

# **Multiple Perspectives Examining How a Junior Reserve Officer Training Corps (JROTC) Program Affects Student Development: A Case Study**

**Doctor of Philosophy in Higher Education Administration: Educational Leadership**  
**Kurt Barry**

# The Agenda

- Background
- The Problem & Purpose Statement
- Affecting Factors (Literature Review)
- Significance of the Study
- Theoretical Frameworks
- Central Research Question & Sub-Research Questions
- Methodology
- Design & Data Collection
- Thematic or Key Findings
- Themes and Sub-Themes
- Interpretations
- Implications for Policy & Practice
- Limitations & Delimitations
- Recommendations for Future Research
- Conclusion

# Researcher Positionality

The researcher (me) is a former U.S. Air Force officer having served 22 years and is also a current AFJROTC Sr. instructor with 11 years of experience. The researcher has no connections or authority over the research participants as the research was conducted at other high schools than the researcher's own.



Barry, K. (2022). Photo of Cpl Anderson & Lt Col Barry. [jpeg]. Private photo collection of author

# Background of the Problem

- One of the oldest programs designed to help high school students succeed in school and life is the Junior Reserve Officer Training Corps (JROTC) program.
- Founded in 1916 under the National Defense Act (64<sup>th</sup> U.S. Congress, 1916)
- JROTC MISSION STATEMENT - “To instill in students in United States secondary educational institutions the value of citizenship, service to the United States, ***personal responsibility, and a sense of accomplishment***” (64<sup>th</sup> U.S. Congress, 1916; 84<sup>th</sup> U.S. Congress, 1956, 88<sup>th</sup> U.S. Congress, 1964).
  - JROTC cadets are under NO obligation to enter the military after high school (64<sup>th</sup> U.S. Congress, 1916).

However...

- If members complete 3-4 years of JROTC, they can enlist in the military at a higher pay grade (84<sup>th</sup> U.S. Congress, 1956).

In other words,

JROTC is a  
CITIZENSHIP  
program.

# The Specific Problem

- **How does one evaluate “*personal responsibility, and a sense of accomplishment?*”**
- The U.S. Congress let the Department of Defense (DoD) manage how the JROTC program would be evaluated.
  - Each of traditional DoD branch (Army, Marine Corps, Navy, Air Force) conduct inspections with the focus on:  
$$\text{assigned personnel} + \text{performance} + \text{accountability} = \text{unit viability.}$$

By law,  
for viability  
JROTC enrollment  
must be 10%  
of the HS  
population

## HOWEVER

- All traditional military branches also interview the school administrators and/or guidance counselors during inspections (HQ AFJROTC, 2022; HQ Army Cadet Command, 2017; US Marine Corps, 2008; Naval Service Training Command, 2022).
- Nowhere in the Congressional guidance or parent military branch directives specify the school administrator or guidance counselor interviews, yet it is found in local evaluation criteria (HQ AFJROTC, 2022; U.S. Navy, 2020).
- Evaluating personal responsibility and accomplishment very ephemeral. Easier to assess assigned personnel and equipment.

# Problem Statement

- There is no national standard and consistent assessments for high school JROTC programs related to the stated mission of instilling personal responsibility and a sense of accomplishment.

## WHAT YOU CURRENTLY HAVE IS

- Four different ways to assess a high school JROTC program.
- Local inspection guidance and school faculty interviews seemingly puts more focus on accountability and assigned personnel numbers.



Barry, K. (2023). AFJROTC Cadets practicing marksmanship. [jpeg]. Private photo collection of author



Barry, K. (2023). AFJROTC Color Guard at MLK Jr. Parade. [jpeg]. Private photo collection of author

# Purpose Statement

The purpose of this explanatory case study is to better examine **how** a high school's JROTC program affects student development of **personal responsibility** and a **sense of accomplishment** by fusing the perspectives of the school administrators, JROTC instructors, and school guidance counselors for a more holistic view.



Barry, K. (2023). SpaceX Starlink Night Launch. [jpeg]. Private photo collection of author



Barry, K. (2023). AFJROTC Cadets at NASA Kennedy Space Center, Cape Canaveral, Florida. [jpeg]. Private photo collection of author

# In other words...

The purpose of this study is to find out



Allen, J. (2014). TSgt Stuart unsparingly reprimands a trainee at Air Force Basic Training, JB Lackland-San Antonio, TX. USAF PAO [jpeg]. <https://af.mil/news/igphoto>

what Principals think of JROTC,



Barry, K. (2012). Cockpit Selfie Over Persian Gulf [jpeg]. Private photo collection of author

what Guidance Counselors think of JROTC,



Barry, K. (2018). Maj David Fricke teaching AFJROTC Cadets. [jpeg]. Private photo collection of author

& what JROTC instructors think of JROTC.

LIBERTY  
UNIVERSITY



# Affecting Factors (Literature Review)

- Lack of Peer-Reviewed Literature
- Over 3,200 JROTC programs throughout the United States, including Alaska, Hawaii, Guam & overseas U.S. military bases with DoD high schools.

- Army – 1700 units
- Air Force – 810 units
- Navy – 560 units
- Marine Corps – 250 units



Barry, K. (2023). AFJROTC Cadets at MLK Jr Parade. [jpeg].  
Private photo collection of author

- Quantitative vs Qualitative approaches?
  - Past Quantitative studies – Barely enough samples collected for statistical significance.
  - Past Qualitative studies – Not enough diverse samples or sample not truly representative.
- Research Bias

\*\*\* Space Force & Coast Guard JROTCs excluded (too new & not enough data)\*\*\*

# Significance of this Study

PRACTICAL – Need for a better understanding and assessment measures of JROTC programs from their respective parent military headquarters and the school district.

EMPIRICAL – Demonstrate the interrelationship between Abraham Maslow's motivational theory (1943) and the self-efficacy theory of Albert Bandura (1997) when analyzing JROTC programs.

# Theoretical Frameworks of the Study

- Abraham Maslow – The Theory of Motivation (1943)



Abraham Maslow in 1968. [jpeg]. By Psychology Today, 2013. (<https://www.psychologytoday.com/us/blog/one-among-many/201309/maslow-creativity>)



Maslow's hierarchy of needs

**“Personal responsibility”**

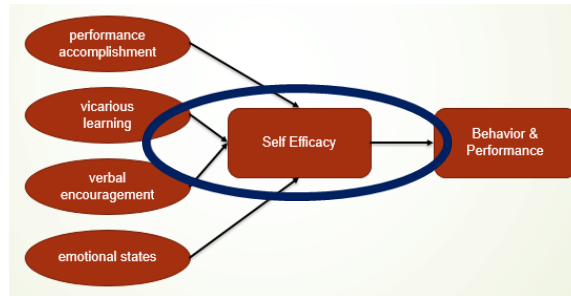


**Parts of the JROTC Mission Statement**

- Albert Bandura – The Theory of Self-Efficacy (1997)



Albert Bandura. [jpeg]. By U3190490, 2021, Wikimedia Commons ([https://commons.wikimedia.org/wiki/File:Bandura\\_image\\_for\\_social\\_learning\\_theory.jpg](https://commons.wikimedia.org/wiki/File:Bandura_image_for_social_learning_theory.jpg))



**“Sense of Accomplishment”**



# Research Questions

**CENTRAL RESEARCH QUESTION** – What are the benefits a high school’s JROTC program provides to the cadets enrolled?

**SUB QUESTION 1** - How do the school administrators, guidance counselors, and JROTC instructors perceive that their school’s JROTC program *provides a sense of belonging* to those enrolled in the JROTC program? (Maslow)

**SUB QUESTION 2** - How do the school administrators, guidance counselors, and JROTC instructors perceive that their school’s JROTC program *increases self-esteem* in those cadets enrolled in the program? (Maslow & Bandura)

**SUB QUESTION 3** – How do the school administrators, guidance counselors, and JROTC instructors perceive that their school’s JROTC program *increases self-efficacy behaviors* in those cadets enrolled in the program? (Bandura)

# Methodology

- **EXPLANATORY CASE STUDY** – A case study that “**explains**” or typically answers the “**how**” and “**why**” of a particular phenomenon. (i.e. How did something come out this way?)
- In this case, the “**HOW**” a school’s JROTC program “**AFFECTS**” student development of personal responsibility and a sense of accomplishment.
- A phenomenological approach should be used when a researcher wants to understand the essence of the experience and by interviewing several individuals who have similar shared experiences (Creswell & Poth, 2018).

However...

- Three types of persons have a similar experience of working in the same school, but each have different backgrounds (School Administrators, School Guidance counselors, JROTC Instructors).
- Therefore, an explanatory case study best suits this study (Yin, 2018). These three entities have the most interaction with the JROTC cadets throughout their high school years and thus make them ideal research candidates.

# Design & Data Collection

DESIGN - Explanatory Case Study (Yin 2018)

DATA COLLECTION - 1) Individual Online Survey (Survey Monkey)  
2) Individual Online Interview (Zoom)  
3) Online Focus Groups (Zoom)

DATA SAMPLES - 2 rural schools, 2 suburban, and 1 urban school throughout Georgia  
- All 4 traditional military branches represented  
(Army, Marine Corps, Navy, and Air Force)

DATA ANALYSIS – Atlas.ti + Manual Coding and Interpretation



Barry, K. (2023). AFJROTC Cadets at Homecoming Parade. [jpeg]. Private photo collection of author



Barry, K. (2023). AFJROTC Cadets unfurling big field flag. [jpeg]. Private photo collection of author

# Participants

<u>Participant</u>	<u>Years of Exp.</u>	<u>Highest Degree Earned</u>	<u>Content Area</u>
Benton	10-14	Master's	School Administrator
Race	20+	Bachelor's	Air Force JROTC
Judy	5-9	Master's	School Guidance Counselor
George	15-19	Education Specialist	Navy JROTC
Jane	5-9	Education Specialist	School Guidance Counselor
Elroy *	10-14	Bachelor's	Navy JROTC
Cosmo	15-19	Education Specialist	School Administrator
Fred	5-9	Bachelor's	Army JROTC
Barney	15-19	Doctorate	School Administrator
Betty	15-19	Education Specialist	School Guidance Counselor
Tom	10-14	Master's	School Guidance Counselor
Jerry	15-19	Master's	Army JROTC

# Thematic or Key Findings

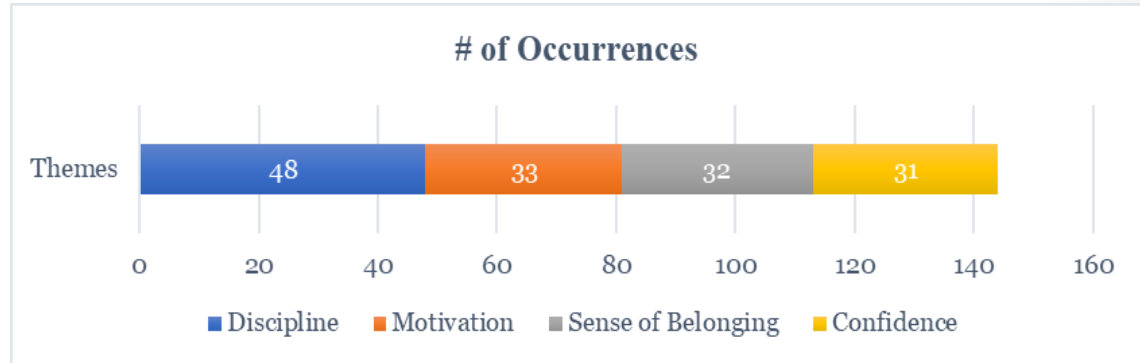
**\*The JROTC phenomena is best understood in this order, although the data has it in this order\***

1) DISCIPLINE

2) SENSE OF BELONGING

3) MOTIVATION

4) CONFIDENCE



**Figure 1**

*Number of Occurrences in Key Findings*



# Themes and Sub-Themes

<u>Theme</u>	<u>Sub-Themes</u>	<u>Related Research Question</u>
1) Discipline		CRQ
	<i>“Discipline is what sets JROTC apart” – Asst. Principal</i>	CRQ
	<i>“Not all High School Students can handle discipline” – JROTC Instr.</i>	CRQ
	<i>“Discipline brings about personal responsibility”- Guidance Counselor</i>	CRQ
2) Sense of Belonging		CRQ, SQ1
3) Motivation		CRQ, SQ2
4) Confidence (Self-Efficacy)		CRQ, SQ3

# Theme 1 Interpretation - Discipline

## Discipline is the cornerstone of JROTC

Discipline was the most significant theme that emerged from these research findings.

Discipline, and other similar descriptive words, were used to describe a characteristic of the JROTC cadets to **define what the JROTC program has that attracts high school students to become a part of it.**

The focus on discipline is what Benton said, “Discipline is what sets the JROTC program apart from other (high school) programs,” and Tom remarked, “Discipline in JROTC provides a good learning environment.”

# Theme 2 Interpretation - Sense of Belonging

## A Connection With JROTC.

Most students who are placed in JROTC find a “connection” or “sense of belonging.”

Jerry, Race, Barney, and most other research participants mentioned that when high school students become JROTC cadets, they find they are around like-minded peers with similar interests.

This like-mindedness connects or entices them to remain in JROTC and do the activities JROTC offers since they are doing these activities with other like-minded people or “friends.”

This sense of belonging further reinforces Maslow’s (1943) motivational hierarchy theory where people are social in nature and crave social interactions.

# Theme 3 Interpretation - Motivation

Once motivated, never shy.

Once JROTC cadets feel comfortable in their environment, this is the **motivation** they need to focus on **learning the tasks at hand**, like drill and ceremonies.

These tasks can be academic, physical, or both. Race mentioned that “doing these (JROTC) things in the company of their peers, leads to greater self-esteem and confidence.” Two JROTC instructors remarked this is the point when **shyness is dropped, and cadets start becoming more outgoing**.

**JROTC cadets liked to compete against their peers. This is also motivation for them to do well.**

This motivation further reinforces Maslow’s (1943) motivational hierarchy theory where once the lower needs are satisfied, the person has the motivation to participate more and moves on to higher hierarchical needs.

# Theme 4 Interpretation - Confidence

## Confidence speaks for itself.

The mastering of small tasks, gaining confidence, and moving on to bigger tasks is concisely Bandura's (1997) theory of self-efficacy.

A key part of understanding Bandura's (1997) self-efficacy theory is the **transference** to other tasks and events.

Another key part that enables transference from one task to the next is **discipline** (Cheema & Kitsantas, 2014).

In a structured learning (**disciplined**) environment, JROTC cadets can **learn the tasks before them without interference, gain self-esteem and confidence from that**, and apply that confidence to other tasks and situations.

# Practical Significance

- School Administrators, School Guidance Counselors, and JROTC Instructors are **valid observers** of the JROTC phenomena.
- School Administrators, School Guidance Counselors, and JROTC Instructors should be **key parts** in any assessment rubrics for JROTC by the parent military branch or school district.

# Empirical Significance

- Discipline is mentioned throughout previous JROTC studies...

BUT...

- No previous study explained connection with discipline and the motivational and/or self-efficacy theories
- This study makes the connection and explains “how” JROTC provides a “structured” learning environment.
  - “Discipline is key for JROTC.” – Assist. Principal

- **Discipline is what enables a proper learning environment in JROTC which then brings about the confidence and self-esteem found in JROTC cadets.**
- This study furthers the work of Maslow’s (1943) motivational and Bandura’s (1997) self-efficacy theories.



Barry, K. (2023). AFJROTC Cadets at local TV station learning about meteorology. [jpeg]. Private photo collection of author

# Implications for Policy and Practice

- Each JROTC parent military headquarters should ensure their assessment or evaluation criteria closely match the language and intent of the Congressional and DoD mission statements.
- The informal practice of interviewing the school administrators and guidance counselors should become formalized.
- Classic inspection items should also be utilized during evaluations (equipment inventory, drill performances, etc.)
- School district leaders and/or community stakeholders can also use same inspection rubrics to locally gauge their JROTC program(s).



# Limitations and Delimitations

## Limitations

- Study conducted in Fall 2023.
  - School personnel were busy!!
    - Most high school fall activities are in full swing (homecoming, sports activities, testing, etc).
    - A challenge in coordinating differing schedules for interviews & focus groups.
  - School administrators were the most difficult population sample for recruiting.
    - They are the “face” of the school in the hallways and often are present at some/all the activities going on.
- 

## Delimitations

- Participant requirements were set by the researcher.
- Participants limited to the JROTC instructors, the school administrators, and the school guidance counselors.
- A special effort (which was successful) was made to recruit JROTC instructors from all the traditional military branches (Army, Marines, Navy, and Air Force).
- Selected school types were urban, suburban, and rural which can be found across the country.

# Recommendations for Future Research

- Continue with this study's explanatory case study methodology.
- Be cognizant of the selected high school's events calendar.
- Get a high school principal as an actual research participant.
- Expand geographically if possible.
  - Select rural samples from the Midwestern regions (i.e., OK, KS, MO, AR).
  - Select urban samples from a major metropolitan city (i.e., Dallas, TX).
  - Select suburban samples from any known suburban area (i.e., Los Angeles, CA suburbs, Atlanta, GA suburbs, etc.).
- If unable to expand geographically, then replicate this study in another state using the same methodology - rural, suburban, urban samples & all four classic military branches.

# Conclusion

School Administrators, Guidance Counselors, and JROTC Instructors say the main benefit of JROTC is **DISCIPLINE**.

HOW?

JROTC provides a **SENSE OF BELONGING** which eases stress in cadets.

Once at ease, JROTC **MOTIVATES** cadets to do better and excel in their learning.

When JROTC cadets do better, they increase their **SELF-ESTEEM**.

As JROTC cadets complete tasks (in/outside of JROTC) their **CONFIDENCE (Self-efficacy behaviors)** increase.

# Question and Answers



Barry, K. (2019). Lt Col Barry, SMSgt Beharry and AFJROTC Cadet Corps. [jpeg]. Private photo collection of author

# References

64th U.S. Congress. (1916). Pub. L. No. 64-85. *National Defense Act of 1916 (ROTC)* (pp. 1-52). Washington D.C.: Government Printing Office.

84th U.S. Congress. (1956). Title 10, Section 2031, U.S. Code relating to the Armed Forces. (pp. 1-51). Washington D.C.: General Printing Office.

88th U.S. Congress. (1964 [rev 2021]). Title 10, U. S. Code, Chap 102, The conduct of the Junior Reserve Officer Training Corps (JROTC). (pp. 1-10).  
Washington D.C.: Government Printing Office.

88th U.S. Congress. (1964). Pub. L. No. 88-647. *ROTC Vitalization Act* (pp. 1-12). Washington D.C.: Government Printing Office.

102nd U.S. Congress. (1993). Pub. L. No. 102-484. *National Defense Authorization Act 1993, JROTC Expansion* (pp. 1-19). Washington D.C.:  
Government Printing Office.

107th U.S. Congress. (2002). Pub. L. No. 107-110. *No Child Left Behind* (pp. 1-670). Washington DC: Government Printing Office.

114th U.S. Congress. (2015). Pub. L. No. 114-95. *Every Student Succeeds Act* (pp. 1-470). Washington DC: Government Printing Office..

Air Force JROTC. (2022, Sep 18). *Air Force JROTC homepage*. <http://www.airuniversity.af.mil/Holm-Center/AFJROTC/>

Alivernini, F., & Lucidi, F. (2011). Relationship between social context, self-efficacy, motivation, academic achievement, and intention to drop out of high school: A longitudinal study. *The Journal of Educational Research*, 104(4), 241-252. doi:<https://doi.org/10.1080/00220671003728062>

# References p2

- Ameen, S. (2009). *A mixed methods study on the Air Force Junior Reserve Officer Training program at an urban high school in southeastern Virginia*. Virginia Tech.
- Army JROTC. (2020, Aug 19). *U.S. Army Cadet Command*. <http://www.usarmyjrotc.com/jrotc-program/jrotc-program-information>
- Baker, P. (2023, Feb 2). JROTC in Atlanta Public Schools. Macon
- Bandura, A. (1986). *Social foundations of thought and action: A social cognition theory*. NJ: Prentice Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. NY: W.H. Freeman.
- Bandura, A. (2012). On the functional properties of perceived self-efficacy revisited. *Journal of Management*, 38(1), 9-44. doi:10.1177/0149206311410606
- Bandura, A., Barbaranelli, C., Capara, G., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy-beliefs on academic functioning. *Child development*, 67(3), 1206-1222.
- Barrow, R. (2019). JROTC and CTW: Using STEM to engage students in project-based learning. *Techniques*, 46-49. [www.acteonline.org](http://www.acteonline.org)
- Barry, K. (2024). various photos from the authors' personal collection [jpeg].
- Beesley, D. (2004). Teacher's perspective on school counselor effectiveness: Collaborating for student success. *Education*, 125(2), 259-270.
- Blake, P. (2016). *Principals' perceptions of the effectiveness of the JROTC program*. Huntington, WV: Marshall University.
- Bulach, C. (2002). A comparison of character traits for JROTC students vs. non-JROTC students. *Education* 122 (3), 559-565.

# References p3

- Burns, E., Martin, A., Kennett, R., Pearson, J., & Munro-Smith, V. (2021). Optimizing science self-efficacy: A multilevel examination of the moderating effects of anxiety on the relationship between self-efficacy and achievement in science. *Contemporary Educational Psychology, 64*.  
doi:<https://doi.org/10.1016/j.cedpsych.2020.101937>
- California Department of Education. (2021, Jul 12). *Career Technical Education Framework for California Students*. Retrieved from California Department of Education: <https://www.cde.ca.gov/ci/ct/sf/documents/cteframework.pdf>
- Carson, B., & Murphey, C. (2011). *Gifted hands: The Ben Carson story*. MI: Zandover Press.
- Cassel, R., Chow, P., Demoulin, D., & Reiger, R. (2000). Extracurricular involvement in high school produces honesty and fair play needed to prevent delinquency and crime. *Education, 121*(2), 247-251.
- Cassel, R., & Ritter, D. (1999). Assessing the democratic maturity and self-fulfillment of 154 Air Force high school JROTC cadets. *Journal of Instructional Psychology, 26*(1), 3-6.
- Cassel, R., & Standifer, T. (2000). Comparing the leadership development between high school JROTC cadets and beginning college school administrator students. *Education, 120*(3), 422-423.
- Castro, E. (2015). Not ready for college, but ready for the military: A policy challenge for the college and career readiness agenda. *Education Policy Analysis Archives, 23*(75), 1-24. <http://dx.doi.org/10.14507/epaa.v23.1887>
- Cheema, J., & Kitsantas, A. (2014). Influences on disciplinary classroom climate on high school student self-efficacy and mathematics achievement: A look at gender and racial differences. *International Journal of Science and Mathematics Education, 12*(5), 1261-1279.

# References p4

Collin, R. (2008). On the march: Social and political contexts of the expansion of the Junior Reserve Officer Training Corps (JROTC). *Educational Policy*, 22(3), 457-482. doi:10.1177/0895904807307072

Corbett, J., & Coumbe, A. (2001). JROTC: Recent trends and developments. *The Military Review*, 80(1), 40-44.

Coumbe, A. (2000). ROTC developments and prospects. *Military Review*, 80(3), 46.

Coumbe, A., Hartford, L., & Kotakis, P. (2010). *U.S. Army cadet command: The ten year history*. New Forums Press.

Crawford, A. M., Thomas, G. F., & Estrada, A. (2004). *Best practices at Junior Reserve Officer Training Corps*. Naval Postgraduate Institute Press.

Creswell, J., & Creswell, J. (2018). *Research Design* (5th ed.). CA: Sage Publishing.

Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five different approaches* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Crotty, M. (1998). *The foundations of social research*. Thousand Oaks, CA: Sage Publishing.

Darling-Hammond, L. (2010). *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*. Teacher's College Press.

Davis, G., Hanzsek-Brill, M., Petzold, M., & Robinson, D. (2019). Students' sense of belonging: The development of a predictive retention model. *Journal of the Scholarship of Teaching and Learning*, 19(1), 117-127.

Department of Defense. (2006, Feb 6). Department of Defense Instructions (DoDI) 1205.13. *DoD Procedures for the Junior Reserve Officer Training Corps Program*. Arlington, VA



# References p5

- Evans, J., & Mathur, A. (2018). The value of online surveys: A look back and a look ahead. *Internet research*, 28(4), 854-887.
- Faircloth, B., & Hamm, J. (2005). Sense of belonging among high school groups representing four ethnic groups. *Journal of Youth and Adolescence*, 34(4), 293-309.
- Fiarman, S. E. (2016). Unconscious bias: When good intentions aren't enough. *Educational Leadership*, 74(3), 10-15.
- Flick, U. (2004). Triangulation in qualitative research. In U. Flick, E. von Kardorff, & I. Steinke, *A companion to qualitative research* (pp. 178-183). Thousand Oaks, CA: SAGE Publishing.
- Flick, U., von Kardorff, E., & Steinke, I. (2004). *A companion to qualitative research*. Sage Publishing.
- Florczak, K. (2017). Adding to the truth of the matter: A case for qualitative research. *Nursing Science Quarterly*, 30(4), 296-299.
- Flyvbjerg, B. (2006). Five misunderstandings about case study research. *Qualitative Inquiry*, 12(2), 219-245.
- Freud, S. (1989). The Ego and the Id (1923). *TACD Journal*, 17(1), 5-22.
- Funk, R. (2002). Developing leaders through high school JROTC: Integrating theory with practice. *Journal of Leadership Studies*, 8(4), 43-55.
- Gaylon, C., Blondin, C., Yaw, J., Nalls, M., & Williams, R. (2011). The relationship of academic self-efficacy to class participation and exam performance. *Social Psychology of Education*, 15(2), 233-249. Retrieved from <https://doi.org/10.1007/s11218-011-9175-x>
- Georgia Department of Education. (2021, Jun 10). *CTAE Career Clusters and Pathways Courses*. Retrieved from Georgia Department of Education: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/cluster-GPA.aspx>
- Georgia Department of Education. (2021, June 21). *Governor's Office of Student Achievement*. Retrieved from Georgia Department of Education: <https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html>

# References p6

- Geronimus, A., & Caldwell, C. (2019). Systematically shortchanged, yet carrying on: Black adolescent girls in Detroit metropolitan school reform environment. *Du Bois Review, 16*(2), 357-383.
- Goldman, C., Buenaventura, M., Schweig, J., & Wright, C. (2017). *Geographic and demographic representativeness of junior reserve officer training corps*. Rand Corporation.
- Goldstein, K. (1939). *The Organism: A Holistic Approach to Biology Derived from Pathological Data in Man*. American Book Company.
- Goodenow, C. (1992). School motivation, engagement, and sense of belonging among urban adolescent students. *Society for the Psychological Study of Social Issues, 1*-31.
- Guba, E. (1981). Criteria for assessing the trustworthiness of naturalistic inquiries. *Educational Communication and Technology: A Journal of Theory, Research, and Development, 29*(2), 75-91.
- Harding, S., & Kershner, S. (2018). "A borderline issue": Are there child soldiers in the United States? *Journal of Human Rights, 17*(3), 322-339.
- Healy, M. (2020). The other side of belonging. *Studies in Philosophy and Education, 39*(2), 119-133. Retrieved from <http://dx.doi.org/10.1007/s11217-020-09701-4>
- Holland, A., & Andre, T. (1987). Participation in extracurricular activities in secondary school: What is known, what needs to be known? *Review of Educational Research, 57*(4), 437-466.
- Horval, S. (2020). Purpose, direction, and motivation. *NCO Journal, 1*-4.

# References p7

- HQ AFJROTC. (2022, June 15). Chapter 1, cadet operations. *Operational Supplement to AFI 36-2010I*. Maxwell Air Force Base, AL.
- HQ AFJROTC. (2022, June 15). Chapter 4, leadership development requirements. *Operational Supplement to AFI 36-2010I*. Maxwell Air Force Base, AL.
- HQ AFJROTC. (2022, September 1). Unit assessment checklist and attachments. *Inspection rubric*. Maxwell Air Force Base, AL.
- HQ Army Cadet Command. (2017, January 15). U.S. Army cadet command regulation (CCR) 145-8-3. *Junior Reserve Officer Training Corps (JROTC) for accreditation*. Fort Knox, KY: Department of the Army.
- James, W. (1907). *Pragmatism: A New Name For Some Old Ways of Thinking*. Hackett Publishing.
- Johnson, B. (2018). Educating for war: Militarization and the manufacturing of consent through public schooling. In J. Deakin, E. Taylor, & A. Kupchik (Eds.), *The Palgrave International handbook of school discipline, surveillance, and social control* (pp. 65-84). Palgrave Macmillan. Retrieved from doi.org/10.1007/978-3-319-71559-9\_4
- Jordan, W. (1999). Black high school students' participation in school-sponsored sports activities: Effects on school engagement and achievement. *The Journal of Negro Education*, 68(1), 54-71.
- Kershner, S. (2017). The new beachhead is in secondary education: Campaigns against Junior ROTC in Baltimore. *Peace & Change*, 42(3), 436-464.
- Kotakis, P. (2016). Army JROTC at one hundred. *The Military Review*, 104-110.
- Krueger, R., & Casey, M. (2015). *Focus groups: A practical guide for applied research* (5th ed.). CA: Sage Publishing.
- Lemon, L., & Hayes, J. (2020). Enhancing trustworthiness of qualitative findings: Using leximancer for qualitative data analysis triangulation. *The qualitative report*, 25(3), 604-614.

# References p8

- Lincoln, Y., & Guba, E. (1985). Establishing trustworthiness. *Naturalistic inquiry*, 289(331), 289-327.
- Lounsbery, M., Holt, K., Monnat, S., Funk, B., & MacKenzie, T. (2014). JROTC as a substitute for PE: Really? *Research Quarterly For Exercise and Sport*, 85(3), 414-419.
- Lutz, C., & Bartlett, L. (1995). JROTC: Making soldiers in public schools. *Education digest*, 61(9), 1-5.
- MacClellan, E. (2013). How might teachers enable learner self confidence? A review study. *Educational Review*, 66(1), 59-74. Retrieved from <https://doi.org/10.1080/00131911.2013.768601>
- Maldonado, B. (2019, Oct 3). Regional Director, Area 5, Air Force JROTC. (K. Barry, Interviewer)
- Marine Corps JROTC. (2020, Nov 10). *Marine Corps JROTC*. Retrieved from Marine Corps JROTC: <http://www.mcjrotc.marines.mil/Schools/List.aspx>
- Marks, L. (2004). *Perceptions of high school principals and senior Army instructors concerning the impact of JROTC on rates of dropout and transition to college*. East Tennessee State University.
- Marzano, R., Pickering, D., & Heflebower, T. (2011). *The highly engaged classroom*. Marzano Research Laboratory.
- Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-384. doi.apa.org/doi/10.1037/h0054346
- Maslow, A. (1958). A dynamic theory of human motivation. In C. Stacey, & M. DeMartino, *Understanding human motivation* (pp. 26-47). Howard Allen Publishers.
- McGauley, S. (2015). The military invasion of my high school: The role of JROTC in education. *The Education Digest*, 80(8), 40-45.
- Meyer, M., & Rinn, A. (2022). School-based leadership talent development: An examination of junior reserve officer training corps participation and postsecondary plans. *Journal for the Education of the Gifted*, 45(1), 4-45.

# References p9

- Meyer, M., & Rinn, A. (2022). School-based leadership talent development: An examination of junior reserve officers' training corps participation and postsecondary plans. *Journal for the Education of the Gifted*, 45(1), 4-45.
- Minkin, A. (2014). *Perceptions of high school administrators on Junior Reserve Officer Training Corps in secondary schools*. Barry University.
- Mogey, J. (1955). The contribution of frederic le play to family research. *Marraige and Family Living*, 17(4), 310-315.
- Moustakas, C. (1994). *Phenomenological research methods*. Sage Publications.
- Naegele, T. (2021, March 22). *Space force jrotc to get first units this fall*. Retrieved from Air Force Magazine: <https://www.airforcemag.com/space-force-jrotc-to-get-first-units-this-fall/>
- Narmada, P., Lin, T.-J., Ha, S., Chen, J., & Newell, G. (2021). The role of achievement goal orientations in the relationships between high school students' anxiety, self-efficacy, and perceived use of revision strategies in argumentative writing. *Journal of Writing Research*, 12(3), 657-684. doi:<https://doi.org/10.17239/jowr-2021.12.03.05>
- Navy JROTC. (2022, Oct 13). *Navy JROTC Mission Statement*. Retrieved from Navy JROTC: [www.njrotc.navy.mil/what\\_is\\_njrotc.asp](http://www.njrotc.navy.mil/what_is_njrotc.asp)
- Ondaatje, E. (1994). *Policy options for Army involvement in youth development*. Rand Corporation.
- Orr, M., Pecheone, R., Snyder, D., Palanki, A., & Beaudin, B. (2018). Performance assessment for principal licensure: Evidence from content and face validation and bias review. *Journal of Research on Leadership Education*, 13(2), 109-138.
- Patton, M. (2015). *Qualitative research and evaluation methods: Integrating theory and practice* (4th ed.). Sage Publishing.
- Pema, E., & Mehay, S. (2009). The effect of high school JROTC on student achievement, educational attainment, and enlistment. *Southern Economic Journal*, 76(2), 533-552.

# References p10

- Pema, E., & Mehay, S. (2012). Career effects of occupation-related vocational education: Evidence from the military's internal labor market. *Economics of Education Review*, 31(5), 680-693.
- Pendergast, D., Allen, J., MacGregor, G., & Ronskey-Pavia, M. (2018). Engaging marginalized, “at-risk” middle-level students: A focus on the importance of a sense of belonging at school. *Education Sciences*, 8(3), 138.
- Perez, G. (2015). A report from the field, Latino/a youth, JROTC and ethnographic practice. *Latino Studies*, 13(2), 269-279.
- Perez, G. (2015). *Citizen, Student, Soldier: Latino/a Youth, JROTC, and the American Dream*. New York: NYU Press.
- Perusse, R. (1997). *Perceptions of school counselors towards Junior Reserve Officer Training Corps (JROTC) in Virginia public schools*. Virginia Polytechnic Institute and State University.
- Perusse, R., Poynton, T., Jennifer, P., & Goodnough, G. (2015). The importance and implementation of eight components of college and career readiness counseling in school counselor education programs. *Journal of College Access*, 1(1), 29-41.
- Potomac Institute. (1979). *Youth and the needs of the nation: Report of the committee of national service*. Potomac Institute Press.
- Powell, C. (1995). *My American journey: An autobiography*. New York, NY: Random House Publishing Group.
- Prestwich, D. (2004). Character education in america's schools. *School Community Journal*, 14(1), 139-150.  
<http://ezproxy.liberty.edu/login?url=https%3A%2F%2Fwww.proquest.com%2Fscholarly-jou>
- Price, H. (2014). *Strugglers into strivers: What the military can teach us about how young people learn and grow*. Small Batch Books.
- Psychology Today (2013). Abraham Maslow in 1968 [jpeg] CC-BY SA 4.0 <https://www.psychologytoday.com/us/blog/one-among-many/201309/maslow-creativity>
- Reiger, D., & Demoulin, D. (2000). Comparing democratic maturity test scores between high school army JROTC cadets and other students. *Education*, 121(1), 43-44.
- Schmidt, R. (2001). JROTC cadets in leadership training display significantly higher personal development than normal students. *Education*, 122(2), 302-307.

# References p11

- Schmidt, R. (2003). 122 JROTC students from 30 different high schools out-do 766 typical high schools on personal development. *Education, 123*(4), 665-668.
- Schunk, D. (2011). *Learning Theories: an educational perspective* (6th ed.). Addison-Wesley.
- Segal, D., & Segal, M. (1983). Change in military organization. *Annual Review of Sociology, 9*, 151-170.
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for educators and researchers in social sciences* (4th ed.). New York, NY: Teachers College Press.
- Shaw, J. C. (2021, Mar 18). Navy JROTC, Area 12 Director. (K. Barry, Interviewer)
- Sherif, V. (2018). Evaluating preexisting qualitative research data for secondary analysis. *Qualitative Social Research, 19*(2). doi.org/10.17169/fqs-19.2.2821
- Siebert, J., Becker, M., & Oeser, N. (2022). Making a good career choice: A decision-analytical intervention to enhance proactive decision-making and career choice self-efficacy in high school students. *Decision Sciences Journal of Innovative Education*. doi:<https://doi.org/10.1111/dsji.12280>
- Skinner, B. (1974). *About Behaviorism*. New York: Vintage Books.
- Stoyanov, S. (2017). *An analysis of Abraham Maslow's: A theory of human motivation* (1st ed.). London, United Kingdom: Routledge. Retrieved from <https://doi.org/10.4324/9781912282517>
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). Josey-Bass.
- Taylor, W. (1999). *Junior Reserve Officer Training Corps contribution to America's communities: Final report on the CSIS political-military studies project on JROTC*. The Center for Strategic and International Studies Press.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*(1), 89-125.
- Tinto, V. (1997). Colleges as communities: Exploring the educational character of student persistence. *Journal of Higher Education, 68*(6), 599-623.

# References p12

U3190490, (2021) Albert Bandura [jpeg] CC BY-SA 4.0 <<https://creativecommons.org/licenses/by-sa/4.0/>>, via Wikimedia Commons

U.S. Air Force. (2018, May 7). Air Force Instruction (AFI) 36-2010I. *Air Force Junior Reserve Officer Training Corps*. Air Training Command Publishing.

U.S. Air Force. (2018). *Air Force Manual (AFM) 36-2203: Drill and ceremonies*. HQ United States Air Force Publishing.

U.S. Army. (2019). *Army doctrine publication (ADP) 6-22: Army leadership and the profession*. Washington, D.C.: Department of the Army Publishing.

U.S. Coast Guard. (2021, March 25). *JROTC Units*. Retrieved from U.S. Coast Guard: <https://www.uscg.mil/Community/JROTC/JROTC-Units/>

U.S. Marine Corps. (2008, Nov 17). Marine Corps Operations (MCO) 1533.6. *Organization and Operation of the Marine Corps JROTC*. Quantico, VA: U.S. Marine Corps.

U.S. Marine Corps. (2017, Feb 1). MC JROTC. *Cadet Handbook*. Quantico, VA: U.S. Marine Corps.

U.S. Navy. (2018, Jun 1). Naval Service Training Command Manual (NSTC) M-5761.1B. *Regulations for citizens development program*. U.S. Naval Training Command Publishing.

U.S. Navy. (2020, Sep). Naval Service Training Command (NSTC) 5762-110. *Annual Military Inspection Checklist*. U.S. Naval Service Training Command Publishing.

van Manen, M. (2016). *Researching lived experiences: Human science for action centered pedagogy* (2nd ed.). Routledge.

Wall, B. (2023, Feb 2). JROTC in Georgia's Career Technical and Agricultural Education. Macon



# References p12

- Walls, T. (2003). *Junior reserve officers' training corps: A comparison with other successful youth development programs and an analysis of military recruits who participate in JROTC*. Monterey, CA: Naval Postgraduate School. <https://apps.dtic.mil/sti/pdfs/ADA417589.pdf>  
<https://apps.dtic.mil/sti/pdfs/ADA417589.pdf>
- Western, D., & Chin, G. (2017). Are JROTC and CAP on a collision course. *AFL Review*, 77, 66-85.
- Woods, B. (2015, April 1). *Air force JROTC: Introduction and information brief*. <https://apps.dtic.mil/sti/pdfs/ADA622013.pdf>
- Yin, R. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publishing.
- Youngs, B. (1993). Self-esteem in the school: More than just a 'feel good' movement. *National association of secondary school principals (NASSP) bulletin*, 76(549), 59-66.
- Zainal, Z. (2007). Case study as a research method. *Journal Kemanusiaan*, 5(1).