the age of 18 must have signed assent forms on file with me before the beginning of the study. These forms will be sent to your parents to be filled out properly and returned to me.

Information packets along with self-addressed stamped envelopes, to include a parent recruitment letter and a parental consent form, will be mailed to each parent of the participants along with instructions for completing the form and returning the forms to me. Parents will then be invited to attend a meeting, before the start of the study, to address any concerns they may have or answer any questions pertaining to the multiple-case study, student participation, or safety. I will schedule a skype or video conference for parents who live out-of-town and cannot make it to the meeting.

If you choose not to participate, your association and contributions to your class and your school will not affect your relationship with your school. Your choice to participate or not participate will have absolutely no bearing on your grade for this or any other course or school activity. If you choose to participate, your real name will not be used in any publication or product extending from this research and will be kept completely confidential. Does anyone have any questions? Thank you for your time.