

BOARDING SCHOOL SYNDROME: A PHENOMENOLOGICAL STUDY GIVING
SINGLE-GENDER MILITARY BOARDING SCHOOL ALUMNI A VOICE TO TELL THEIR
STORIES OF LIFE AFTER GRADUATION

by

Bruce Alan Patterson

Liberty University

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

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APPROVED BY:

Tamika Hibbert Ed.D., Committee Chair

Robin M. Dabney, Ed.D., Committee Member

Robert J. Grant, Ed.D., Committee Member

ABSTRACT

The purpose of this phenomenological study was to understand boarding school syndrome for single-gender boarding school alumni. The theory guiding this study was Erikson's (1968) socioemotional development theory as it describes human development. Development during Erikson's adolescent period is fragile. This fragile adolescent period is interrupted when students are separated from their families and placed in the boarding school environment under the care of strangers. Research indicates boarding school syndrome correlates with relationship difficulties, college struggles and employment problems of military boarding school graduates (Marsh, 2011; Schaverien, 2011). Schaverien (2011) created the term boarding school syndrome after treating a significant number of boarding school students in her psychiatry practice. The participants of the present study were purposefully selected to include 10 graduates from single-gender military boarding schools. Participants were selected through an initial purposeful sample, followed by convenience, and then snowball sampling. Participant narratives were gathered through individual interviews, a single online focus group and journaling interviews to reveal the essence of the phenomenon and journaling. Data analysis was accomplished through coding procedures to extract and prioritize statements. These statements were then broken down, coded into units of textual meaning, then reorganized according to central themes which will form the results of the study.

Keywords: Americanize, attachment, boarding school syndrome, boys, education, gender role conflict, life experience, military boarding school, single-gender military boarding school.

Copyright Page (Optional)

Dedication

Blessings abound in my life to have been capable of the dedication and effort necessary to reach this point in my educational career and personal life. Reaching this level of accomplishment would not have been possible without the inspiration and guidance of others. Nobody would have predicted this boy who was raised with two older brothers, a younger brother and younger sister would have come to this point.

I am blessed to have been raised by a family of God-fearing people. They believe in God, working hard, and working for everything we have. As a child, all I had was family. There was never an abundance of money for many of the things others enjoy. My father and mother were high school graduates who never entered college. My parents had to work hard to ensure there was food on the table and my brothers, sister and I had everything we needed.

When a family doesn't have many of the things others deem valuable, the family tends to be close and I have to say that those family bonds continue to this day. We may live in remote parts of the country and don't get to see each other often. However, when we get together, it is as though we have never been apart. This tight bond has become part of me and I yearn for it in every aspect of life from my relationships with my two daughters and my son to a relationship with my life partner. As I reflect on my father and mother, I have a strong desire to bless them by being a son they can be proud of. I hope I can be a father my children admire and hold pride in their dad.

While due to distance, I am not nearly as active in my mother's life as I want to be, I think of her and my father who passed away nearly 30 years ago daily. My mom has often told me she is proud of me and she loves my work ethic. I feel this study is the ultimate

demonstration of a strong work ethic, which would not have been possible without the influence of my parents.

Therefore, it gives me great pride to dedicate this work to my parents, Edna L and Donald R. Patterson, ultimate influence forever.

Acknowledgments

Jesus Christ! Ultimately, I give all honor and glory to Jesus Christ, my Lord and Savior. My parents ensured I was raised in the Christian church all the days of my life. Through this influence, Jesus has been my guiding light, the head of my life and my savior. Without Him, nothing is possible and I reflect all glory to Him.

Thank you Sonya, my wife. You have endured long evenings when I have been focused on schoolwork and I know you often felt neglected. Thank you for supporting me and allowing me to have the opportunity. I love you always!

To my two daughters, Nicole and Kyrsten and my son, Bruce Junior. You are a total joy in my life and I thank you for the chance to be your dad. I hope you are proud to call me dad. You mean more to me than I could possibly tell you!

My Christian brothers and sisters have been friends, comrades, counselors, pastors, colleagues and co-workers for Christ. Thank you for your support and love.

To my dissertation committee, Dr. Tamika Hibbert, Committee Chair, Dr. Robin M. Dabney, Committee Member, and Dr. Robert J. Grant, Ed.D, Committee Member, Thank you for your guidance and valuable time. Your expertise and guidance has been amazing during my dissertation process. I will cherish your friendship and advice.

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List of Abbreviations

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

Conflict Between Men and Family Relations (CBMFR)

Gender Role Conflict (GRC)

Institutional Review Board (IRB)

Junior Reserve Officer's Training Corps (JROTC)

Restrictive Affectional Behavior Between Men (RABBN)

Restrictive Emotionality (RE)

Success/Power/Competition (SPC)

Training, Advising and Counseling Officers (TAC)

United States (US)

CHAPTER ONE: INTRODUCTION

Overview

Boarding schools have a long history that began more than 1,000 years ago (History of Boarding Schools, 2017). American boarding schools started nearly 200 years ago and during the past century, boarding schools sprang up across America both in the form of private and public institutions, including military-type boarding schools and college preparatory schools (Kennedy, 2014). Cohen (2011) and Englehart and Westwood (2013) discussed positive aspects of the boarding school experience, where children from elite families hoped for a better start in life, while Ann (2007) and Schaverien (2004) claimed the boarding school environment and the separation of children from their parents may cause significant trauma for the child, causing life-long repercussions. The limited research on boarding school syndrome echoes the need for solid research into the repercussions of single-gender military boarding school life.

This phenomenological study investigated single-gender military school male students lived experiences after graduation giving them a voice (Creswell, 2013; Hayes & Singh, 2012). The phenomenon defined as “boarding school syndrome” (Schaverien, 2011) was first identified and analyzed in the psychiatric practice of Joy Schaverien (2011). Schaverien (personal communication, October 11, 2015) has been practicing psychotherapy and psychoanalysis since 1972. She became aware of the impact of boarding school life in 1990 through client interactions in the form of personal interviews and psychotherapy. Single-gender military boarding school traits such as the presence of bullying and the separation of children from their parents have generated a discussion of the boarding school syndrome phenomenon and how a single-gender military boarding school environment impacts the adult lives of former students (Schaverien, 2011). Further research is needed to understand boarding school syndrome and this

study proposes to explore this topic by giving graduates a voice that allows them to share their lived experiences following male single-gender military boarding school attendance.

Chapter-One includes relevant background information, situation to self, the problem statement and purpose statement. Additionally, the research questions are introduced and pertinent definitions are listed, followed by a chapter summary.

Background

For the purpose of this research, the term single-gender military boarding school refers to private boarding schools that accept only male students, emphasize strong academics, and have a military and athletics focus. The focus of this proposed research was the single-gender military boarding school. The difference between a boarding school and a military boarding school is significant. Students in the military boarding school setting generally wear a military type uniform, have a highly structured schedule, and perform their duties in a military manner (“Why Choose a Military Boarding School?” 2015).

Historical Background

No research studies were discovered while researching for the present study that specifically documented the life experiences of military school graduates. Available literature on the impact of military boarding school attendance is based on psychotherapy practice where a significant percentage of clients spent time in boarding schools and cited boarding school life as being a traumatic life event (Marsh, 2011; Schaverien, 2011). Most accounts of single-gender military boarding school life are derived from sessions of Schaverien’s psychotherapy practice; therefore, the literature’s population set is limited to those alumni who have sought the counseling assistance of Schaverien and her practice.

For more than a century, single-gender military boarding schools have been part of the education system in America (“Why Choose a Military Boarding School?”, 2015). There are currently 37 private military boarding schools in America (AMCSUS, 2013). Parents choose to send their children to these schools for many reasons, including dissatisfaction with the public-school environment, a desire to seek out the values and lifestyle the military environment has to offer or simply the desire to enjoy a higher quality education (“Why Choose a Military Boarding School?”, 2015).

Social Background

The intent of this research project was not to prove or disprove the existence of boarding school syndrome but simply to study the effects of single-gender military boarding school on students’ lives. However, their experiences were compared to the findings of Schaverien (2011) in order to add to the existing research. Single-gender military boarding school students’ lived experiences and voices needed to be heard. Schaverien spoke of the number of ex-boarding school students who visit her practice for treatment and calls for research describing the lives of boarding school students following graduation. Schaverien’s observations of the effect of time spent in a single-gender military boarding school on the lives of alumni calls for attention. A phenomenological study of the lives of military boarding school students following graduation provided a forum to share their stories (Creswell, 2013; Hayes & Singh, 2012). Even though many military boarding schools often have a record of excellence, “boarding schools remain largely outside the public gaze and research regarding single-gender military boarding school life can benefit students, alumni and schools (Gazlambide-Fernandez, 2012, p. 1090).

Theoretical Background

Education of the child remains the primary reason parents send their children to single-

gender military boarding schools. Challenging academics, developing intellect, critical thinking skills, writing ability, and speaking development are all critical elements sought in the boarding school search. Parents believe single-gender military boarding schools offer dedicated teachers who know their students, motivated teachers who know and are excited about their subjects, great facilities, small class sizes, advanced academic opportunities and individual attention (Flanagan, 2004).

Boarding School Syndrome

Boarding school syndrome is a term created by Schaverien (2011) to describe life difficulties of boarding school alumni who have sought her counseling for challenges including college life struggles, relationship difficulties and employment issues. Schaverien, a Jungian psychoanalyst defined boarding school syndrome more than 10 years ago after seeing many former boarding school students among her patients. She observed difficulties with anger, anxiety, depression, relationships, fear of abandonment, and substance abuse.

Many students who attend boarding schools have a disturbing set of life experiences, including separation from family at a young age and bullying while attending the boarding school setting, which changes the life outlook of the students involved (Engelhart & Westwood, 2013; Schaverien, 2011). Additionally, the boarding school environment creates a situation where the students are expected to be the best (Lindhorst, 2015). This problem has a potential negative impact on the student, the student's family, the student's employer and friends.

Situation to Self

For the past 16 years, I have worked in a private single-gender military boarding school that has similar characteristics to the ones in the proposed study. My time spent working in the military boarding school has been both rewarding and challenging. The unique setting has

drawn me toward a desire to understand the experience that results when students spend time in the school. The students are separated from their families and placed in the boarding school setting where bullying is possible. At the same time, students are under the supervision of teachers and evening supervisors who have received little or no training regarding how to care for young teens (Schaverien, 2011). Over the course of my 19 years on staff at a single-gender military boarding school, I have become passionate about finding a solution to the phenomenon known as boarding school syndrome. Single-gender military school graduates have received little research attention and it was the purpose of the proposed research study to give these alumni a voice documenting their life experiences following graduation in order to understand boarding school syndrome more fully.

Ontology refers to the nature of reality. My ontological assumptions guiding this research study came from my experiences teaching in a single-gender military boarding school and the desire I have developed to understand the impacts of military boarding school attendance on the lives of graduates. It was understood that study participants have their own thoughts, interpretations and meanings in their life experiences. Participant thoughts and interpretations were manifested through the use of, individual interviews, a single online focus group interview in order to extract these thoughts, interpretations and meanings, and journaling. The course of the study focuses the students' feelings, experiences and thoughts to develop a composite of participant life experiences.

Using qualitative inquiry in the educational setting, it was my intent to evaluate the phenomenon through the outlook of both participants and researcher. An understanding of the experiences of single-gender military boarding school students came through interactions with graduates from private single-gender military boarding schools. These interactions allowed me

to gather informative data, which was then analyzed and compiled into a list of similar characteristics (Creswell, 2013).

In order to accurately understand boarding school syndrome, it was important that personal ontological assumptions were discussed in order to understand how my personal beliefs may have influenced the interpretive results of the study. As the research process unfolds, there is a possibility of several different outcomes (Creswell, 2013). My personal beliefs are clearly defined, identified and bracketed to allow the voice of the participants to come forth for a true understanding of the essence of the study (Creswell, 2013).

Acknowledging the possibility of many potential outcomes, the research paradigm in use for this study was post-positivism, which is a scientific type approach used in research (Creswell, 2013). While the positivist approach follows a strict cause and effect relationship to research outcomes, the post-positivist approach does not follow a strict cause and effect result, but instead allows for multiple possible outcomes. This scientific approach guides the study by maintaining the open-ended process whereby the outcome was guided by the input of the participants (Creswell, 2013; Hayes & Singh, 2012). The inquiry process was a set of logical steps, which included multiple levels of data analysis and validity approaches to ensure accurate results.

Epistemology is the study of the process whereby information is known. Epistemology in qualitative research is the level to which the knowledge in the study has been extracted through the research process. It is “how we know what we know” (Hayes & Singh, 2012). Epistemological assumptions require the researcher to get as close as possible to the participants (Creswell, 2013). In the phenomenological study, knowledge that unfolded following the study was discovered through the research process; therefore, it was important that the study be conducted in the field where the participants live and work (Creswell, 2013). The participants in

this study were closely engaged through, individual interviews, a single online focus group interview and journaling to ensure that thick, rich information was gathered.

In addition to the input of the participants, through the process of axiological assumptions, the researcher brought certain personal values into the research (Creswell, 2013). Axiology gives consideration to the values of the study participants, as well as the researcher's (Hayes & Singh, 2012). My personal values are based on the Holy Bible and a conservative Christian background, and it is understood that these values could have impacted the results of this phenomenological study if not properly bracketed and identified. Bracketing and informing the reader of my personal values ensures the impact of these values on the study are understood (Creswell, 2013). I value the individual study participants because God values them and I wanted to give them a voice to tell the story of life after graduation.

Problem Statement

Graduates of boarding schools have been found to struggle with life experiences (Englehart & Westwood, 2013; Grant, 2014; Schaverien, 2004, 2011). Some graduates who have experienced life difficulties have sought the assistance of Schaverien in her psychotherapy practice. Schaverien (2011) named boarding school syndrome to describe the symptoms of clients who sought counseling assistance from her. Additionally, Englehart and Westwood (2013) wrote in opposition to boarding schools and referred to boarding school graduates as "survivors" due to the trauma they have experienced. While the symptoms of boarding school syndrome are noted consistently in single-gender military boarding school students who have sought counseling assistance, little research has been completed regarding life in military boarding schools, and no research has been uncovered regarding life following single-gender military boarding school attendance. Available literature suggests that bullying is a recurring

problem in single-gender military boarding schools (Englehart & Westwood, 2013; Schaverien, 2004, 2011). In the boarding school environment, students do not have the opportunity to go home, thus distancing themselves from the bully. Instead, they have to stay at the school throughout the night where the potential for additional bullying is present. This bullying is understood to have a negative impact on students (Pfeiffer & Pinquart, 2014). According to Gazlambide-Fernandez (2012), while many single-gender military boarding schools have built reputations as strong educational institutions, there is opposition to the manner in which they educate students. Graham (2012) posited that many people believe that boarding schools have a strong negative impact on the social development of the students. A review of the literature has revealed insufficient voice given to military boarding school students' experiences following graduation. Therefore, the problem of this hermeneutical phenomenological study was boarding school syndrome as it applied to single-gender boarding school alumni.

Purpose Statement

The purpose of this hermeneutical phenomenological study was to understand boarding school syndrome as experienced by single-gender boarding school alumni. Boarding school syndrome is defined as relationship difficulties, college struggles and employment problems experienced by single-gender military boarding school alumni (Marsh, 2011; Schaverien, 2011). Alumni who experience one or more of these conditions may be suffering from boarding school syndrome. Schaverien (2011) created the term boarding school syndrome after treating a significant number of boarding school graduates in her psychotherapy practice. The theory guiding this study was Erikson's (1968) socioemotional development theory as it describes human development from birth through death. Graduates of single-gender military boarding schools were studied in order to give a voice to their life experiences. Critical theory also

encourages personal interaction and assists in the process of looking at life experiences (Creswell, 2013). Study participants graduated at least 10 years before the beginning of this study because the study was evaluating life experiences and there needs to be an opportunity for the participant to have experienced life following graduation.

Significance of the Study

This hermeneutical phenomenological study was significant because it filled a gap in the research literature on the experiences of alumni of single-gender military boarding school education settings and it may contribute to a greater understanding of the boarding school experience in general. Previous research has been conducted on Native American boarding schools (Bowker, 2007) and the inner workings of single-gender military boarding schools (Chandler, 2015); however, little is known about the lives of single-gender military boarding school students following graduation. This study focused on the empirical literature gap regarding the phenomenon known as boarding school syndrome, where graduates struggle with college life, relationships and employment following single-gender military boarding school attendance (Englehart & Westwood, 2013; Grant, 2014; Schaverien, 2004, 2011).

The results of this phenomenological study provided a voice for graduates of single-gender military boarding schools following graduation. The findings of this study will include recommendations that may assist educators in creating a more positive academic and emotional environment. This study provided recommendations for parents once their child graduates from a single-gender military boarding school. Students themselves benefit through an understanding of life experiences they face resulting from their time spent in this type of educational setting (Schaverien, 2011).

Schaverien's (2011) theory regarding the influence of single-gender military boarding school attendance on alumni is supported by Erikson's (1968) socioemotional development theory, O'Neil's (1982) gender role conflict and Bowlby's attachment theory (Bowlby, 1969). Literature suggests there is an interruption of the adolescent development of students when they are sent away from home and placed under the day to day care of people who are not their parents (Schaverien, 2011). This separation from family can have a significant influence on the emotional development of the child (Schaverien, 2011), while the interruption of safety needs of military boarding school students may be the root cause of the life problems experienced after graduation (Schaverien, 2011).

O'Neil (1969) observed that socialized gender roles in society, internalized within the individual, can have a significant impact. O'Neil coined the term Gender Role Conflict (GRC) to describe his perceptions. GRC occurs when personal internalized gender role ideas are in conflict with gender roles experienced in life (O'Neil, 2016). As a result, the potential of the person who is enduring the conflict and the potential of others is reduced (O'Neil, 2008).

The GRC (O'Neil, 1969) lens was used in addition to Erickson's (1968) developmental theory to evaluate the results of the study. It is possible that the students who are impacted by attending the single-gender military boarding school are also being influenced by a gender role conflict. Boys who attend a single-gender military boarding school are basically told that they are the best (Chandler, 2015).

Bowlby's (1958) attachment theory was also used to view the study results. Bowlby observed children in a child guidance clinic that specifically worked with children who were emotionally disturbed. The attachment he observed is a strong, enduring emotional connection between two people that continues regardless of time and space (Ainsworth, & Bell, 1970;

Bowlby, 1969; McLeod, 2009, 2016). Emotionally attached people are drawn to one another when feeling upset or threatened (Bowlby, 1969; McLeod, 2009).

While Bowlby's (1958) attachment theory is directed toward young children, an attachment exists between teenaged children and their parents. When boys are removed from their home setting and placed in a single-gender military boarding school environment, the attachment they have to their parents and siblings is disrupted. This disruption can have a negative impact on the boys attending the single-gender military boarding school and needs consideration while moving through the study.

This study contributes to the available empirical literature, allowing the gap to be filled for a more complete picture of the affect military boarding schools have on the lives of students. It also shed light on how attending a single-gender military boarding school can impact a child during the vulnerable adolescent period (Erikson, 1968). As the study progressed, the results shed light on O'Neil's (1969) GRC and Bowlby's (1958) attachment theory as they apply to single-gender military boarding school graduates.

Research Questions

This qualitative study of single-gender military boarding school alumni was guided by one central research question and three research sub-questions. The purpose of this phenomenological study was to study boarding school syndrome and to describe the life experiences of single-gender military boarding school alumni. The following research questions guided the study.

Central Question

What are the post-graduation experiences of students from single-gender military boarding schools regarding the impact of boarding school syndrome on work and home relationships, post-secondary education, and employment?

This was the foundational question of the proposed study and is intentionally broad. (Creswell, 2013). This central research question was developed through a review of literature on the topic with the intent of exploring boarding school syndrome in single-gender military boarding school students. The foundational question provides the basis for the sub-questions and was the foundation for the research (Schaverien, 2011).

Sub-questions

SQ1: How do single-gender, military boarding school graduates perceive their boarding school experiences; and, what impact does boarding school experiences have on their personal relationships?

Available literature on the topic indicates that students who graduate from single-gender military boarding schools have difficulty with relationships following graduation (Adams, 1995; Schaverien 2011). These relationship struggles include family, sibling, friend and intimate relationships (Schaverien, 2011). This question assisted in the research process by defining alumni relationship experiences.

SQ2: How do single-gender, military boarding school graduates perceive their boarding school experiences; and, what impact does boarding school experiences have on their personal relationships?

The nature of single-gender military boarding school graduate challenges includes a significantly higher than average college dropout rate (Grant, 2014). Sufficient evidence exists

for additional research regarding graduates' postsecondary experiences. This question helped explore the college experiences of single-gender military boarding schools.

SQ3: How do single-gender, military boarding school graduates perceive their employment experiences?"

Single-gender military boarding school graduates of military boarding school frequently have challenges in their work environment (Marsh, 2011; Schaverien, 2011). Specifically, these challenges include difficulties with employment and relationships surrounding employment following graduation (Schaverien, 2004). The setting into which young students are placed raises concern regarding possible poor treatment and separation from family at an early age (Cohen, 2011; Schaverien, 2011). This separation can disrupt a child's development during a crucial point when the child is developing a sense of self (Erikson, 1968). This question explored single-gender military school alumni employment difficulties that may arise following graduation.

Definitions

The following terms and definitions resulted from the research supporting the need for the study.

1. *Americanize* – To Americanize is to convert American Indians to an American way of life (Bowker, 2007; Cookson, 1985).
2. *Attachment Theory* – An attachment is a strong, lasting emotional attachment between people (Bowlby, 1969).
3. *Boarding School Syndrome* – Schaverien (2011) named this syndrome after observing life difficulties of boarding school students following their military boarding school attendance.

4. *Bubble* – Schaverien (2011) described a bubble as a protective measure for students encountering difficulty in the boarding school environment. It becomes a way to isolate oneself from others to reduce painful events.
5. *Bullying* – Bullying is a physical, verbal, psychological attack or intimidation that is intended to cause fear, distress, or harm to the victim. An imbalance of power (psychological or physical) with a more powerful child (or children) oppressing less powerful ones; and repeated incidents between the same children over a prolonged period of time (Ttofi & Farrington, 2011).
6. *Gender Role Conflict* – O’Neil (1969) defined Gender Role Conflict as “the total conception of one’s roles, values, functions, expectations, and belief system and includes everything a person does to communicate his or her masculine or feminine dimensions” (O’Neil, 2015, p. 79).
7. *Human instrument* – The researcher is the key instrument in the process (Ragin, 1987; Van Manen, 2011). As the human instrument, it is important to bracket personal experiences in order to understand the possible effects that personal bias may have on the study.
8. *In loco parentis* –In loco parentis is a term used to define a situation when someone else acts as parents to a minor or a person under the age of legal responsibility. Boarding school faculty act as parents to boarding students while under the boarding school’s care (Flanagan, 2004).
9. *Masculine ideology* - How men are socialized to masculine stereotypes (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014, O’Neil, 2015; Wester, Vogel, Wei, & McLain, 2006).

10. *Military boarding school* – A boarding school environment that is characterized by a military format (“Why Choose a Military Boarding School?” 2015).
11. *Single-gender military boarding school* - Private boarding schools that accept only male or female students emphasizing strong academics, a military emphasis and an athletically focused agenda (“Why Choose a Military Boarding School?” 2015).
12. *Stick* – System of demerit assignment in the single-gender military boarding school
13. *Tour* – Consequence for poor decisions. Each demerit earned the cadet one tour which consisted of 45 minutes of marching.
14. *Workaholic mindset* – Challenged work-home balance.

Summary

In Chapter One, I established the problem identified in the literature. The purpose of this study was to understand boarding school syndrome as experienced by single-gender boarding school alumni. Research indicates boarding school syndrome correlates with relationship difficulties, college struggles and employment problems of military boarding school graduates (Marsh, 2011; Schaverien, 2011). Boarding school syndrome was observed by Joy Schaverien (2004, 2011) in her psychotherapy practice and this study provided valuable information for boarding school alumni, parents, administrators and counselors. Research questions intent on defining boarding school syndrome in single-gender military boarding schools have been written and defined.

CHAPTER TWO: LITERATURE REVIEW

Overview

A thorough literature review on boarding school syndrome was conducted from published research. Additionally, a review was conducted on boarding school development and the beginning of the single-gender military boarding school. Results from available literature documenting boarding schools in America show a wide range of opinions. Cohen (2011) and Englehart and Westwood (2013) described American boarding schools as great places for children of America's elite to ensure their elite status is continued. Anne (2007) and Schaverien (2004, 2011) postulated that the boarding school environment and the separation of the child from parental care cause irreparable damage that impacts the student for life (Anne, 2007; Schaverien, 2004, 2011).

The purpose of this literature review was to achieve a broader scope of boarding school syndrome. According to Graham (2012), "Boarding schools are generally understood to significantly impact the social development of students; for this reason, such schools have historically been used as tools for reinforcing power relationships and cultural identities" (p. 467). However, finding studies documenting life after boarding school attendance was a challenge. There is a significant amount of published work discussing Native American boarding schools and overseas boarding schools. Native American boarding schools have received research attention, while the overseas boarding schools have been the subject of descriptive writing with little empirical research. There has been little effort given to the systematic research of life after attendance for America's private boarding schools.

Recent writing by Schaverien (2011) shifted attention to a growing field of thought regarding a condition she labeled boarding school syndrome. Boarding school syndrome is

associated with a pattern observed in boarding school alumni who struggle with adapting to life situations including college, personal and professional (Schaverien, 2011). This side of the story, only minimally documented, addresses a boarding school setting that causes harm (Schaverien, 2011). While Graham (2012) wrote about American boarding schools as venues for elite students to get ahead, authors Schaverien (2011), Gazlambide-Fernandez (2012), and Graham, (2012) recognized the fact that there is little actual research-based evidence and have recommended additional research on these educational institutions.

Theoretical Framework

The theoretical framework applied to this phenomenological qualitative study was developed during a review of available empirical research articles on the topic of single-gender military boarding schools. The research at this point includes a literature review of articles and case studies. The critical theory outlook was used to explore the phenomenon known as boarding school syndrome. Critical theory encourages personal interaction and helps people to look closely at the conditions that formed their life experiences (Creswell, 2013). The process of this study required close personal interaction with study participants as their stories unfolded.

Erikson's (1968) human development theory was used as a lens for the research. His writing regarding the developing person is critical to this research because he defined the stages that impact students to which the study applied. Boarding school history is also discussed because it lays the groundwork for single-gender military boarding schools.

Adolescent Development

Erikson (1968) identified eight distinctive stages in human development over an individual's lifespan. Each stage has different characteristics and important development takes

place throughout. Interruption of these stages by events like a child being sent away to a boarding school can have a significant impact on the developing child (Erikson, 1968).

As development takes place within each of the eight stages (Erikson, 1968), learning takes place, which creates the adult who will go on to live and continue to develop in society. Erikson's stages of development include learning basic trust versus mistrust, which occurs during the first one or two years of life. Learning autonomy versus shame occurs between two and four years. From around three and one-half years until the beginning of formal schooling the child learns initiative versus guilt. Industry versus inferiority includes the elementary school years and some junior high school years. Adolescence starts around 13 and 14 years of age, continuing until about age 20, and this is where the individual learns identity. Learning intimacy and love happens during young adulthood. A sense of working together instead of total absorption in self comes later and finally; integrity versus despair happens when a person learns to trust and has developed independence (Erikson, 1968).

Each developmental stage has its own set of challenges. Through the stages leading up to adolescence, development is largely dependent on the child's individual experiences, including bullying, discipline and counseling. During the adolescent years, development is based largely on what the child does; for example, choices of activities or daily decision making. Adolescents must find their own way as they work to establish identity. This time is full of efforts to figure out social interactions (Erikson's Stages of Development, 2015). The adolescent stage comes just before adulthood. In order to become the adults they are supposed to be, children have to begin making their own decisions as they begin to start a life of their own.

According to Grant (2014), boarding school attendance can accelerate some of the developmental stages. A sense of working together develops while spending time learning to

function as a team. Boarding school attendees also learn to make decisions on their own as they develop independence.

During the vulnerable teen years when the single-gender military boarding school student is separated from the family environment, the child is forming ideas about who he or she will be for the remainder of life. While the stressful and demanding life in the military boarding school environment is challenging, separation of students from family is hurtful because “the rupture in family relationships may permanently affect the attitudes toward members of the opposite sex” (Schaverien, 2004, p. 686). Cookson (1985) described the adolescent stage as the “most moral age” (p. 90) because it is during this stage that the individual is practicing roles he or she will come to perform throughout life.

During this important developmental period, many students are separated from their homes and the care of their parents and placed in the care of a boarding school (Marsh, 2011; Schaverien, 2011). Children who attend these schools often develop a psychological shell (bubble) during their attendance that remains for many years following school attendance and often for life (Schaverien, 2011). This protective shell is a defense mechanism the child uses to block out the negative experiences encountered during the single-gender military boarding school experience. The child who learns to adapt to life in the boarding school environment can continue to have unmet emotional needs that distort development. These needs remain active in the adult. The intimacy of the mother–child bond can never be recaptured but the yearning for it, which begins with homesickness at school, may unconsciously dominate later life (Schaverien, 2011 p. 153).

Related Literature

Boarding schools have been part of world education for hundreds of years. They have molded children and adults providing opportunities which may not have been possible without attendance in the boarding school setting. Some have had positive influence while others have not. All have changed the lives of students.

Boarding School History

According to Flanagan (2004), boarding schools in the United Kingdom are traced back more than 1,000 years. European boarding schools were used for sending boys away to be educated by members of the clergy. The school largely considered the oldest boarding school in the world, The King's School in Canterbury, is said to have been founded as a monastery in AD 597. Winchester College, founded in 1382, is considered the oldest continually operating boarding school in Europe (Flanagan, 2004).

Gillard (2011) explained that the first documented European day schools were instituted during the Roman occupation years. During this occupation, first century accounts of Gauls teaching Britons how to plead their case allude to a Rhetoric School. However, when the Romans departed, the schools departed as well.

Leach (1915) wrote about St. Augustine teaching English priests how to write in grammar schools and training people to sing in Cathedral Choirs in AD 597. A year later, in AD 598, the earliest school in the area was in Canterbury (Leach, 1915). These grammar schools began to develop across the region and the only subjects consistently taught were Latin, grammar and literature (Williams, 1961). This was done because the focus of the grammar schools was vocational in nature and they were attached to cathedrals and monasteries with the distinct purpose of preparing priests and monks to conduct church services, and to read the Bible as well

as writings of the Christian fathers. Following the arrival of St. Augustine, schools arose in Oxfordshire in AD 634, Winchester in AD 648, Hexham in AD 678, Malmesbury in AD 675, Lichfield in AD 669, Hereford in AD 676 and Worcester in AD 685 (Williams, 1961).

In AD 866, the Viking invasion interrupted schools (Fisher, 1936). Vikings were a pagan group who loved war, women, pillage, song and slaughter, which caused significant havoc among the people. King Alfred's reign in AD 871 was a turning point in the school system. He drove the Vikings from Winchester, Southampton, London, Oxford and Chichester while showing concern for education (Fisher, 1936). It was due to King Alfred's influence that the school system began to gain momentum again. (Fisher, 1936).

Following the Norman invasion in 1066, a renewed era of expansion and development ensued. By 1100 every cathedral and collegiate church had a school (Leach, 1915). Schoolmasters were held in high regard and teaching an important, respectable career. New schools were springing up and many were no longer associated with the church. Every town demanded a school and generally received one, and many of these new schools were run by towns instead of churches. Some schools, which started as church schools, were removed from church control and given to secular authorities. Challenges faced the churches. As philosophy, medicine, and law studies began to develop, secular society removed sections of the curriculum from churches. The network of grammar and song schools that existed were augmented by independent schools, which were considered independent from the state (Gillard, 2011).

History describing the beginning of schools was important to this proposed study. Boarding schools have existed for more than 1,000 years. Their rich history and tradition lends a note of credibility to the boarding schools of today. This history helps explain the strength and vitality that continues to be a driving force as boarding schools continue to thrive.

Independent schools charged admission and were not restricted to any specific group of people. They generally targeted a social class of people and used various educational methods, including grammar school education and social training (Gillard, 2011). Many of these types of private schools are still in existence today. Private preparatory schools became places where the upper and middle classes of English society sent their children. The goal of English society was to prepare students to continue their education beyond secondary school and ensure their students' success (Gillard, 2011).

At the close of the 19th century there was a wide variety of school types in England. The boarding school system in the United Kingdom was comprised of a combination of international and local UK students (EducationUK, 2015). Early boarding schools were gaining momentum during the Victorian era. Generally, only boys who grew up in wealthy families had the privilege of attending because the boarding schools charged significant fees. The boys learned how to behave well in society in boarding schools, while girls were taught sewing, singing, painting and playing the piano at home by a person known as a governess. The girls were educated in this way because they were expected to take care of the home (Haughton, 2015).

In 1870 Parliament made a decision to implement a school in every town. Families were required to pay a few pennies each week to have their children attend boarding schools (Haughton, 2015). The Elementary Education Act established a law in 1880 that required any child between the ages of 5 and 10 to attend school, and in 1891, grants were established to provide necessary funding so that children could attend school without charge (Haughton, 2015).

Teachers in these boarding schools were considered quite strict (Haughton, 2015). Students who misbehaved were strictly punished. They were beaten with a cane, thin sticks, or forced to wear a dunce hat while standing on a stool. Instructional days started with prayers, and

subjects taught were reading, writing and arithmetic. Additionally, lessons on Christian religion, geography and history were taught and children were expected to stand in long lines on the playground to do exercises during the drill period.

British Boarding Schools

Sending children away to boarding schools is nothing new (Jacobs, 2013). It has been happening for centuries. During the days of the British Empire, boarding schools were popular for colonial administrators, as rulers desired to see their children learn to carry on the British way of life (Jacobs, 2013).

Currently, the reputation of these boarding schools inspires wealthy families to send their children far away from home in search of better opportunities for their children. Thirty-two percent of the 68,453 students in British boarding schools come from overseas locations, while the parents remain overseas. Prominent overseas locations that are home to British boarding school students include Hong Kong, Germany, Russia and China. (Jacobs, 2013).

British boarding schools have changed with the times. While early boarding schools were reserved largely for elite wealthy families, middle class families are now attracted to these schools. More families from Russia and China are sending their children away at earlier ages (Jacobs, 2013). Children as young as eight are being sent away to overseas boarding schools rather than simply sending them to high school at the age of 13. There is significant interest in independent boarding schools and there are claims that British boarding schools could be filled to capacity several times over with international children. Some of the more well-known boarding schools have even made decisions to open satellite schools in counties where significant interest exists (Jacobs, 2013).

An education at a prestigious boarding school is more than just a status symbol. Sending a child overseas to school may give bragging rights to the parents. However, parents in Russia and China are often seeking opportunities to gain creative opportunities for their children that might not be available to them in local schools using rote learning instruction and tough academic standards found in their own countries (Jacobs, 2013). Rather than face the rigid school systems where learning is formulaic in design and individual performance is the focus, students are sent to overseas boarding schools to receive an education that is geared to developing the whole person.

The result of sending a child to an overseas boarding school is a resilient adult who has a better chance to be successful in society (Jacobs, 2013). Boarding school students perform well in the labor setting. They are generally self-confident, resilient and well networked (Jacobs, 2013).

Attracting overseas students to boarding schools is not simply about educating students. Boarding schools are expensive enterprises that require significant amounts of money to thrive. School administrators frequently find themselves travelling to overseas countries in an effort to market schools to interested families. Many boarding schools are reliant on international students and the money they bring with them (Jacobs, 2013). When boarding schools become unaffordable to the local population, overseas students are often the answer. The cost of sending a child to boarding school rises each year. The current cost of attending a British boarding school is more than \$22,000 annually (Jacobs, 2013).

The traditional British boarding school family frequently chooses not to send their children away to boarding school. They cannot afford it and society has changed. They want

their children at home. Additionally, in adulthood, following boarding school attendance, many speak out about the traumatic experiences experienced during school attendance (Jacobs, 2013).

Boarding schools offer an opposing viewpoint, as they have developed pastoral care, while technology creates a world where family contact is just a Skype call away (Jacobs, 2013). Boarding schools generally feel confident that they offer a strong setting with pastoral care. In a world where child safety is a primary concern, an education with consistently caring adults is very attractive.

Along with the influx of foreign students, additional challenges are prevalent in boarding schools. For example, a child who is removed from the family setting and placed in a school far away from home is more vulnerable to homesickness. While students who live locally are able to escape from the environment and return to their home during weekends and long breaks, students with overseas homes and families may not have that luxury. Culture shock is also a concern. Smart phones, Skype and other connectivity technology can help to ease the pain of separation, but it can also make it worse. A teary exchange between a student and family can cause significant frustration when the family is not able to come together for consolation (Jacobs, 2013).

Additionally, the culture of the school can be changed because of too many foreign students from one specific country (Jacobs, 2013). For example, if too many Chinese students are in attendance, the Chinese students do not interact with other students and they develop their own culture. Overseas student attendance has to be managed. While money is a driving factor in admission, it has to be tapered by the need to have a well-balanced community (Jacobs, 2013).

Boarding Schools in the United States

The beginning of the academy movement in the United States started in 1763, which was a century before public schools were established (Flanagan, 2004). Students were accommodated in the homes of faculty members or townspeople so the academies were not truly boarding institutions. *In loco parentis* or the concept of “in place of the parents,” was established in faculty households as opposed to the schools (Flanagan, 2004). These schools were highly esteemed and found great success. These early academies were seen as an opportunity to repair many of the social ills present in society. American cities developed while urban settings became increasingly corrupt and dangerous. Parents searched for ways to get their children out of the city and into safe, healthy environments where children could be taught and encouraged by strong educators who would help to mold their character (Flanagan, 2004).

Australian Boarding Schools

Boarding schools are largely British establishments. However, they exist today in South Africa, Canada, New Zealand and other countries (Schaverien, 2004). In their article *Home Away from Home? Boarding in Australian Schools*, Hodges, Sheffield, and Ralph, (2013) tells of Australian boarding schools being the home to around 20,000 adolescent students. The very limited research that exists documents the experiences in Australian boarding schools from a general education standpoint rather than the inner workings of the schools. Researchers call for the adults who are filling the parenting role in boarding schools to undergo appropriate training in order to effectively supervise the students in their care (Hodges, Sheffield, and Ralph, 2013).

According to Hodges, Sheffield, and Ralph, (2013) boarding schools hold a significant level of fascination for those who have not been directly involved in this unique educational environment. Graduates are generally portrayed as independent, self-reliant young adults who

are well prepared for life following graduation (Association of Military Colleges and Schools of the United States 2013; Daily Life in Military Boarding Schools, 2009; “Why choose a military school?”, 2015). Authors who have performed research on boarding schools generally comment on the lack of research regarding boarding schools. It appears there is somewhat of a closed attitude about inquiries into boarding schools in an effort to protect the schools’ reputations (Hodges, Sheffield, & Ralph, 2013).

Native American Boarding Schools

Life during and after attendance at Native American boarding schools, which developed in the early 1800s, is well documented (Bowker, 2007). Native American Boarding schools were founded before the American Civil War and are the topic of several writers and researchers. These schools started as an educational way to *Americanize* Native American Indians (Bowker, 2007; Cookson, 1985). Their experiences were difficult; however, these schools were not similar to the military boarding schools of today.

In *The Power of Boarding Schools*, Graham (2012) wrote about the social inequality that occurred in Native American boarding schools. Authors of studies regarding these schools also expressed concern about the lack of scholarly studies that exist on this topic (Graham, 2012). Health of the students and the boarding school’s negative impact on cultural relationships and communities are common themes found in the literature (Graham, 2012). The review of studies on all boarding schools shows several ways that resident-based education contributes to social divide. Graham concluded with a charge for additional research on boarding schools. It seems evident that many boarding school environments have a negative effect on some students (Graham, 2012).

In 1867, the Indian Peace Commission was established. The commission decided that Native Americans' inability to speak the English language was a large part of the problem with transitioning Native Americans to the American way of life (Bowker, 2007). The report called for schools to be established that Native American children would be required to attend; schools where their native dialects would be replaced by the English language (Bowker, 1993).

These boarding schools developed outside of Native American reservations with the intent of assimilating Native Americans to the American way of life. A central tenet of the plan to Americanize Native Americans was boarding schools, intending to separate Native American children from their family life and tribal relationships. Once students separated from their cultural identity, they were taught reading, writing, math and English, and were given a good Christian education and training in American citizenship (Bowker, 2007). At the turn of the century, 150 Native American transitional schools were in operation (Reyhner & Eder, 2004).

Native Americans were forced to live in reservations and many were forced to attend these boarding schools. Their experiences were nowhere near what would be described as elite educational settings (Bowker, 2007). When Native American students enrolled in these schools, students had to wear issued clothing; their grooming was changed to resemble American grooming; and they were given new names. The schools in no way honored Native American culture and students learned a new language (Reyhner & Eder, 2004). According to Bowker (2004) living conditions at these boarding schools were often difficult. There was a shortage of food as well as other supplies. Many students were constantly hungry and during the winter, sickness was common. Rules were strictly enforced and the schools operated in a military fashion. Mistakes resulted in slapping or whipping.

The studies conducted on the Native American boarding school system provide an excellent picture of life in Native American boarding schools. They provide a voice for Native American boarding school alumni; however, they share little resemblance to the military boarding schools currently found in America.

Military Schools in America

In the United States, military schools created for the benefit of teens have been in existence for more than 100 years. The tradition of military schools in America is unique. They offer a military grounding that lends a supportive note to the nation's military. Many other countries simply do not have military school programs upon which to draw ("Why Choose a Military Boarding School?" 2015).

There are many reasons students attend military schools. Some attend because their parents are not happy with the public school environment. Others are seeking out the military values and military lifestyle. Some are seeking an opportunity to start over, simply to have a better education ("Why Choose a Military Boarding School?" 2015).

Thirty-seven private military boarding schools and 22 public military schools currently operate in America. Military schools that are part of the public school system have affiliation with the Junior Reserve Officer's Training Corps (JROTC), and receive funding from the U.S. Department of Defense. Military schools are schools that place emphasis on military preparation, academic rigor, and athletics. Most accept only male students and have a high tuition; however, financial aid is available (AMCSUS, 2013)

The idea that a military boarding school can provide the structure and moral education necessary for a child to develop into a successful adult was originally the suggestion of two American educators, Joseph Cogswell and George Bancroft (McLachlan, 1970). They are

responsible for founding the first military style boarding school in America, the Round Hill School of Massachusetts in 1823. Their mission was to establish an educational setting where children could develop into adults who would be leaders standing out in American society. They were concerned with the idle nature of children at the time and hoped to give them an opportunity to grow. The plan was to keep the children intellectually busy, socially engaged and physically active. Round Hill lasted only 11 years and closed in 1834, but the idea of a military style boarding school remained. By 1880 military boarding schools were opening across the country. One reason for their success may have been the higher standards colleges were expecting at the time and the fact that public school systems were not providing the expected level of education (McLachlan, 1970).

Development of character remains a strong reason parents send their children to military boarding schools today. The headmaster runs the military boarding school and moral character is a significant trait for those who seek employment into the headmaster position (Cookson, & Persell, 1985). The purpose of military boarding schools is to place the student into the military type environment because they feel it can ground the student in not only a successful classroom experience, but also for life. Students learn discipline, responsibility and pride in their work and within themselves. The fact that public school systems are experimenting with the military school setting speaks to the success of the military boarding school. (Graham, 2012).

Single-Gender Education

Single-gender schools are dedicated to teaching male and female students in different classrooms or schools. Educating students in the single-gender environment was common prior to the 20th century. Religion and tradition are driving factors in single-gender education (Riordan, 2009). The idea of once again educating in the single-gender environment has become

increasingly popular due to educational research suggesting significant education benefits when educating in the single-gender environment (Riordan, 2009).

History of Single-Gender Education

Most Americans have experienced the coeducational school environment because the majority of public schools use the coeducational system. There is often little awareness of single-gender schools. The American coeducational system has the support of political culture, which implies that schools need to reflect the demographic makeup of society. Many people assume that coeducation provides an equal education for all, and due to this political culture, single-gender education appears to be politically incorrect (Datnow & Hubbard, 2002).

Public perception holds that coeducation started because it was the best way to educate children; however, according to Riordan (1990), financial constraints are the real reason that coeducation is common today. Mixed school settings are economically better. Most boys and girls in America have attended public school together. There was a time when only the boys of our society enjoyed an education. Other times found the only available education for boys or girls was in the private setting. It was during the institution of state-supported public education when single-gender education became the standard. By the end of the 19th century, coeducation was the expectation nationwide (Datnow & Hubbard, 2002).

Outside the United States, single-gender education is popular in many Muslim countries including, Belgium, Israel, Chile and South Korea. English speaking countries that favor single-gender education are Singapore, Ireland, the United Kingdom, Hong Kong, New Zealand and Australia (Riordan, 2009). In the United States, single-gender education is largely limited to the private school setting, while public schools are mostly mixed (Riordan, 2009).

Single-gender education was common before the 19th century. During this time, theories about education started to change. Older thoughts about education included theories that education was mainly for the privileged and elite. The turn of the 19th century saw a change to making education available to everyone. This transition led to the establishment of mass education, and the standardization of coeducation (Riordan, 2009).

Views on Single-Gender Education

Single-gender education has been limited mainly to the private school education sector and it is a new concept for public school systems. Currently, public schools offering some type of single-gender education are gaining momentum (Stanberry, 2016). Recent research showing significant differences in how males and females learn has fueled interest in single-gender education in public schools (Stanberry, 2016).

Proponents for single-gender education postulate that some parents do not want their children to be involved in traditional mixed-gender education because of the distractions that often occur between boys and girls. Others claim that placing males and females in opposite classrooms has little benefit. However, when teachers employ techniques geared toward the needs of each gender, great improvements are possible.

Stanberry (2016) discussed co-ed schools that reinforce stereotypes where genders are expected to act in certain ways. Stanberry made the point that with single-gender education, females have the opportunity to work in typically male dominated subjects such as math and science without the competition of having males present. Boys can pursue music and poetry, often considered feminine topics. Additionally, federal law allows single-gender education in public schools. Margaret Spellings changed federal law in 2006, allowing public schools to offer single-gender educational opportunities for students (Stanberry, 2016).

Bias against females in K-12 and higher education coeducational settings is present (American Association of University Women, 1992, 1998). This study examined more than one thousand articles about females in the coeducational setting; concluding that females face bias routinely in coeducational institutions. The results may produce lasting damage to both achievement and self-development (American Association of University Women, 1992, 1998). Females receive less teacher attention, feel less comfortable speaking in class, and encounter sexual harassment in the school setting (American Association of University Women, 1993; Sadker & Sadker, 1994). Achievement gaps between girls and boys are closing; however, girls remain behind in math and science. The gap is significantly larger in computer science and technology subjects (American Association of University Women, 1998b, 2000).

Additional concern is in place for boys in coeducational settings. Boys typically show lower language and reading results, in addition to higher rates of special education referrals when compared to girls (Kleinfeld, 1999). Boys also have a greater rate of involvement in violent crimes than girls (Gilbert & Gilbert, 1998). All boys are subject to encounter these problems; however, African-American boys face increasing dropout rates (Leake & Leake, 1992).

Public schools are responding to a call to improve education along the lines of gender equality through the implementation of single-gender education in math or science classes (Streitmatter, 1999). Additional single-gender settings have developed, including Afrocentric boy's academies in Baltimore, Detroit, Milwaukee, Los Angeles, Harlem and Chicago. Some of these programs have closed because they were running in violation of Title IX (Hutchinson, 1999; Richards, 2000).

Single-gender education higher education is on the rise as well. Between 1970 and 1990, there were increases in the number of women's and men's colleges becoming coeducational. An

interest in single-gender women's colleges occurred in 1990 and 1991 (Riordan, 1990). However, increases in single-gender colleges are not gaining momentum while additional K-12 single-gender settings have occurred. The reason for the increase in K-12 single-gender schools may be the results of studies of Catholic single-gender and coeducational schools where low-income boys and girls are evident (Lee & Bryk, 1986; Riordan, 1990). Research during the 1980s showing that women learn differently than men has also provided fuel for single-gender schools (Belenky, 1986). Pollard (1998) expressed that the separation of sexes is the best way to educate children due to the removal of peer pressure and distractions for both girls and boys. Holding classes with only boys is an excellent way to improve discipline and achievement (Gilbert & Gilbert, 1998).

Few studies exist regarding the outcomes of single-gender verses coeducational settings. However, Moore, Piper and Schaefer (1992) reported, "There is sufficient evidence to support the proposition that single-sex schools may produce positive outcomes for young women" (p. 42). Datnow and Hubbard (2002) argued that available "research is exceedingly persuasive" (p. 13), suggesting that single-gender schools offer opportunities for greater achievement and quality. These improvements are even more evident among low-income students, especially for African-American and Hispanic-American boys and all girls (Datnow & Hubbard, 2002).

Disadvantaged students attending single-gender schools have shown higher achievement on standardized tests than their counterparts in coeducational settings (Datnow & Hubbard, 2002). Additionally, their levels of leadership demonstration are stronger; they complete more homework, enroll in more challenging courses and have better educational expectations (Datnow & Hubbard, 2002). They display better attitudes toward school and demonstrate less sex stereotyping (Datnow & Hubbard, 2002). They also acknowledge a high level of discipline in

the single-gender school and have a less satisfactory social life than students in coeducational schools (Datnow & Hubbard, 2002).

Some researchers have noted that student achievement for both boys and girls improved when students attended a single-gender school environment (Lee, 1997; Riordan, 1994). This positive effect was largely limited to those students who were disadvantaged. Social class was the main factor that determined which students benefitted the most from attendance in single-gender schools. Disadvantaged students studying in single-gender classrooms have higher scores and achievement on tests in mathematics, reading, science, and civics than their counterparts in coeducational classrooms. They showed better leadership, completed more homework, took more classes, and had better educational expectations. Additionally, they exhibited better attitudes about school, and exhibited lower levels of sex-role stereotyping.

Riordan (1994) found that single-gender schools offered more successful student role modeling, greater leadership roles, more order and discipline, and had less distractions, which hurt academics. Riordan concluded that females benefitted in single-gender education because of reduced gender bias in teaching and peer relationships. Lee (1997) noted that single-gender schools were generally smaller and provided a better academic climate, and postulated that these factors were the cause of the benefits realized in the single-gender educational environment.

Opponents to single-gender education assert that few educators receive training to use educational techniques developed for single-gender use (Riordan, 1994). Most educators train in a variety of teaching techniques and learning styles for the traditional classroom setting; however, single-gender classrooms offer unique challenges for which most educators are inexperienced. From the student's perspective, they will eventually work side by side with members of the opposite sex. When students learn in an environment where they do not

regularly interact with members of the opposite gender, they do not learn to work with them. Their ability to interact effectively in a contemporary setting suffers.

According to the National Organization of Women, separating students by gender does not fix the problems associated with segregated classrooms. Studies question the benefits cited by single-gender educational institutions, stating that factors present within schools contribute more to positive educational outcomes than single-gender education (Lee, 1997). Other researchers argue that the single-gender educational setting encourages stereotypical gender role expectations and relationship with the opposite sex (American Association of University Women, 1998a; Lee, Marks, & Byrd, 1994). One concern is the fact that the majority of the studies conducted on single-gender education occurred at private schools and the research may not transfer to public school single-gender settings (Mael, 1998). Due to the lack of studies regarding single-gender classrooms in the public schools, the studies lack validity (Datnow & Hubbard, 2002).

Military Boarding School Life

Empirical literature reveals that boarding schools are viewed as either positive elite institutions (AMCSUS, 2013; Daily Life in Military Boarding Schools, 2009; “Why Choose a Military School?”, 2015) or negative abusive environments (Duffell, 2000, 2006; Schaverien, 2004, 2011). AMCSUS (2013) described public perception of boarding schools as places that taught children to be independent and gave them better opportunities; whereas Duffell, (2006) and Schaverien (2004, 2011) both described the experiences of emotional abandonment among boarding school attendees. While successful in many ways, single-gender military boarding schools claim to struggle with reconciling attendance at what is considered to be a great school

with personal experiences of emotional deprivation and in many cases bullying (Duffell, 2006; Schaverien, 2004, 2011).

Cookson and Persell (1985) described a process through which students have to pass in order to come in line with the demands and rigors of the military school environment. This assimilation process allows the students to mature and develop into leaders in the school program. Through the process, the student fuses with the group and learns to share the memories, sentiments and attitudes of the group. By sharing the experience, students develop a common cultural identity, as well as a community of purpose. It may be the process of becoming part of a collective whole; combined with the separation from the family that causes students to change into someone who fits the boarding school syndrome definition (Cookson and Persell, 1985)

According to Chandler (2015) and “Why Choose a Military School?” (2015), most military boarding schools have a significant system of rules. Consistent rule enforcement and willful decisions to act outside of the system of rules are a sure sign that the individual is not conforming to the military system. Shared challenging times create a sense of unity in the student population. Athletic programs also create a program with unity. Unlike public school athletic programs where many do not participate, military boarding schools often require their students to be involved in the athletic programs of the school. Students are encouraged to consider themselves to be the best and to believe the military boarding school is responsible for that status.

Another way unity is developed involves discussions about the history of the school and stories about the way things were accomplished in the past. Students and teachers who

graduated and have gone on to do great things are held in high regard and their exploits are shared regularly (Chandler, 2015; Why choose a military school?" 2015).

Military boarding school students share a significant part of their lives together and as a result, their life experiences together. This shared experience allows the students to grow close and to have regular conversations together regarding these shared experiences. Relationships developed in the military boarding school environment are generally strong and carry on for life (Chandler, 2015; "Why choose a military school?", 2015).

Military boarding schools follow daily schedules with set times for all activities. These activities include classes, study halls, meals, athletic practices and sleep. There is often little time for anything else. Although there is very little free time during the school day, the weekends are less regimented, allowing for student free time. Entertaining activities are often scheduled during the less structured weekend time (Chandler, 2015; Daily life in military boarding schools, 2009; "Why choose a military school?", (2015).

Similar to public school systems, military boarding schools have rules against the use of drugs and fighting; however, there are rules that military boarding schools have that public schools may consider unnecessary. For example, cell phones and video games are often banned. Punishments for rule infractions may include push-ups, marching or work detail. Possible infractions range from showing up late for class to possession of tobacco or alcohol. Punishments generally fit the severity of the crime and range from being required to march for 30 minutes for minor infractions such as being late for class to dismissal for significant infractions such as stealing (Daily life in military boarding schools, 2009).

Military boarding school students are subject to a life that is very different from anything they have known. The reality of the change can shock students when they arrive until they adapt

to the changes. Finding friends in the boarding school environment to share the many challenging experiences can help ease the shock of the life changes (Chandler, 2015).

The majority of the literature regarding boarding schools is based on anecdotal observation as opposed to empirical research (Anderson, 2005; Bramston & Patrick, 2007). While research is sparse, numerous accounts exist that document the abuse that takes place in some boarding schools. The abuse situation in present day boarding schools has improved; however, some of the problems cited in older British boarding schools still exist. These problems include bullying and sexual abuse. Bullying is an attack (physical, verbal or psychological) that causes fear, distress, or harm (Ttofi and Farrington, 2010). It is the result of an imbalance of power where a more powerful child (or children) exercise abusive authority over a less powerful child (or children) over a period of time (Ttofi and Farrington, 2010).

Bullying and sexual abuse continue in some of the very best boarding schools today (Schaverien, 2004). Bullying and school violence are often grouped as being the same, although they are not. According to Ttofi and Farrington (2010), bullying includes name-calling, ostracization, rejection, not being allowed to participate in events, and rumors. Internet bullying has become common in recent years where these activities occur through electronic media. Other important aspects of bullying are power imbalance and repeated acts between the same students over a long period. The power imbalance is a result of the rank structure assigned to students in the single-gender military boarding school setting. Students receive rank based on their perceived leadership experience. This rank assignment gives certain students, frequently upper classmen, power over others. This power is usually over younger students without rank, resulting in an imbalance of power. The actions of these student leaders often crosses the line of

bullying. As the acts repeat, students are de-sensitized to the actions until the actions are accepted as normal.

Students in the boarding school environment spend significantly more time with their peers than students in day schools. In the day school environment, students generally go home at the end of the day and leave the bullying situations at school, which provides a much-needed break from the problem. Boarding environments do not allow this separation. When bullying occurs, students go from bullying during the class day to bullying throughout the evening when adult supervision is less likely to be present (Pfeiffer & Pinquart, 2014).

While the family may still have a significant influence on the boarding school student, the greatest influence group may become the peers in the boarding school. This transfer of influence from parental influence to peer influence holds true for most adolescents (Erikson, 1968). However, a unique situation arises in the military boarding school environment. The students are subject to exposure to these influences all day without breaks. The school provides a somewhat permanent setting where the student is educated (“Why Choose a Military Boarding School?” 2015).

Boarding School Syndrome

Shaverien (2011) and Engelhart and Westwood (2013) claimed that students who have attended boarding schools face challenges in their social lives as well as in their professional lives. Students may leave the school with a set of life experiences that influence their worldview that is significantly different from the experiences of their traditionally schooled peers. Students from single-gender military boarding schools often feel they must live up to a higher standard than students from traditional schools. This attitude develops in the military boarding school

environment because they are encouraged and expected to be better than students who attend traditional school settings (Lindhorst, 2015).

Schaverien (2004) explained that there is a basic parental assumption that placing a child into a boarding school is good for them because there is an expectation of better opportunities after graduation. Single-gender military boarding schools advertise an ability to turn their boys into men (Schaverien, 2004). Boarding school students endure unique challenges. Schaverien (2004, 2011) identified psychological patterns experienced by boarding school alumni whom she refers to as boarding school survivors. These psychological patterns include relationship challenges with members of the opposite sex, difficulties in college and challenges in the work environment.

Not all students of military boarding schools have suffered ill effects (Schaverien, 2004). Some came from genuinely weak educational environments before signing up for the military boarding school, and the challenging educational setting found in military boarding schools may have made a significant difference for them by providing an education that helped them move forward in life. Other students may have found boarding school to be an escape from an unhealthy home situation. For these students and others, the boarding school may not be the only reason for the struggles they encounter. Many students have attended boarding schools and encountered neither excessive bullying nor abusive settings. Bullying and abuse aside, being taken to boarding school and left to be cared for by total strangers is an experience that can be scary and potentially damaging to the developing teen (Marsh, 2011; Schaverien, 2011).

Boarding school attendance for one sibling and not others identifies an interesting paradox. Schaverien (2011) explained that the adult who attended boarding school as a child understood boarding school attendance was a treat reserved for the privileged few. The years at

boarding school were quite expensive and the child should be thankful. Parents continually tell the child that the boarding school was a good thing; therefore, if the child is unhappy in the setting, and it is unpleasant, then the child must be bad. The experience becomes something the child is told it is; rather than how the place is actually experienced. The end-result is a child who feels that something is wrong with him or her (Marsh, 2011; Schaverien, 2011).

The problem whereby the student feels that something is wrong with them is compounded by the fact that many parents make significant sacrifices to send their children to boarding schools. For this reason, it is difficult for a child to complain about their experiences. The child who graduates from the single-gender military boarding school is often successful and wealthy, but troubled. The achievement, which may have come from the boarding school experience, cannot overcome the emotional struggles that come from separation from family and being subjected to bullying as well as emotional, physical and at times, sexual abuse (Marsh, 2011; Schaverien, 2004; 2011).

According to Schaverien (2011), former boarding school students make up a significant number of her clinical patients seen for emotional distress. The lasting psychological effects of the years in boarding school and the effect of separation from family members is not immediately evident; however, the issues emerge as the counseling process is completed. The impact of the boarding school setting on the developing child often alters the child's personality. The loss of the protective family unit at an early age leaves the child in a vulnerable state of mind. Schaverien (2011) described this as being trapped in a bubble, causing isolation from others. The bubble outlook is a defense mechanism used to isolate oneself from others to avoid painful interactions. Students continue to live life with a bubble outlook into adulthood. This bubble approach to life was a necessary defense mechanism when going through the boarding

school years, but it may be difficult to reverse in later years and leads to relationship intimacy issues throughout life (Marsh, 2011; Schaverien, 2004; 2011). According to Duffell (2000), “Boarding schools don’t ‘build character’ or ‘make the man’, they break the child, and replace it with a coat of armour (sic) filled with fear, loneliness and alienation” (p. 31).

Separation from the family along with replacement of the family by strangers charged with the care of the student may have a permanent impact on the student’s attitude toward the opposite sex (Marsh, 2011; Schaverien, 2011). Single-gender military boarding school graduates frequently suppress their feelings and deal with the feelings of rejection by creating distance between themselves and others, including their relationship partners. They often feel uncomfortable with emotional and physical closeness (Marsh, 2011). The end result of growing up in a single-gender school is often a negative perception of gender and the role that gender plays in society, as well as a lifelong lack of trust in loving relationships (Marsh, 2011; Schaverien, 2011).

Brothers and sisters of the child who attending boarding school face challenges as well. When a sibling goes to boarding school with the impression that the experience will make the student one of the best, the unspoken message to the brothers and sisters is that of being less important than the one attending boarding school. The resulting emotion is envy, which may cause a division in the sibling relationships. The difference in treatment between the sibling who attends boarding school and the one who is not can have a far-reaching impact where jealousy and lifelong resentful feelings can result. Interestingly enough, the child who attends boarding school views the boarding school enrollment as a deprivation, while the child who stays at home sees it as an act of favoritism (Schaverien, 2004).

In *Boarding School: the Trauma of the 'privileged' child*, Schaverien (2004) wrote that the boarding school “is a training ground where the feminine is devalued and denied. Mothers are hurt by the departure of their young sons or daughters to institutional life” (p. 693). Some mothers lose their feeling of significance in life and turn to alcohol. Others choose to envelope their lives in work. Often single parents consider the advantages of residing with a group of brothers to be preferred to letting the child stay at home. Some parents are relieved to be able to send the child away in order to avoid the responsibilities of raising a child. Parental intentions in sending a child away to single-gender military boarding school are generally well meaning; however, intimacy and the feeling of family is removed and the child fails to feel a connection with home and the women who mean the most in his or her life.

Higher education

Grant (2014) has been working as head of guidance at a single-gender military boarding school for 12 years. During that time, he observed many students progress through the single-gender military boarding school program. Graduates have very little difficulty with higher education program acceptance. The problem comes later on as the students are working through college classes. While the single-gender military boarding school claims to be a college preparatory environment, many boys end up performing poorly in the college environment and dropout situations are common. While no statistics are available regarding college success rates of single-gender military school graduates, Grant noted that the number of graduates who are unsuccessful is high. The college dropout rate of single-gender military boarding school graduates is significantly higher than the 30 percent national average (Grant, 2014).

Employment

Chase, (2008) wrote about gender performance concerns among single-gender military boarding school alumni, expressing that “through their disciplinary systems, supervision policies, dress codes, social events, sports, academic competitions, social hierarchies, academic curricula, gendered subjects, and selective admissions, prep schools such as Bolton sustain the value of gendered behaviors” (p. 290). There is a psychological cost to the gender performance expectations placed on students. Both male and female students in the single-gender environment learn that typical masculine characteristics are essential to success. Chase (2008) stated that skewed understandings of masculine and feminine characteristics result in troubling views of members of the opposite sex. When boarding students graduate, these identities go with them and impact their performance in employment experiences. A common theme in all boarding school environments is the fact that “despite considerably different student populations and articulated goals, these schools have shaped students’ home communities by purposefully influencing their identities and behaviors” (Graham, 2012, p. 14). One boarding school graduate said,

I realised (sic) that the constant bantering and bullying had created a numbness to my surroundings. One part of me was sensitive to the world, but there was another side that had been killed off. I was cold, disengaged and detached. (Marsh, 2011, p. 2)

Schaverien (2004) described boarding school graduates who excel in their work environment because they tend to be workaholics who work long hours to keep from having to face their thoughts. They tend to be successful in their work; however, graduates are often disturbed. While generally being high achievers, there is a lack of emotional understanding.

Engelhart, and Westwood (2013) claimed these issues to be old news to the many former boarding school students who are gathering in online venues for unity. Groups like *Boarding*

School Survivors (2014) and *Boarding Concern* (2015) offer assistance for boarding school survivors. Additionally, they argue against boarding school for young children aged 7-13.

Relationships

The same skewed ideas regarding masculine and feminine characteristics that impact former single-gender military boarding school students' employment, impact their relationship experiences (Chase, 2008). When students of single-gender military boarding schools move into relationships, their strong masculine outlook often causes the graduates to have unhealthy relationships. The masculine outlook, including a focus on self, makes for a poor relationship partner.

Schaverien (2011) explained that boarding schools may cause significant developmental damage along with an inability to effectively show emotion and to interpret emotions of others. She noted that there is also noticeable depression and intimacy difficulty. Boarding school syndrome victims get on with life but rarely talk about their feelings, tangled in a web of mixed emotions. The perception of special treatment by being sent off for such a unique high school education, along with the negative experiences, creates confusion and frustration.

Another aspect of the relationship concern is the attitude that single-gender military boarding school students may have toward others who have not had similar experiences. Students in the single-gender military boarding school environment are pushed to be the best and the end-result is often a feeling that they are the best (Graham, 2013; Lindhorst, 2015). When the graduates accept their role as a person who is better, their opinion of the poor or those who are not as fortunate, is one of negativity and an assignment of blame for the disparity seen in society (Graham, 2013). Howard and Gazlambide-Fernandez (2010) wrote in opposition to this

attitude and blamed the boarding school environment for maintaining social inequality due to the lessons boarding school students learn about being the best.

According to Young (2001), boarding school students often repress their emotions, which causes them to have difficulty finding fulfilling adult relationships. Symptoms of boarding school syndrome frequently include a hatred for members of the opposite sex, problems with intimacy and a propensity for being workaholics, creating an adult who spends a significant amount of time being a successful worker while failing in relationships at home. Young (2001) recommended that no students attend boarding school environments because it creates a false sense of self for the child.

In Cold, Disengaged and Detached: Do you suffer from Boarding School Syndrome?

Marsh (2011) wrote about female boarding students who have difficulties with intimacy. More surprising than that are the wives and girlfriends of former boarding school students. Wives and girlfriends often say that their boarding school graduate partner is unable to let them into or include them in his life. Many expressed loneliness in relationships while becoming angry. These men are very respectful of women, which is an attractive quality; however, later on there is difficulty being involved with the family.

Schaverien (2011) described emotional stunting in boarding school syndrome sufferers at the age when they went away. She specifically referenced their sexual development. The main problem causing these issues seems to be separation from family. When asked about their views of women, answers were surprising. They seem to view women as being completely different from themselves. Initially, a significant emotional relationship ensues, while later they become somewhat cut off and almost punish their female counterparts.

Support Groups

Boarding Recovery (n.d.) is a web site established for adults who attended boarding schools. It developed to meet the needs of ex-boarders who are struggling with emotional concerns. It is comprised of a group of accredited psychotherapists who are familiar with the challenges associated with previous boarding school attendance. The site includes a home page with information about boarding school syndrome. It describes what the program can do for ex-boarding school attendees, contains links to articles and book excerpts written by psychotherapists who are experienced with counseling boarding school graduates who have symptoms of boarding school syndrome, links to other boarding school syndrome help organizations, and finally links to locate therapists who are familiar with the syndrome.

Additional support groups include Boarding Concern, (2015) a group committed to raising awareness of the problem of educating children away from home at boarding school. Boarding School Survivors (2014) is an organization that writes and lectures about the impact of the boarding school environment. It also conducts workshops that provide therapeutic assistance for ex-boarding school students. The site also offers links for depression and counseling support.

Stages of Development

Erikson's (1968) stages of development framed this study. When students separate from their families during the adolescent years and placed in the boarding school environment, their fragile adolescent years are interrupted (Schaverien, 2011). Erikson (1968) discussed eight stages of development on the way to becoming an adult. People learn certain things at each stage, which come together to create the adult who will go on to live in society. Through the early stages leading up to the identity versus confusion stage during ages 13-19, the child develops based on external influences such as peers, teacher pressure and external discipline pressure. During this stage the child develops also based on actions such as personal choices and

decisions about participation in activities (Erikson's Stages of Development, 2015). It is during this stage of development when the boarding school child is separated from the family and placed in the care of teachers in the boarding school environment as opposed to parents during the after-school hours when most students are in the care of their parents. (Schaverien, 2004).

An understanding of Erickson's (2015) Stages of Development and the results of this proposed study can produce numerous benefits. The findings from this proposed research study will benefit students, their families, and boarding school employees in many ways. Military boarding school students benefit because they can recognize the possible life challenges and work to avoid them, while their parents may use this information to help guide their child through the process. Students gain empowerment as they understand the potential negative impacts of single-gender boarding school attendance and they can react as they wade through the boarding school enrollment. Boarding school teachers and administrators benefit by acknowledging a potential problem and working toward ways to prevent it.

Men and Gender Role Conflict (GRC)

O'Neil (2016), author of the term gender role conflict (GRC), defined GRC as "a psychological state in which the socialized gender roles have negative consequences on the person or others" (O'Neil, 2015, p. 79). It is "the total conception of one's roles, values, functions, expectations, and belief system and includes everything a person does to communicate his or her masculine or feminine dimensions" (O'Neil, 2015, p. 79). GRC occurs when rigid, sexist, or restrictive gender roles result in restriction, devaluation, or violation of others or self (O'Neil, 2008; Wester, Vogel, Wei, & McLain, 2006). Observed results of this type of conflict include a negative impact on the potential of the individual enduring the conflict or a negative impact on another person's potential (O'Neil, 2016).

GRC may be divided into “four psychological domains, three situational contexts, and three personal experiences” (O’Neil, 2016, p. 84). The four psychological domains are cognitive, emotional, unconscious, or behavioral problems resulting from gender roles that are in place in society (O’Neil, 2008, 2016). GRC is complex and operates on several levels. The cognitive level relates to how we relate to perceived gender roles. The affective level denotes how we feel about gender roles. Behavioral is how we actually interact with people and ourselves, and the unconscious level refers to how external motivations impact our behavior producing conflicts (O’Neil, 2008; 2016; Wester, Vogel, Wei, & McLain, 2006). GRC can become a problem when men experience transition of their gender role, deviate from gender role norms, try and or fail to meet gender expectations, experience conflicts between personal self-concepts based on gender stereotypes, or experience personal devaluations, restrictions or violations (Oneil, 2008,2016).

Restrictive and Sexist Masculinity and Femininity Ideologies

“Restrictive and sexist masculine and feminine ideologies, norms, and conformity both predict and cause GRC” (O’Neil, 2015, p. 63). These ideologies come from the societal context in schools, families and peers. Masculine ideology is the result of all of these influence factors on men and is the result of their conformity or non-conformity to these factors (Korek, Sobira, Weseler, Rigotti, & Mohr. 2014; O’Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). Another way to look at masculine ideology is” beliefs regarding the level of importance placed on men aligning themselves with male behavior standards based on cultural standards” (Pleck, 1995, p. 19). Deviating from or adhering to these restrictive cultural standards can result in GRC as rigid masculine ideals, which are potentially damaging to men (O’Neil, 2015).

Gender Conflict Scale

For 33 years, GRC has been assessed in individuals by use of the Gender Role Conflict Scale (GRCS; O'Neil, 2008, 2015). The scale uses a Likert scale where one equals strongly disagree and six equals strongly agree. A high score on the GRCS indicates a greater level of personal conflict in GRC factors (O'Neil, 2008, 2015). In the GRCS, 18 questions evaluate gender role restrictions, while five questions evaluate gender role devaluations and violations (O'Neil, 2008, 2015). With the exception of one question, all items evaluate GRC within the individual (O'Neil, 2008, 2015). Seventy-eight percent are interpersonal (O'Neil, 2008, 2015). Four questions evaluate GRC as the result of others and one evaluates GRC expressed toward others (O'Neil, 2008, 2015).

Fear of Femininity

Fear of femininity is the result of values handed down through family and societal standards and is the result of years of societal expectations (O'Neil, 2015). It may be caused by both conscious and unconscious influences, and impacts how GRC is experienced. Men are frequently seen as having an attitude against femininity. Fear of femininity develops throughout life and is a long process contributing to GRC. Family and peer reactions to deviations from cultural masculine standards teach boys to avoid feminine qualities. The result is an avoidance of feminine personality traits at an early age, causing an early and lifelong opposition to perceived feminine qualities (O'Neil, 2015).

Much of the contemporary workplace is currently gender segregated. Many men work in occupations largely dominated by women, including nursing, care for the elderly and teaching in kindergarten (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014). Challenges for these men are different because there may be gender conflicts with the largely female demands of the job (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014). An additional concern comes with the

customers and peers who may doubt their masculinity due to the nature of employment (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014; Lindsey, 2008). Lower professional wages of female dominated jobs can create an additional threat to masculinity (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014).

Distorted Gender Role Schemas

Gender role schemas are culturally defined standards for males and females that guide a person's perception of gender roles based on masculinity and femininity (O'Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). They result in a guidance system for self-concept and become an evaluation system for personal adequacy (O'Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). Gender role schemas are the result of pressure to meet stereotypes for masculine behavior, causing a fear about meeting the standards of gender role societal expectations (O'Neil, 2015; Wester, Vogel, Wei, & McLain, 2006).

Defensiveness

As a way to avoid dealing with GRC, male defenses come into play (O'Neil, 2015). Men may become fearful about not being able to live up to societal expectations regarding gender roles. These fears result in conscious and unconscious feelings, thoughts, and emotions that are present in order to work through negative emotions when falling short of these gender role expectations (O'Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). Defenses activate as a way of coping when personal gender role positions are threatened. Defensiveness results in inflexible

thoughts and behaviors, distorted emotions, overreactions, increased suicide risk and abuse of others (O'Neil, 2015).

Gender Role Devaluations, Restrictions, and Violations

Role devaluations, restrictions and violations have a negative impact on the man's family, career and interpersonal relationships and many face health consequences (O'Neil, 2015). These are defining characteristics of men's GRC (O'Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). They are the end-result of residing in an environment where restrictive masculine ideologies are present (O'Neil, 2015).

Gender Role Conflict Patterns

O'Neil (2008) described four patterns of GRC. Men's fear of femininity is a driving factor in GRC and consists of powerful negative emotions aligned with feminine values and behaviors. These fears begin in early childhood when parents, peers and society play a part in the formation of personal identity. GRC patterns include restrictive emotionality (RE), restrictive affectionate behavior between men (RABBN), conflict between men and family relations (CBMFR), and success/power/competition (SPC). RE is restrictions and fears regarding the expression of feelings. Having the ability to express basic emotions can be a problem as well. RABBN is the restriction in expressing feelings and thoughts between oneself and other men. Touching other men can also be a problem. SPC is personal opinions regarding the competitive nature of achieving success. CBMFR addresses the restrictions experienced in finding a balance between work, school and family. Possible complications include health challenges, overworking, personal stress and difficulty achieving rest and relaxation.

Masculine Vulnerability

GRC patterns result in vulnerability, causing psychological and relationship problems, oppression and often violence (O’Neil, 2015; Wester, Vogel, Wei, & McLain, 2006). When not resolved, these GRC patterns manifest as “feelings of weakness, fragility, and psychological symptoms that become part of the man’s gender role identity and sense of self“(O’Neil, 2015, p. 66). Feelings of weakness, insecurity, frailty, inferiority, and a sense of not being protected result from this feeling of vulnerability. This vulnerability is seen as defensiveness, which is a device used by the person experiencing GRC in order to avoid feeling weak and to lessen chances of being humiliated, or being seen as weak (O’Neil, 2015).

Gender Role Conflict Impact in Men

According to Pollock (1998), men face changing life situations that contribute to GRC. Statistical evidence about men may lend credibility to Pollock’s claim that men and boys may be increasingly facing GRC, which potentially has a significant impact on their quality of life. For example, 93% of prison residents are male (Carson & Sabol, 2012). 94% of school shooting incidents from 1979-2011 were the result of the actions of males (Klein, 2012). Depression appeared in 10% of males (Schiller, Lucas & Peregoy, 2102). Alcohol and drug dependency is evident in 30% of men (Robin & Reiger, 1991). Boys are responsible for 80% of school violence (Media Education Foundation, 1999). 80% of school aged boys claim to have been bullied (U.S. Census Bureau, 2005); and 75% of heart attack deaths are men (American Heart Association, 1994).

Four categories sum up the way that GRC is experienced in men: (a) GRC resulting from a transition to a different gender role, (b) Internally experienced GRC, (c) GRC towards others, or (d) GRC from others (O’Neil, 1990, 2008). Transitions are life events that conflict with the

individual's self-assumptions and cause GRC (O'Neil, 2008). Internally experienced GRC is the private emotions from an experience that causes GRC (O'Neil, 2008). GRC expressed towards others is a devaluation or violation of someone else (O'Neil, 2008). GRC from others results when someone else devaluates or violates the individual's personal masculine ideals (O'Neil, 2008). Personal GRC experiences are the result of "conforming to, deviating from, or violating the gender role norms of masculine ideology" (O'Neil, 2008, p. 363). Devaluations, restrictions and violations are the three ways GRC is personally experienced (O'Neil, 2008). Devaluations are negative statements of self or others when in conformation with, separating from or in violation of accepted masculine gender role standards (O'Neil, 2008). GRC restrictions are the result of confining others or self to norms of masculine ideology (O'Neil, 2008). GRC violations result in harming self, others, or being harmed by others because of deviation from or conformation to expected standards of masculine behavior (O'Neil, 2008). GRC theory holds that restrictions, devaluations and violations to expected gender roles results in a negative impact on personal, career, family and health (O'Neil, 2008).

Diversity Studies and Gender Role Conflict

While not comprehensive in nature, studies have provided evidence that GRC impacts men across diversity groups of race, ethnicity, age, class, sexual orientation and nationality (O'Neil, 2008). Across these diversity groups, GRC contributes to depression, stress, anxiety and self-esteem (O'Neil, 2008). Evidence exists showing that GRC is also interwoven with racial, ethnic and cultural foundations (O'Neil, 2008). Men who identify with the dominant cultural influence experience a greater impact from GRC (O'Neil, 2008).

Gender Role Conflict Intrapersonal Impact

Twenty-seven studies have researched the contribution GRC may have on men's depression (O'Neil, 2008). All GRC patterns have been associated with depression in men. Men's restriction of feelings, restriction of affections with other men, and conflicting work and family relationships link to significantly greater depression (O'Neil, 2008).

Fears regarding one's ability to meet masculine expectations can be challenging and result in stress and anxiety (O'Neil, 2008, 2016). Men are known to hide their feelings about inadequacy because it can impact their status in relationships and on the job (O'Neil, 2008). Additionally, GRC is conclusively related to men's self-esteem (O'Neil, 2008).

GRC Interpersonal Impact

Research shows that GRC has a negative impact on other people (O'Neil, 2008). GRC contributes to negative challenges such as poor parenting, marriage struggles, homophobia, sexual harassment and violent episodes with women (O'Neil, 2008; O'Neil & Nadeau, 1999). GRC has been associated with hostile and rigid interactions, and social and intimacy problems contributing to a lack in closeness and intimacy (O'Neil, 2008). GRC also impacts parent-son relations by causing problems with attachment, separation and individualization (O'Neil, 2008). Men who experience GRC have less marital satisfaction than others who do not experience GRC (O'Neil, 2008).

According to O'Neil (2015), "Masculine ideology describes how men are socialized to masculine stereotypes" (p. 18). Masculine roles have been established based on societal expectations (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014). Men feel obligated to conform to these roles, and nonconformity is often held in negative regard. This masculine ideology is representative of the values, standards and roles that define and restrict the lives of men and boys

(O'Neil, 2015). It is a reference to beliefs about what men should do or should not do. It is based in cultural belief systems, which are rooted in how the sexes relate to each other (O'Neil, 2015). Restrictive gender expectations can negatively impact men by contributing to dysfunctional relationships. Expectations for men to adhere to a specific gender role result in GRC (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014; O'Neil, 2008; O'Neil, 2015).

A personal GRC is the result of an internalization of the roles men are expected to hold in society (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014). Internalization of these roles is the result of knowing which behaviors are expected for men and women, and feeling compelled to live within societies' standard expectations. The internalization of these roles become part of a person's self-concept. The conflict emerges as the person's self-concept agrees or disagrees with the expectations for his or her gender (Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014; O'Neil, 2008).

According to Kelbert and Hossain (2014), the rise in cost of living is a contributing factor to men's GRC. As the cost of living rises, the role of men in the family changes from one of primary breadwinner to one where the man is no longer able to support the family in the way that the traditional male role is expected. Failure to support the family can have a negative impact on the male ego and can have an adverse effect on men (Kelbert & Hossain, 2014). The inability to provide for the family is interpreted as failure, and some are thought of as not working hard enough to provide. Many men may turn to gambling and drinking to cope. A man's ability to provide for his family may be closely associated with masculinity, and the change in a man's ability to do so may have a significant impact on his self-esteem (Kelbert & Hossain, 2014). Male GRC is also often a cause of violence (Kelbert & Hossain, 2014).

What has been a standard of power and relationships in American society has been changing over the past few decades (Kelbert & Hossain, 2014; Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014). The cost of living has continued to rise, and the ability of one person to support a family has significantly declined. Along with this decline, the role of men in a society where men were once dominant is changing. Equality between sexes is a driving force in society and business. The resulting destabilization of male roles as family providers, combined with the fact that more women have moved into the workplace has made the potential that a man can support the family on his own less likely, which has contributed to male GRC (Kelbert & Hossain, 2014; Korek, Sobiraj, Weseler, Rigotti, & Mohr, 2014).

Recent studies and research on GRC have revealed that men might be in trouble. GRC may be responsible for the some of the life challenges male single-gender military boarding school graduates experience. It is potentially a problem impacting many men and not exclusively to male single-gender boarding schools. While this study will not directly address the impact of GRC on the men who attended a single-gender military boarding school, it should be a consideration for future study.

Attachment Theory

An attachment is a strong, lasting emotional connection from one person to another that is not dependent on time and space (Ainsworth, & Bell, 1970; Bowlby, 1969; McLeod, 2009, 2016). This attachment does not have to be shared. For children, behaviors are identifying factors in attachment. They are drawn toward the person to whom they are attached when feeling upset or threatened (Bowlby, 1969; McLeod, 2009). In adults, attachment manifests in the appropriate provision of the child's needs with sensitivity (McLeod, 2009).

John Bowlby (1958) is the originator of attachment theory. Attachment theory developed out of his work as a psychiatrist at a child guidance clinic in London that was frequented by many emotionally disturbed children (McLeod, 2009). His Attachment theory describes how the relationship between the parent and child develops (McLeod, 2009). The experiences Bowlby had working with these children led him to consider a child's development (McLeod, 2009). Of specific concern to Bowlby was the separation of a child from the mother as an infant, and the later emotional and social challenges it can create (McLeod, 2009).

Stevenson-Hinde (2007) posited that the wisdom of the 1950s suggested that the child's attachment to the mother stems from the fact that she is the provider of food. This viewpoint did not make any sense to Bowlby (1958), who instead aligned himself to Lorenz's position on imprinting. Bowlby's (1959) attachment theory is postulated to be one in which the attachment behavior is dependent on needs satisfaction. It is one that exists on its own (Stevenson-Hinde, 2007). When the attachment behavior system is in place, the possibility exists for a child to explore new things. Without the attachment in place, the exploration support is gone (Stevenson-Hinde, 2007).

McLeod (2009; Reuther, 2014) wrote about the stages of attachment. In 1964, Schaffer and Emerson initiated a longitudinal study whereby they studied 60 babies monthly from birth to 18 months. The study took place in the homes of the infants and a pattern of attachment was identified. For a year, the babies were visited monthly. Interactions with caregivers were observed and interviews were conducted with caregivers. Caregivers of infants were required to keep a diary. As a result, it was determined that a baby's attachment develops in a specific sequence.

Asocial (Zero to Six Weeks)

Infants in this stage are asocial. Many different stimuli result in a favorable reaction, including a smile (McLeod, 2009).

Indiscriminate Attachments (Six Weeks to Seven Months)

Infants respond to just about any human company and most babies favorably respond to just about any caregiver. They react negatively when someone stops interaction with them. After 3 months, infants smile more at familiar people and find comfort in any regular caregiver (McLeod, 2009).

Specific Attachment (Seven to Nine Months)

At this stage there is a preference for one particular person. Security, comfort and protection are sought from a specific person. Fear of strangers has developed and separation from the specific attachment figure causes unhappiness known as separation anxiety (Bowlby, 1988; McLeod, 2009; Reuther, 2014). Different levels of separation anxiety and stranger fear appear from baby to baby, providing evidence that an attachment has formed. By age one, an attachment with one specific support figure is usually formed (McLeod, 2009).

Multiple Attachment (Ten Months Forward)

Eventually, the baby forms multiple attachments and becomes more independent. Multiple attachments develop by 18 months. The strongest attachments seem to be formed with those who respond correctly to the baby's signals instead of those the baby spends the most time with (McLeod, 2009; Reuther, 2014). Schaffer and Emerson (1964) called this *sensitive responsiveness*. Mothers who respond quickly to their baby's demands created a more intense attachment. Conversely, those who exhibited the weakest attachment had mothers who failed to respond (McLeod, 2009).

By 10 months old, most babies experienced several attachments. These attachments included mother, father, grandparents, siblings and neighbors (McLeod, 2009; Reuther, 2014). The mother was consistently the prominent attachment figure for about half of the children at 18 months old, while the father was the prominent attachment figure for others (McLeod, 2009). Surprisingly, the person who feeds and changes the child is not the most important person who drives the attachment, but rather playing with and communicating with the child makes the biggest difference (McLeod, 2009). The attachment key seems to be responsiveness to the child (McLeod, 2009; Reuther, 2014).

Vicedo (2011), suggested that the child will form one main attachment initially and that the formation of this attachment creates a foundation whereby the child can explore his/her surroundings. This attachment is the prototype for all social relationships to follow. Disrupting this attachment can cause significant consequences (McLeod, 2009). Bowlby (1969) also suggested that the period from birth to five years is the critical time for developing this attachment. Relationships formed early in life have a significant impact on personal development, self-concept and understanding of self, others and the world (Reuther, 2014). More specifically, attachment theory begins from birth and it impacts the individual's ability to establish close relationships with others (Bowlby, 1988; Reuther, 2014). Without the attachment development, the child will face developmental consequences that are irreversible, including intelligence reduction and aggression increase (McLeod, 2009; Thompson, 2008a, 2008b). Eventually, these attachments extend beyond caregivers and family to impact relationship within peer groups during adolescence, occupations, partners, religious figures and cultural figures throughout adult lives.

Bowlby (1969) writes of the child's need for the love of its mother implies an organized family life. In order for a mother to provide the essential love and attention the child needs, a close support group in the form of a family is essential. The family is the essential unit for a child's healthy development. The love of mother is very easily provided within the family unit and very difficult to provide outside the family. Because this family unit is the essential home group, Bowlby (1969) viewed any breakdown in the family unit to be disastrous. Factors that can cause the family to be broken include "illegitimacy, chronic illness, economic conditions, war, famine, death of a parent, desertion, imprisonment, divorce and full-time employment" (Vicedo, 2011, p. 406). A family that is facing one or more of these situations creates a possible child deprivation situation (Bowlby, 1969; Vicedo, 2011).

Specifically, Bowlby (1969) posited that the absence of essential mother love and care is a significant factor, resulting in children who may grow up to be affectionless criminals with psychopathic behaviors, as well as neurotic, aggressive, sexually perverted and anxious individuals. Similar conclusions have resulted from other studies as well. For example, Vicedo (2011) cited research identifying the home lives of 44 juvenile thieves as the significant cause of their emotionally unstable character and delinquency.

Summary

Chapter Two of the present study provided a discussion of information regarding British boarding schools, boarding schools in the United States, Native American Boarding Schools, military schools in America, the history of single-gender education, views on single-gender education, military boarding school life, Erickson's stages of development, men's Gender Role Conflict, Bowlby's (1969) attachment theory, and boarding school syndrome. The number of students facing life changes due to their attendance in the boarding school environment is

concerning (Graham, 2013; Schaverien, 2004, 2011). These people are subject to significant challenges for the remainder of their lives (Schaverien, 2011). American boarding schools are generally quite expensive and viewed to be a privilege allowed for the elite students who are hoping for better opportunities than what local public schools can provide.

O'Neil's (2015) GRC and Bowlby's (1969) attachment theory are both possible contributing factors in the lives of men who attend single-gender military boarding schools. Both are defined and were a lens through which the life experiences of single-gender military boarding school graduates were observed. More study may be necessary to reveal the actual impacts on graduates.

While enjoying a reputation of excellence, some researchers have noted that boarding schools do not live up to their reputations and need attention (Gazlambide-Fernandez, 2012). Without close, research-based investigation looking into exactly what happens when a student is sent away from home and enrolled in a military boarding school, there is no way of knowing how the students are impacted throughout their lives. Conducting careful, qualitative research into the lives of military boarding school graduates revealed the challenging social interactions and relationships of boarding school graduates, which in turn provided further insight into their adult lives. Holding a better understanding about the adult lives of military boarding school graduations can result in a better educational experience for alumni.

CHAPTER THREE: METHODS

Overview

The purpose of this hermeneutical phenomenological study was to understand boarding school syndrome as experienced by single-gender boarding school alumni. Graduates of single-gender military boarding schools were solicited to participate in the study. In this chapter, the design of the study is explained, research questions are restated, and the setting is described. Specifics regarding participants are clearly defined, data collection methods are explicated and the data analysis plan is explored. Finally, methods to ensure trustworthiness are listed. Ethical considerations and a summary conclude the chapter.

Design

A qualitative method was selected for this study. Data collection in the natural setting, triangulation using multiple sources of data, and giving participants a voice are all characteristics of qualitative research, which make it the most appropriate method for this study (Creswell, 2013; Hayes & Singh, 2012). Through the qualitative method, participants realized an opportunity to clearly express their thoughts so that the phenomenon could be understood (Creswell, 2013; Hayes & Singh, 2012).

While serving as the *human instrument* (Guba, & Lincoln, 1994; Van Manen, 2011), “All data collected is filtered through and interpreted by the researcher” (Swezey, 2014, p. 164). As the researcher, data collection and analysis were my responsibilities. I personally scheduled interviews and I alone interacted with participants. Additionally, the processes of attaining, recording, and filtering responses through appropriate methods and developing responses for understanding were my responsibility (Lincoln & Guba, 1995). Personal experience and world-

view were clearly stated throughout the study to ensure that personal bias is clearly presented to allow for a clear understanding of the research data.

The specific qualitative research design is phenomenology. Phenomenology was selected because there is a lack of existing data and this approach provided a better understanding of the lived experiences of a population that does not otherwise have a voice. Phenomenology is an appropriate fit for this study because “phenomenological study describes the common meaning of several individuals’ lived experiences” (Creswell, 2013, p. 76). Moustakas (1994) described phenomenology as an “act” or a lived experience, which is of value for the individual. Through this concept of phenomenology, perceptions of the participants are the main source of knowledge for the study (Moustakas, 1994). The participants’ experiences were documented using three methods in order to ensure triangulation of data. The results contain with a high level of credibility. Participants’ lived experiences provided a platform for their voices to be heard (Creswell, 2013).

A hermeneutical phenomenological approach was used for this research study. Hermeneutics is an interpretative approach (Laverty, 2003). During this study, the texts of life, which come from participants’ life stories, were interpreted. Significant theorists in hermeneutical phenomenology are Heidegger and Gadamer (Laverty, 2003). Gadamer (2004) suggested that hermeneutical phenomenology is approached with a “fusion of horizons” mind-set during interpretation. The term horizon includes everything seen from a particular point of view (Gadamer, 2004). A person who has a horizon is not limited by what is close but has an ability to see beyond. A hermeneutical mind-set is one that allows for the achievement of a clear vision of the topic (Gadamer, 2004). The horizon includes everything the human instrument is able to envision and is a combination of personal experiences, cultural expectations and the information

gained through working with study participants. Through the hermeneutical phenomenological process, participant life stories were interpreted to bring this horizon into focus, providing an essential glimpse into life following boarding school attendance.

The hermeneutical approach is “research oriented towards lived experiences (phenomenology) and interpreting the ‘texts’ of life (hermeneutics)” (Creswell, 2007, p. 59). It is the concentrated look at a person’s personal interaction with a phenomenon (Van Manen, 1990, 2011). All study participants share a common experience. These experiences were interpreted to understand the influence of single-gender military boarding schools on the lives of graduates. I chose the hermeneutical phenomenological framework because it helped provide a deeper understanding of the little-known phenomenon, which is the life experiences of single-gender military boarding school alumni. I have witnessed the struggles of students following graduation, and through this research, I provided the students a platform so that their experiences were heard in order to inform advocacy efforts.

Research Questions

Research questions were developed after writing the related literature section. During the writing of chapter two, the research questions were the result of deliberate consideration in order to ensure any possible impact of boarding school syndrome is pulled from participants.

Central Question

What are the post-graduation experiences of students from single-gender military boarding schools regarding the impact of boarding school syndrome on work and home relationships, post-secondary education, and employment?

Sub Questions

SQ1: How do single-gender, military boarding school graduates perceive their boarding school experiences; and, what impact does boarding school experiences have on their personal relationships?

SQ2: How do single-gender, military boarding school graduates perceive their boarding school experiences; and, what impact does boarding school experiences have on their personal relationships?

SQ3: How do single-gender, military boarding school graduates perceive their employment experiences?"

Setting

The setting for the proposed phenomenological research was single-gender military boarding schools enrolling only male students. Boarding schools were selected because the research phenomenon has been manifested in these schools. In order to protect confidentiality, the selected sites remain anonymous. All study participants attended the same single-gender military boarding school. The school is self-sufficient, meaning there is no state or federal funding maintaining school operations. Teachers and administrators in this school wear a military type uniform and many have prior military experience ("Why Choose a Military Boarding School?" 2015).

The site is a private military boarding school run by a board of trustees that dictates the over-all school operations. The academy president is responsible for acting on the board of trustee's guidance and for handing down his directives to the academy administration. Teachers and administrators carry out the directives of the academy president in order to fulfil his intent and the intent of the board of trustees. Teachers take on additional coaching responsibilities, as

well as weekend and evening supervision duties of students. Many faculty members receive housing on campus.

Students are guided and encouraged to be disciplined, respectful students through the educational structure of the single-gender military boarding school. The goal is to develop students who demonstrate self-control and personal accountability. A military type setting combines with a traditional college preparatory curriculum to mold the child. The purpose of military-type education is to teach the boys how to make morally driven decisions, using good judgment skills. Students strive to demonstrate academic ability and drive to be the best they can be (“Why Choose a Military Boarding School?” 2015).

The single-gender military boarding school has a student attendance between 300 and 500 students. The school boasts of a small class size averaging eight to 15 students. Students come from the continental U.S., as well as countries outside the U.S. The students are required to wear a military-type uniform daily.

Training, Advising and Counseling (TAC) officers handle cadet discipline. Students with demerits are required to perform additional duties to reduce the total. An excessive demerit total can result in student dismissal from the academy.

Participants

Lincoln and Guba (1985) noted that study participants must meet select criteria. Therefore, the purposefully selected participants for this study are male graduates of private military boarding schools who graduated at least 10 years prior to this study and spent at least two full academic years as a student within the school. Participant selection through purposeful sampling ensured participant selection who fit the study criteria. Convenience sampling was also a factor in selecting participants. Participants were selected through convenience using Linked-

In, email and Skype locating samples of purposefully selected participants who meet the criteria and were willing and available to participate in the research study (Creswell, 2007; Hayes & Singh, 2012). I used snowball sampling by inviting participants to help me contact others who fit the qualifications of the study in order to invite other participants who were willing and available to participate in the research (Creswell, 2007; Hayes & Singh, 2012). Sampling mirrored the demographic makeup of single-gender military schools nationwide. Creswell (2013) recommended between five and 25 participants. I used ten participants for the study because this number fit the theory and will provided saturation.

Procedures

Prior to the start of the phenomenological study, I received the assistance of two experts in educational leadership and the research process. They acted as peer review participants in the study and in collection. I asked these reviewers to check my work in creating the individual interviews, a single focus group interview, and journaling regarding what to tell an imaginary incoming boarding school student and I developed questions therein. Peer reviewers assisted with ensuring all data collection methods are valid (Creswell, 2007). All suggestions for changes were taken into consideration.

Prior to collecting any data, I arranged for the defense of this proposal. I obtained the necessary approvals from the Liberty University IRB as well as participant informed consent. Credibility increased though three sets of data from each participant (Creswell, 2013). After the Liberty University IRB approved, I sent a letter detailing the methodology of the study to the potential participants. This letter included an invitation to provide additional potential participant names and contact information. Because no research occurred at the school, no request for permission was submitted. Once the individual accepted my invitation, a follow-up

email questionnaire was sent in order to ascertain the participant alignment with the requirements of the study. Following participant selection and consent form collection, I began data collection.

Before embarking on this phenomenological study, I sought counsel from experienced educational experts who were familiar with the process of completing research. These expert advisors also acted as peer reviewers of the research process as the study progresses from beginning to end. I sought their advice throughout the study. Peer reviewers were valuable resources throughout the research process because they provided essential advice regarding data collection methods lacking in validity (Creswell, 2007). The data collection methods are listed in the order they were used in the research

I was the primary research instrument for data collection and analysis. I was responsible for talking with each participant and explaining each step of the research process to them. I conducted all interview sessions with the participants. Following participant interviews, I recorded a transcript of the interviews, which participants reviewed to verify accuracy and intent. I thanked each participant for their contribution to the study and assured them of data security during the research process.

All study participants attended the same single-gender military boarding school. Participant's pseudonyms protected their identity. This is important in order to protect the identity of the schools and the graduate participants (Creswell, 2013). Participants understood the purpose of the phenomenological study as well as data collection procedures and were assured that their identity was protected at all times. They were informed that they had opportunities to review the transcripts of their personal interviews to ensure that what is written is what they intended. Additionally, they were informed that printed information was stored in a lock protected storage device, which will be secured behind a locked door satisfying the need for

a double lock security (Creswell, 2007). All digital data was stored on a password protected thumb drive. I also informed participants that the only person who had access to the information was the human instrument; me (Creswell, 2013; Van Manen, 2011).

Participant selection began with a sample using acquaintances who graduated from single-gender military boarding schools. Snowball sampling was used to locate additional participants who meet the necessary criteria. I contacted the individuals using telephone conversations, email communications, and the Linked-In network. Once participants were selected for the study, each completed an informed consent form. I advised each participant of their right to withdraw from the study at any time, for any reason, without penalty (Creswell, 2013; Hayes & Singh, 2012).

Data was collected through audio-recorded interviews using alumni surveys, on-line discussion and journaling by the participants. The survey started the data collection phase to determine participant eligibility. Interviews followed to start gathering information, the online focus group followed and journaling was ongoing throughout the data collection phase. Interviews were transcribed and themes coded.

The Researcher's Role

As the human instrument for this phenomenological study, it was my responsibility to accurately capture what participants communicate because each participant has life experiences to communicate regarding their years following graduation from a single-gender military boarding school. Personal military school teaching experience and observations were clearly identified and bracketed to provide an objective account of life experiences of male single-gender military boarding school graduates. As the human instrument, I will act as the interpreter or mediator for the audience who read this study (Lincoln & Guba, 1995; Van Manen, 2011).

“Research reflectivity is defined as the active self-reflection of an investigator on the research process” (Hayes & Singh, 2012, p. 137). The application of reflectivity allows the audience to understand more than just the phenomenon. It allows the audience to comprehend the phenomenon as well as the process of the research study. My personal thoughts, as well as my reactions and interpretations of the subject matter were a significant part of the research process. According to Hayes and Singh (2012), the reflexive process becomes a lens through which the audience can interpret the results of the study. In order to make this reflexive process part of this research study, I worked to reflect on the research process and write the results of this reflection into the results by keeping a journal of developing interpretation.

My desire to conduct the proposed research study stems from my personal military background and from my experience teaching in the single-gender military boarding school setting. I grew up in a stable home where all family members graduated from the traditional public school setting; therefore, my only military boarding school experience has been the past 17 years of teaching experience in the setting.

As for my personal life, I am driven by a desire to be the best possible Christian example to all I contact. Caring for my family and the students in my classes are primary responsibilities. Helping them to come to grips with the challenge of growing up is a big part of that responsibility. My guiding life book is the Holy Bible. I love working with youth and have a desire to see them understand the complexities of a life with God and life in the world. Student success gives me great joy.

I am a 30-year military service veteran with 10 years of active duty service in the United States Marine Corps and 20 years in the Army Reserve. I continue to serve in the Army Reserve as an Army Band Leader. I have spent most of my life learning to comprehend the soldiers

under my care and to understand the students in my classroom. I have also spent the past 20 years working in the single-gender military school setting as the Chairman of Fine Arts, directing the band, choir and bagpipes. My desire to research the life experiences of single-gender military school graduates comes from all of these personal life experiences.

My personal educational journey began when I left home at the age of 19 to start my college experience. Five years later, I graduated with a bachelor's degree in music education from a small Christian liberal arts college in Kentucky. I followed that with a master's degree in religion from Liberty University. I enjoyed my master's degree journey with Liberty University so much that I decided to pursue my life dream of earning a doctorate, which led me to the current program pursuing a doctorate in education.

Data Collection

Data for this study was collected through individual interviews, a single focus group interview, and journaling. Individual interviews were semi structured. The focus group interview occurred online. All interviews were audio recorded and transcribed for accuracy. Journaling was accomplished through a memoir of boarding school experiences including separation from parents, bullying, relationship experiences and post-graduation employment experiences. Collected data was coded, analyzed for themes, and compiled for the final report.

Data collection took place during a one- week time-period. Most activities took place after 5:00 PM because participant availability was best. Table 1 reflects the data collection timeline.

Table 1
Data Collection Schedule

Day	Time	Interview	Focus Group	Journal
Monday	6:30 pm-10:00 pm	1,2,3,4		All

Tuesday	6:30 pm-10:00 pm	5,6,7,8	All
Wednesday	6:30 pm-10:00 pm	9,10	All
Thursday	6:30 pm-10:00 pm	1,3,4,7,8	All
Friday	6:30 pm-10:00 pm	2,5,6,9,10	All

Note: The numbers listed under the Interview indicate the participant involved.

Participants divided into two groups of five for the online focus group to accommodate for availability. The focus groups provided excellent data because the participants often piggy-backed off of original ideas which caused reflective moments that may not have been possible otherwise. Individual interviews ensured individual original thinking. Four students participated in individual interviews Monday and Tuesday. Wednesday only two interviewed.

I was the primary data collection instrument. During data collection, I contacted every participant daily for individual interviews, focus group activities and a daily journaling topic. The researcher conducted interviews and focus groups. Journaling topics were sent via email with the expectation that participants had 24 hours to complete the journal entry. Participants completed journal entries when participants had available time, but were collected the following day. Transcripts of interviews and focus group interviews were sent to participants via email to allow them an opportunity to review the documents for accuracy. On the final day, I called each student and asked if they had questions or something more to add and all participants declined.

Interviews

A semi-structured one-on-one interview (See Appendix C) was conducted with each participant (Denzin & Lincoln, 2000). Denzin and Lincoln suggested that this type of interview should consist of open-ended questions in order to allow participants an opportunity to express personal experiences regarding events applicable to the study. Additional questions aided in

making the participant feel comfortable and uninhibited during the questioning process. I also asked the participants some questions about themselves designed to assess participant alignment with the study.

Participant interviews took place through telephone conversations or Skype video conferencing. I asked the participant to find a private location in order to protect participant confidentiality. I also conducted the interview in a private location, which aided the interview process by limiting distractions (Denzin & Lincoln, 2000). All participants received the same questions:

Standardized Open-Ended Questions

1. Please introduce yourself to me as if we just met one another.
2. Please provide an experience from your single-gender military boarding school experiences that has stayed with you through the years following departure from boarding school.
3. What are some experiences during your single-gender military boarding school stay that have helped to make you successful in life?

Influences

4. Describe how your attendance at the single-gender military boarding school may have influenced your employment performance.
5. Describe how your attendance at the single-gender military boarding school may have influenced your relationship experiences.
6. Describe how your attendance at the single-gender military boarding school may have influenced your college performance and experiences.
7. Describe your relationship experiences.

8. How has your single-gender military boarding school attendance influenced your attitude toward learning?

9. How has your single-gender military boarding school attendance influenced your attitude toward members of the opposite sex?

10. How has your single-gender military boarding school attendance influenced your attitude toward your immediate family?

11. How has your single-gender military boarding school attendance influenced your self-confidence?

12. How has your self-confidence changed since attending the single-gender military boarding school?

13. Please describe your home life prior to being sent to the single-gender military boarding school.

Attitude and Behavior

14. Did your behavior change during your attendance at the single-gender military boarding school?

15. Did your attitude change during your attendance at the single-gender military boarding school?

Motivation

16. What motivated you the most in the single-gender military boarding school environment?

17. Did your motivation change while attending the single-gender military boarding school?

18. Are you self-motivated or are you motivated by others?

Academic achievements

19. Describe your academic achievements during single-gender boarding school attendance.

20. Describe your academic achievements following single-gender boarding school attendance.

Family support and relationships

21. Has your relationship with your parents improved since you attended the single-gender military boarding school?

22. Tell me about your relationship with your parents.

24. Tell me about your relationships with adults while attending the single-gender boarding school.

Question-one was designed to establish a knowledge base (Patton, 2014), and was designed to continue the development of single-gender boarding school attendance time-lines. This question is non-threatening and helped develop a relationship between the participant and researcher.

Mael (1998) tells about single-gender military boarding school attendance in light of contribution to a higher quality life. It provides better opportunities for graduates through a higher quality education and leadership experience. Questions 2 and 3 asked participants to reveal their single-gender military boarding school attendance contribution to life following graduation.

Attitudes can be impacted by the single-gender military boarding school environment (Schaverien, 2011). These attitudes can include out-look toward members of the opposite sex and employers resulting in relationship and employment challenges. Questions 4-17 were intended to draw from participant relationship and employment experiences.

Single-gender military boarding school attendance is claimed to boost student's academic performance (*Why choose a military school?* 2015). Questions 18 and 19 explored the

participant's experiences with improved academic performance. It is important to view experiences before, during, and after single-gender military boarding school attendance.

Schaverien (2004) references relationship challenges resulting from single-gender military boarding school attendance. These relationship challenges can include relationships with members of the opposite sex, employers and family. Questions 21-24 were designed to define these challenges if they exist in the lives of participants.

Reflective Journal

Each day for a week, study participants received a journaling task. This task included several questions created to record participant personal experience. These reflective journal questions (see Appendix D) developed from the literature review in order to explore previously documented experiences. Participants responded to one of the questions emailed to them daily. Participants received the daily question no later than 9:00 AM. Each question had a 24-hour time limit for a response and was completed at 9:00 AM the next morning. Examples follow:

Day 1: Relationships

1. Provide your thoughts on relationship experiences you have had following your single-gender military boarding school experience.
2. Describe your relationship experience with immediate family members in light of your single-gender military boarding school experience.
3. Provide details about your ability to open up to your relationship partner.

Day 2: College

1. Describe your experience transitioning from the single-gender military boarding school into the college learning experience.
2. Describe your achievements during college.

3. Describe your setbacks during college.
4. How did your single-gender military boarding school experience help you to focus in college?

Online Focus Group Interview

Participants were asked to participate in an online focus group interview discussing advice given to an incoming single-gender military boarding school student (appendix E). This focus was completed using Facebook secret group. Facebook secret group allows for a high level of privacy and confidentiality. Participants can join in any time, any-where. Participants can post replies and comments on other posts. Additionally, private messages can be sent if necessary. It also provides a written record of the discussion and I can re-connect with participants at any time. The page was open for 7 days. It was simply an exercise to help bring out additional information for the study. The focus group discussed what an imaginary student might expect of single-gender military boarding school life as well as provide the incoming student with a few tools for single-gender military boarding school life.

Data Analysis

Data collection and data analysis occurred simultaneously (Creswell, 2007; Moustakas, 1994). Data was collected through individual interviews, a single focus group interview, and journaling. Individual interview and the focus group interview were audio recorded. These audio recordings were transcribed allowing the researcher to become very familiar with research participants and their stories (Creswell, 2007) The goal was to comprehend the meaning each participant is trying to communicate through his or her stories (Creswell, 2007). For clarity, I asked participants to review interview transcripts to see if changes or additions were necessary. (Creswell, 2007). Each participant received a copy of the transcripts of his or her interview via

email or registered mail in order to protect their privacy while allowing participants to maintain control of transcripts. Participants had the opportunity to decide which delivery method is best for them through the consent form (Appendix J). After confirming the accuracy of the transcripts, data was coded (Creswell, 2013). Data retrieved from each individual was broken down, coded into units of textual meaning, then reintegrated and organized around central themes from all participant narratives (Creswell, 2013, Starks & Trinidad, 2007). Coding occurred in three stages: Open coding, axial coding, and selective coding (Starks & Trinidad, 2007). Open coding includes examining, comparing, conceptualizing, and categorizing data (Starks & Trinidad, 2007). Axial coding helped identify casual conditions, strategies, contextual conditions and consequences pertaining to the phenomenon (Starks & Trinidad, 2007). The research helped shape axial coding (Creswell, 2007). Selective coding happens when the researcher shapes the axial coding describing the relationships among the categories creating a structured theory about the phenomenon (Starks & Trinidad, 2007).

According to Saldana (2012) the data collection format can take two or three iterations because the first iteration may not be sufficient. Per Saldana's recommendation, I recorded all conversations. The recordings were transcribed and broken down into short sentences or phrases. Next to each response, I wrote a catchphrase. The catchphrases were matched which is the part Saldana (2013) charges with taking multiple iterations. Iterations were bunched according to similarities, then larger groups by matching similarities thereby arriving at the end-result. The initial coding took place as each interview occurred and did not wait until all interviews are complete (Saldana, 2013).

A rubric template was used to evaluate discussion progression during the interview. Categories within the rubric provide a rating scale used to evaluate responses. Use of the rubric

provided an equal balance of research and analysis of data. Saldana (2013) offers the following categories for evaluating components of the interview:

1. Objectives – confrontational, motives – action verbs
2. Conflicts or the problem – disrespect, obstacles
3. Strategy tactics – accountability, honesty
4. Attitudes or the conflict – ironic, disbelief
5. Emotions – confused, frazzled – participant feelings
6. Unspoken thoughts – impressions

These categories help insure data collection is fairly and objectively evaluated, providing a solid conclusion.

To identify categories for the phenomenological study, I used the following codes: SG for Same-gender relationships, OG for opposite-gender relationships, FR for family relationships, CG for college grades, CI for college interactions, CA for college achievements, SC for self-confidence, and WE for work experience. I used these codes for each data collection method but added the data collection method to the code for specificity. Table two shows the coding system used in the categorization of data.

Table 2
Research Codes

Constructs	Codes	Interview	Focus Group	Journal
SG Relationships	SG	SGI	SGFG	SGJ
OG Relationships	OG	OGI	OGFG	OGJ
Fam Relationships	FR	FRI	FRFG	FRJ
Col Grades	CG	CGI	CGFG	CGJ
Col interactions	CI	CII	CIFG	CIJ

Col Achievements	CA	CAI	CAFG	CAJ
Self Confidence	SC	SCI	SCFG	SCJ
Work Experience	WE	WEI	WEFG	WEJ

Trustworthiness

According to Lincoln and Guba (1985), and Saldana (2013) trustworthiness is a very important part of the research process. Four elements aid in establishing trustworthiness in the research environment, including credibility, dependability, confirmability and transferability (Creswell, 2013).

Credibility

Credibility is an evaluation of research findings and accurate interpretation of research data. Credibility is essential in the research environment. Credibility means that there is a high level of accuracy and internal validity in the process (Saldana, 2013; Swezey, 2014). Methods that were used to increase validity of this study include triangulation and member checks (Creswell, 2013).

Triangulation is the use of multiple means of data collection in order to increase reliability of the data (Creswell, 2013; Hayes & Singh, 2012). Three methods of data collection were identified in order to increase credibility. A researcher-created questionnaire to assess participant suitability and to create an initial database of information. Individual interviews broadened quality and depth of data collected. Journaling allowed participants to write freely about their experiences, and the online focus groups brought out more of the experiences with the single-gender military boarding school by having participants write about what to tell an incoming student of a single-gender military boarding school.

Member checks allowed participants to review the transcriptions of their interview to ensure that the information was accurate. Each participant had an opportunity to review, edit, and approve the transcript of their interview for accuracy before it is used in the study. Participants were also invited to view and comment on the results of the research after the findings are complete (Creswell, 2013).

Dependability and Confirmability

Dependability is an assessment of the collection of data, as well as an analysis of the data and the themes that emerge. Dependability is akin to reliability in research (Creswell, 2013). Confirmability is a measure of the level of support data collection has on the research findings. Confirmability is objectivity in research (Maxwell, 2013; Saldana, 2013; Swezey, 2014). In order to increase reliability and dependability, external auditors were used (Creswell, 2013). Two external auditors agreed to assist with the research and were used to aid in the establishment of dependability. Both have held doctoral degrees for many years, have extensive research experience and have agreed to assist in the research as external auditors. Following completion of the research, a very detailed methods and procedures section allows other researchers to duplicate the study (Creswell, 2013).

Transferability

Transferability is the level to which a research study's findings can be transferred to other research studies. Transferability is external validity (Swezey, 2014). Thick, rich, descriptive data increase the transferability and maximum data variation (Lincoln & Gubda, 1985; Yin, 2009; Rockinson-Szapkiw & Spaulding, 2014). The findings will be published in a thick rich, descriptive style so that the final-results can be applied in single-gender military boarding schools everywhere (Lincoln & Guba, 1985). Triangulation, member checks and external

auditors will be used to ensure that trustworthiness is present (Creswell, 2013; Hayes & Singh, 2012).

Ethical Considerations

Ethical considerations are an essential part of any research study (Garzon, 2014). When conducting research that will contribute to the available knowledge base with the goal of improving lives, ethics should be considered throughout (Hayes & Singh, 2012). Institutional review boards are part of the process to ensure ethical considerations in the research process are clearly defined and given adequate treatment. Institutional review boards work to ensure that the rights of participants are always protected and that no harm is done. Several ethical concerns needed attention to protect the participants.

Participant identity must be protected to prevent accidental disclosure of personal information. Throughout the process of the research, both the specific study locations and the identity of the participants will be protected (Creswell, 2007; Yin, 2009; Rockinson-Szapkiw, & Spaulding, 2014). In order to ensure participant anonymity, participant identity must be concealed from the research audience (Yin, 2009; Hayes & Singh, 2012; Saldana, 2013). All efforts were made to ensure confidentiality with participants (Saldana, 2013). No personal names and no school names were disclosed; pseudonyms were used for participants and locations.

The responsibility of security of information lies squarely on the shoulders of the researcher or the human instrument (Creswell, 2007; Rockinson-Szapkiw, & Spaulding, 2014). Digital data was password protected and written information secured in a locked filing cabinet. A lockbox stored thumb drives used for data storage and all information was maintained behind a second set of locks.

All data was considered sensitive. Any data stored on a computer was password protected. Paper copies and artifacts were stored in a locking cabinet behind a locked door. The only person who had access to these data was the researcher.

Participants volunteered a significant amount of their time in their commitment to the research study; therefore, they have the right to see the final-results of the research. Participants will have an opportunity to review the results of the study after completion (Creswell, 2013).

Signed Informed consent forms are on hand for all participants. Written permission is essential to show that participants understand the study and that they understand their rights. Participants were also informed that they have the right to withdraw from the study at any time (Creswell, 2013).

There is an inherent conflict of interest in the fact that I work for the school involved in this study. I have bracketed all personal opinions to ensure that this conflict of interest is clearly understood. The voices of participants needed to be heard without personal researcher bias. It was also important to ensure that participants understand that they could trust me, in spite of my employment status. Written and verbal reassurance ensured confidentiality of data and participants in the study.

The nature of this study may bring emotions to light regarding life experiences of participants, as well as their experiences while attending a single-gender military boarding school. I will be prepared to refer participants to counseling services as necessary during the course of the study.

Summary

This chapter provides a description of how this hermeneutical phenomenological research project was conducted. In order to enhance the success of this study, coordination with all

participants and results, planning with foresight to catch potential problems before they arise, and constant direct oversight of all aspects of this study are essential. Study participants are experts in regards to the phenomenon being studied (Hayes & Singh, 2012). Purposive sampling, followed by convenience sampling, gave way to snowball sampling in order to select participants who were graduates from a single-gender military boarding school as study participants. Data collection occurred through individual interviews, a single focus group interview, and the journaling. The analysis of data involved coding of themes and careful analysis. Triangulation, member checks, dependability, conformability and transferability ensured trustworthiness by increasing credibility. Ethical considerations were addressed through IRB approval, anonymity, data security, debriefing, pseudonyms, locked or password protected data, member checks, consent forms and counseling referrals as necessary.

CHAPTER FOUR: FINDINGS

Overview

The purpose of this phenomenological study was to study boarding school syndrome and the experiences of single-gender military boarding school alumni following graduation. This chapter describes the participants and presents the findings of the data resulting from the research. Study findings are discussed based on the research questions.

Participants

All study participants attended the same single-gender military boarding school and therefore had similar experiences. To protect the identity of the school and participants, the researcher omitted the name of the school. Participants were assigned pseudonyms to conceal identity. Table 3 outlines the demographics of study participants. All participants were male. five study participants were married. Remaining five were divorced (one) or remain single (four). All study participants graduated from the single-gender military boarding school at least ten years ago and all but two were between 31-41 years old.

Table 3
Study Participants

#	Student Name	Gender	Age	Race	Graduated	Relationship
1	Jeff	Male	31-40	White	2007	Divorced
2	John	Male	31-40	Black	2006	Married
3	Fred	Male	20-30	White	2008	Single
4	Damian	Male	31-40	White	2006	Single
5	Josh	Male	31-40	White	2002	Single
6	Mark	Male	31-40	White	2005	Married
7	Allen	Male	31-40	White	2004	Married
8						

	Bosley	Male	31-40	Black	1999	Married
9	Don	Male	20-30	White	2008	Single
10	Rod	Male	31-40	White	2009	Married

Note: Numbers and pseudonyms are in the place of participant names.

Jeff

Jeff attended the single-gender military boarding school for four years. He graduated in 2007. He identified himself as white and is between 31 and 40 years old. Jeff was married; however, the marriage ended in divorce. Prior to attending the single-gender military boarding school, Jeff was not interested in accomplishing hard work and he was not concerned about his life following high school.

Jeff was extremely bitter about attending the single-gender military boarding school where there was not phones, limited internet and email, limited TV and no video games. He resented his father a lot during his four years at the school. However, after high school, his relationship with his father improved drastically and his father is extremely proud of all Jeff has accomplished.

While Jeff was not happy about his single-gender military boarding school attendance, he has continued to stay in touch with his friends from the single-gender military boarding school and he believes they will be friends for life. He feels it did help him to focus due to the minimal distractions. However, the single-subject plan is not similar to college class schedules and he did not feel prepared for the rigors of college classes and juggling the workload.

John

John is a 2006 graduate of the single-gender military boarding school. He is between 31 and 40 years old and identified himself as being black. He attended the single-gender military boarding school for five years. John is currently married.

John said that going to the single-gender military boarding school did not change his attitude. It helped him significantly because the school provided him with much needed male role models which he did not have coming from a single mother home. John has a great attitude toward the single-gender military boarding school and he would not trade his experience there for anything. He learned discipline and respect while there. The single-gender military boarding school helped him perform better in college because he was accustomed to studying daily and playing sports.

Fred

Fred graduated from the single-gender military boarding school in 2008. He is between 20 and 30 years old. Fred attended the single-gender military boarding school for four years. He is currently single.

During his high school years, Fred felt a great amount of pride in his school. Even during graduation, he believed he had accomplished something great. However, as he looks back on his high school years, he does not feel as proud about his time in the single-gender military boarding school. Fred also has a negative attitude toward his family. This bad attitude is not necessarily due to his single-gender military boarding school attendance.

Fred considers himself a workaholic and he blames his time at the single-gender military boarding school for making him into the workaholic he is today. He was selected to be a Company Commander, which caused him to work from 5:00 AM until 11 PM each day. There were not enough hours on the day to accomplish everything that had to be done. Fred said he

was not successful in his relationships. However, his relationships suffered. He feels that he struggles socially and emotionally.

Damien

Damien graduated from the single-gender military boarding school in 2006. He identified himself as white and is between 31- 40. Damien is single. He attended the single-gender military boarding school for two years.

Damien is a strong supporter of single-gender education saying that separating boys and girls is essential in school systems. He said it “cuts out many gender issues and helps them focus on other things besides the opposite sex.”

Josh

Josh graduated from the single-gender military boarding school in 2002. He identified himself as white and is between 31- 40. Josh is also single. He attended the single-gender military boarding school for three years.

Josh is not resentful about his time spent at the single-gender military boarding school. However, he does not have much pride in his time there. The school worked hard to enforce regulations. There are many rules in place and Josh feels that the number of rules and the enforcement of them are unrealistic and they set the cadet up for a situation where they leave the school to find many freedoms and potential distractions. Josh said he found himself distracted by all of the many things that happen in real life.

Mark

Mark graduated from the single-gender military boarding school in 2005. He identified himself as white and is between 31 and 40 years old. Mark is married. He attended the single-gender military boarding school for five years

Following graduation from high school, Mark attended college graduating successfully majoring in education. As a college student, Mark found he was not prepared for college life. He struggled to focus on his academics and found managing multiple topics difficult.

Allen

Allen graduated in 2004. He reported himself as white and he is between 31- 40 years old. Allen is currently married. He spent 4 years in the single-gender military boarding school.

Allen spoke positively about his experience as a cadet in the single-gender military boarding school. He said it helped him develop confidence, motivated him academically. It eliminated distractions allowing him to focus on his schoolwork and self-discipline.

Additionally, Allen serves on the school alumni board.

Bosley

Bosley is African American. He graduated from the single-gender military boarding school in 1999 and he is between 31-40 years old. Bosley spent 3 years at the school.

Bosley spoke highly of the single-gender military boarding school experience. Prior to enrolling for his first year, he thought it would be an awful experience. Reality proved much different for him. His experience was great and he made life-long friends. Bosley was grateful for his family' sacrifices. He took the study tactics learned during his high school years and applied them to his under graduate and his masters' degree.

Don

Don graduated from the single-gender military boarding school in 2010. He is white and is between 20 and 30 years old. Don spent 7 years at the single-gender military boarding school.

Don spoke highly of his experience at the single-gender military boarding school. He respects the fact that his parents sacrificed to send him there and he believes he would not have

had the quality college opportunities he has enjoyed without his boarding school experience.

Don said, “I support the system as it creates a distraction free environment where looks, social standing, and popularity have no important impact on your class.”

Rod

Rod graduated from the single-gender military boarding school in 1999. He is white and between 31- 40 years old. He is married. Rod spent 4 years at the single-gender military boarding school.

Rod loved his experience at the single-gender military boarding school. He said it was the best thing his parents ever did for him and it made him more respectful and happy to be around his family during leave weekends. Rod said he loved everything about the school except for the classroom experience. The one subject plan set him up for failure because he was not prepared to balance the several subjects he faced while in college.

Participant experience

All ten participants attend the single-gender military boarding school for at least two years. One spent two years, one spent three years, four spend four, two spend five years, one spend six years and one spent seven years at a single-gender military boarding school.

All participants attended the same single-gender military boarding school and therefore had a similar single-gender military boarding school experience. They referred to students as cadets and the barracks were divided into companies of approximately 70 cadets. Each cadet company had 24-hour daily adult supervision provided by an assigned Teaching, Advising and Counseling (TAC) Officer. All students and teachers wore a military style uniform daily. On Monday and Wednesday, the cadets wore a camouflage uniform and on Tuesday, Thursday and

Friday, they wore a dress uniform. The cadets also had a designated uniform for physical training (PT).

Each school day started with the sounding of the bugle call, reveille at 6:00 AM. The cadets quickly started cleaning their room and hall in preparation for inspection by cadets assigned to positions of leadership. Rooms were inspected and cadets marched in formation to the academy dining hall to eat breakfast at 6:45 AM. Cadets marched to the dining hall in company formation, waited in line for their food then sat and ate without formality. All students ate breakfast at the same time in the school dining hall. The cadet breakfast time was limited to 35 minutes. Once finished with the breakfast meal, cadets marched back to their company. They left the dining hall together and marched back to the barracks in company formation to correct room deficiencies. Any cadet who failed inspection received demerits through a “stick”. At 7:35 AM, the cadets marched to the flagpole to render honors to the flag then report to class. Demerits assignment included tours during which students were required to march back and forth on the sidewalk in front of the commandant’s department for 45 minutes each demerit. Each 45-minute block of marching was a “tour”. Any tour not completed by the end of the week would keep students from departing campus on leave (more than one day) or day pass (less than one day).

The school has a student population consisting of boarding students and day students. Boarding students stay the night on campus and earn leave and day-pass during the weekend to go home. Day students join the boarders at 7:00 in the morning and return home after class at 2:30 PM or after sports practice at 5:30 PM. Day students are required to report in to their TAC when they arrive in the morning for accountability.

The class schedule is unique and uses a plan where the cadets attend one subject at a time. They will meet with one teacher from 8:00 AM until released at 2:15 PM. During this time, students receive one 30-minute break at 9:00, a 45-minute lunch break and a 45-minute planning period. During the planning period and morning break at 10:45 AM, students are required to attend a religion class, leadership class, and a study skills class. These classes provide the opportunity for an additional academic credit. While there are no other scheduled breaks during the class day, teachers authorize restroom breaks as needed. During the lunch period, cadets walked on their own. There was no lunch formation except for the Friday lunch when cadets marched in formation to the dining hall.

The school provided a college preparatory curriculum. Students were placed into a higher-level college preparation courses of study if their grades and education level permitted. The guidance counselor assigned all students classes that qualified them for graduation including traditional core classes in English, Mathematics, Science, and Social Studies. Many students enrolled in Honors courses, Independent study and Advance Placement courses for similar subjects if qualified. All students enjoyed the opportunity to enroll in College preparatory classes during the entire school year. SAT and ACT preparation classes provided assistance to students taking the SAT and ACT tests.

Additionally, the school provided four fine arts classes including two music classes, drama and art. The music classes were band and choir. The band performed as a marching band and pep band for athletic events. A cadet praise band accompanied the choir. Students in these ensembles enjoyed the opportunity to audition for and perform in regional and all-state events. Occasionally, students earn scholarships at colleges throughout the United States. During the time the participants attend the school, there were no laptop computers. No cell phones were

permitted and there were no phones in cadet rooms. In order to use the telephone, cadets had to walk to the center of campus to a bank of phones outside of the Commandant's building. It was an outside location with a roof overhead. The academy ran a computer lab that was available for use during the day and occasionally during evening hours. Any time the computer lab was open, an adult faculty member was present to ensure rule compliance.

Cadets were encouraged to participate in a variety of opportunities after school. Competitive athletic teams included football, soccer, wrestling, rifle team, golf, baseball, tennis, lacrosse, basketball, track and field, and swimming. The school is a member of the state independent school athletic organization, which allowed them to compete with similar schools for state championship. The athletic practice time started after class at 3:00 and ended at 5:00 PM.

Any cadets not participating in a sport participated in the commandant's physical training program during athletic time. The commandant's athletic program included Frisbee, kickball, basketball, soccer, swimming, and running. Additionally, students had the opportunity to participate in clubs sponsored by faculty members. Clubs included airsoft, Bible studies, boy scouts, classic cinema, cooking club, debate, fishing, futsal, global citizens, interact, judo, legos, model UN, newspaper, orienteering, PEIR, quadrille, quiz bowl, robotics, scuba, volleyball, woodworking, yearbook and music.

Students of the single-gender military boarding school also participated in community service events throughout the local community. Club activity was responsible for the majority of community service events. Additionally, the band and choir reached out to the local community by performing in parades and special events whenever possible. Student in these ensembles also enjoyed opportunities to join students from other schools in combined musical events.

After the end of afternoon sports, students went to the dining hall for dinner and then clubs met. Following club time, students were required to attend retreat, which is when the campus national flag is brought down and put away. Students proceeded directly from retreat to Call to Quarters (CQ), when the students had two hours of mandatory study time in their barracks room. CQ lasted until 9:30 PM following which the students prepared to go to bed with lights out at 10:00 PM.

While there were no girls attending the single-gender military boarding school, students occasionally enjoyed interaction with girls. The school sponsored dances as social events and students were occasionally bussed to dances at other local schools. The students genuinely enjoyed the time with girls since they had little interaction with girls at the school.

Race/Ethnicity

There are currently 290 students enrolled in the school with 56 students in the senior class. The school reports that 73.4% of its students are white, 12.2 are African American and 9.7% are Asian. Student survey participants were either White or African American.

In order to facilitate foreign students, the school provides special programs. An English as a second language (ESL) program is in place for parents of students who need language assistance. A resource program is also in place for students who are not doing well in class.

Both programs require an additional charge for parents.

The average class size at the school is 14 students with one teacher. Students have adult supervision 24 hours each day by teachers and TAC officers. Additionally, on Tuesday and Thursday, teachers remain in the classroom for an additional 30 minutes to assist students who need additional help.

Results

The researcher developed the research questions in order to produce detailed analysis of the phenomenon; post-graduation single-gender military boarding school experiences as experienced by participants. One central question and three sub questions were developed to guide data collection during the study. The research questions addressed three areas understood to impact graduates suffering from boarding school syndrome: work experiences, college experiences, and relationship experiences. Data collection used an interview, an online focus group and journaling. The researcher used a coding system to organize information into units, which were analyzed and applied to the research questions.

Theme Development

Study participant selection occurred through a convenience sample using friends and acquaintances. These friends and acquaintances were asked for the names of additional potential participants. This process continued until 10 participants committed. Participants agreed to complete an interview, an online focus group and journaling. Data received from these collection processes was immediately arranged according to themes. These themes were used to organize all information and developed for findings and results.

Analysis techniques separated data into elements for writing and analyzation of the data (Yin, 2009). These themes continued to develop and were altered as data about the phenomenon was collected throughout the research period. Information coding occurred according to the study constructs. (see Table 4).

Table 4
Emerging Themes

	Interviews	Focus Group	Journals
Relationships	Brotherhood Student/faculty	Brotherhood Student/faculty	Brotherhood Opposite gender

		Opposite gender family	Family
College Experiences	Transition Study Grades Achievements Teachers/Coaches	Transition Study Grades Social Emotional Setbacks Leadership Training	Transition Grades Social Emotional Setbacks Teachers/Coaches Confidence
Employment Exp	Distractions	Multi-Task Distractions Workaholic	Workaholic Relationships

All information was broken down into similar themes and pertinent information determined to be beneficial or irrelevant to the study. Three themes were extracted during the study. These themes are relationship experiences, college experiences and employment experiences.

Theme One: Relationship Experiences.

During the semi-structured interviews, themes began to develop. A resounding theme throughout the study was relationship experiences. All participants referred to their fellow cadets as brothers. They feel an attachment from the shared challenges, which stayed with them more than ten years after graduation from the single-gender military boarding school. Jeff said “his relationships with ladies has been difficult. However, his relationships with other men and especially other cadets have always been great”. All study participants referred to their fellow alumni as brothers and frequently referred to other men in their lives as being closer than brothers. Damien said he continues to have great relationships with his single-gender military boarding school brothers.

Student-faculty relationships were also consistently referenced by participants. These relationships left a lasting impression on cadets because the faculty members had caring relationships with students. According to Fred, these caring relationships created a situation where he “felt trust and love from the teacher”. Each study participant named a teacher or coach as one of the most important figures in their lives.

Relationships with members of the opposite gender was another common code. Fred said that his “relationships with ladies has always been challenging”. He attended counseling and read several books in order to learn how to relate to ladies. Jeff found his relationships with members of the opposite gender challenging as well. He endured a failed marriage because of his inability to relate to ladies. He is now in a relationships but still struggling. Ten years after graduating from the single-gender military boarding school five participants are married while five remain single or divorced.

Theme Two: College Experiences.

Questions regarding participant college experiences exposed participant thoughts regarding transition, study, grades, social, emotional and teachers/couches. While all participants said their transition from single-gender military boarding school was relatively easy, several areas in college experience included challenges. All participants agreed that the single-gender military boarding school experience provided them with excellent study habits due to the nightly mandatory study hall. However, Jeff said he “chose not to apply himself because he was resentful toward his parents for sending him to the single-gender military boarding school” and he “did not want to prove them right”. John said initially he “did not go to class”. Once he applied the lessons learned while attending the single-gender military boarding school,

everything came together. Jeff is the only participant who was not academically successful. All other participants claimed to be successful in college.

Social and emotional codes emerged consistently throughout the focus group and journal phases of the study. Fred was the most outspoken participant regarding the social and emotional codes. He “had no idea how to relate to members of the opposite gender and emotional challenges were related to his inability to relate to females”. Eight participants agreed with Jeff in social and emotional challenges during college. All participants expressing social and emotional challenges during their college years said attendance in the single-gender military boarding school was to blame. According to Jeff and Fred, the fact that they were unable to spend time with ladies during the high school years left them unable to relate and communicate with ladies.

Study participants spoke of some impressive achievements in sports, academics, and scholarships. Additionally, all participants spoke positively about single-gender military boarding school faculty relationships. Participants who had been selected for leadership training while in high school said the training gave them the confidence they needed to lead cadets and to lead while in college as well. All participants agreed that they were much more confident during college due to their single-gender military boarding school experience and the set-back theme was referenced by two participants. Damien was emotionally set back when he tested positive to unauthorized substance use and Jeff faced academic setbacks due to his own poor choices.

Theme Three: Employment Experience.

Employment experience questions revealed distractions, multi-tasking, workaholic, and relationships codes. Damion spoke of distractions during the initial interview and again during the online focus group. His distractions showed up in training environments where members of

the opposite gender were equally involved in training. He said, “training was better when trainees were all male. When ladies are involved, there are too many distractions”. When discussed during the online focus group, only Allen disagreed about the impact of ladies in the training environment. Nine of ten participants felt adding females to training was detrimental. All participants felt they learned multi-tasking skills during their single-gender military boarding school attendance. A workaholic mindset for this study is defined as difficulty balancing work and home life. All study participants said balancing work and home life was a challenge. They agreed that time and experience has improved their work-home life balance. However, challenges remain. Single-gender military boarding school attendance and the demand for constant work while there, was consistently referenced as the cause of their workaholic mindset.

Research Question Responses

Research questions reflected the impacts understood to occur in the phenomenon known as boarding school syndrome. Participant responses provided the data used to compile findings and results for the study.

Central Research Question

The central research question was, “What are the post-graduation experiences of students from single-gender military boarding schools regarding the impact of boarding school syndrome on work and home relationships, post-secondary education, and employment?” Data analysis brought forth the following themes: (a) relationships, (b) college experiences, (c) self-confidence, (d) employment experiences. Several categories emerged from these themes.

Participants shared a variety of experiences while attending the single-gender military boarding school. However, all expressed experiences distinctly to the identified themes. The interviews, online focus group and reflective journal revealed that all participants experienced a

very similar encounter during the single-gender military boarding school stay and these encounters contributed to their experiences following graduation.

Sub-Research Question One

How do students who graduated from single-gender military boarding schools perceive their relationship experiences following single-gender military boarding school attendance?

Three categories of relationships emerged: (a) relationships with same gender, (b) relationships with opposite gender, (c) and relationships with family. All of the participants cited positive relationships with people sharing the same gender. Most referred to other men as brothers. However, all but one of the participants discussed challenges with women in their lives. According to Fred, much counseling and reading were necessary in order to learn to open up saying “It took much longer than friends who attended co-ed schools.” Jeff commented on having been too trusting with women in his life and that they took advantage of him. Mark, Josh and Allen agreed with Jeff’s sentiment as being a concern in their lives as well. Jeff also said that he was “married for 6 years and he was used for his stability the whole time.”

Relationships with family members had a similar theme to the relationships with opposite gender. Only Damien and Mark spoke of good relationships with family. All others cited relationship challenges with family members. Bosley said family relationships were characterized by “a lot of ups and downs.” His poor college performance only made family relationships worse. All participants agreed that their family relationships continue to improve with age. The two who cited good family relationships, Damien and Mark, had little to say about their family relationships other than being good. Allen said he appreciates family more because of the single-gender military boarding school experience.

Three variables arose in the relationships of single-gender military boarding school graduates: same gender relationships, opposite gender relationships and family relationships. The first variable, same gender relationships establish a base line regarding same gender relationships. The second, opposite gender relationships establish a baseline for male-female relationships. The third, family relationships establish a baseline for immediate family relationships.

Sub-Research Question Two

How do students who graduated from single-gender military boarding schools perceive their postsecondary education experiences following single-gender military boarding school attendance?

All participants except Jeff stated that the academic transition from the single-gender military boarding school to academic college life was smooth. The single-gender military boarding school experience for them included daily mandatory 2 hours of study time supervised by a duty faculty officer. Bosley stated that the study time in the single-gender military boarding school was similar to the mandatory study time for athletic teams experienced in college. He said, “the single-gender military boarding school showed him how to study and be an athlete at the same time.” Additionally, he said, “the single subject study plan created a bit of a setback” for him because he was not prepared to focus on multiple topics at once.

All participants except for Jeff said the academic part of college study was not very challenging. They credited their attendance in a single-gender military boarding school provided the tools necessary for college academic success. However, Jeff, Fred, Josh, Mark, Allen and Don expressed challenges with the social and or emotional side of college life. They spoke of challenges relating to members of the opposite gender while relationships with other men was

generally not a problem. Fred, Don and Allen found struggles with emotional concerns and sought counseling to ease the problem. Over time the relationships with members of the opposite gender and emotional concerns eased up. However, Allen and Fred referenced ongoing concerns with social and emotional health.

Academically, most found academic success throughout college and attributed their success to single-gender military boarding school experience. John found he had excellent study habits during his college years. He maintained a 2.5 GPA with the help of the skills he learned during high school. Jeff struggled to find academic success during his college years. In spite of receiving a four-year college scholarship, he failed out of college and enlisted in the military claiming his poor family relationships are to blame. Once in the military, he found many there were just like him. They all needed someone to lean on for support and success. The military environment gave him much needed success.

When asked to discuss achievements during college, participants spoke of some impressive accomplishments. Eight participants had dual enrollment credits from their high school years before they set foot on a college campus. Fred received a full scholarship as an ROTC student. John enjoyed a \$10,000 tuition waiver in the form of an academic scholarship, achieved the US Army ROTC Dean's List Award, received a ROTC American Legion Scholastic Excellence Medal and was on the Chancellor's List. Bosley completed his associates degree with academic honors, magna cum laude. In doing so, he was on the dean's list several semesters. Fred studied Spanish in Guatemala for seven weeks. During his junior year he received a \$24,000 undergraduate grant. During his senior year Fred was on Dean's list, was inducted into the Golden Key International Honor Society and graduated with distinction. Damien received multiple athletic accolades including all conference, outland trophy watch list

and he was a three-year starter on the college football team. He was on the Dean's List several times and in the end completed his Master's degree in Business Administration.

When asked about setbacks during college, the following themes surfaced; social, financial, grades. Social setbacks were common among participants. Several expressed financial setbacks while grades were generally not a problem.

Fred said he rarely fit in with his peers. Josh claimed he had great relationships with his male friends. However, he struggled in relationships with the women. Rod, Don, Mark and Allen also found relationships and social life to be very challenging. Jeff found women frequently took advantage of him due to his stability and emotional strength which he attributes to his time in the single-gender military boarding school.

Fred, Jeff and Bosley all struggled financially throughout their college years. According to Fred, the Free Application for Federal Student Aid (FAFSA) assumes a level of financial support from parents that is not always accurate. Fred claims many parents cannot afford to support their college age students at the level the FAFSA assumes which leaves students paying much more than their financial situation allows.

Bosley spoke about grade struggles stating his grades slipped. However, he managed to maintain a 2.5 grade point average. He also found himself kicked out of the NCAA due to a failed drug test. He later discovered the cause was a tainted supplement. It was too late and the damage was done. He was scared, lost, embarrassed and upset. Bosley called his best friend from the single-gender military boarding school and cried to him about how hurt and lost he felt. Bosley said he had fallen into depression. Eventually, the coaches at the single-gender military boarding school sent two alumni to pick him up and bring him back to the school. They had him work for summer school, start working out again, and got his life back on track.

I asked participants how the single-gender military boarding school helped them focus while in college. All participants referenced strong study habits they attribute to mandatory supervised study time while attending the single-gender military boarding school. Jeff said he had strong study skills. However, he claims to have intentionally sabotaged his grades because he was so angry with his parents for sending him to the single-gender military boarding school that he was scared of proving that they were right in sending him. John suggested he learned a significant amount of self-confidence and said his attendance in the single-gender military boarding school built his self-confidence due to the many challenges he faced and his ability to navigate those challenges successfully. All others joined in to second the thought saying self-confidence was definitely a strength gained resulting from their high school experiences.

When asked about the experience that had the largest impact on them during their single-gender military boarding school tenure, Damien immediately volunteered leadership training as his answer. The Commandant's staff selected prospective cadet leaders to attend leadership training. Following leadership training, cadet leaders were assigned to their leadership position within the cadet corps where they held the responsibility of ensuring peers followed the rules spelled out in the cadet rulebook, known as the bluebook. Cadet leaders counted themselves fortunate to have the opportunity to lead their peers and Damien said the opportunity was priceless. Allan, Rod and Don named athletic coaches as having the largest impact on them during their time at the single-gender military boarding school. They said their coaches have had a significant impact on them and coaches continue to impact their lives through everything they have accomplished since attending the single-gender military boarding school. Mark, Fred, Jeff and Josh singled out one of their teachers. They said their teachers had a huge impact on them

because they showed care for their students. All cadets said they learned that effort is the key to success during their stay at the single-gender military boarding school.

Participants were asked how their school experience affected their interaction with society. Jeff said he developed a greater grasp on individual motivations. He said it helped him facilitate interpersonal discernment beyond the academy. It assisted him to see what is important in life. He said, “people and personal interactions are the most important thing in life.” Damien learned that he could stand on his own two feet. He said, “I learned that I should fix a problem or find someone who can if I found something wrong.” Don said he learned to be on time. Bosley learned studying every night is more important than going out. Rod stands taller now that he knows who he is.

All participants agreed their time in the single-gender military boarding school boosted their self-confidence. Jeff said his “self-confidence grew due to the ongoing lessons, training and success”. The school’s system of awards, ribbons and praise in public provide a positive feedback loop encouraging enhanced performance. Damien said during his childhood, he was not capable of speaking in front of a crowd. His known speech problems made speaking in front of a crowd a significant challenge. However, his time at the single-gender military boarding school showed him he could do anything if he worked at it over and over. Damien closed the comments by saying, “practice makes perfect”.

Self-confidence was consistently encouraged while attending the single-gender military boarding school. However, Fred spoke about how rules and regulations help determine success and failure. The artificial environment does not accurately reflect the realities of life. There are many rules placed on cadets that do not exist in reality. Once outside the academy, graduates face new challenges for which they are not adequately prepared. According to Fred, the overly

rigid structure in the single-gender military boarding school does not prepare students for the freedoms they face after graduation. He said, ten years after graduation, he is still struggling with his transition from expectations of the academy in light of the buffet of life options and decisions found in life after high school. Allen agreed saying “when one grows up in a rigid environment and is released into a life that is undefined and frequently conflicts with values taught at the single-gender military boarding school, uncertainty can create doubt. Doubt in one’s decision-making can lower one’s self-confidence.

All participants agreed self-confidence was a concern and they faced struggles in these areas. However, John found he had self-confidence in his sports accomplishments and abilities. Jeff struggled with self-confidence throughout college. He finally found it in the military where the rule system is similar to the environment he experienced while in high school. Like John, Bosley found self-confidence in his athletic ability. Fred, Allan, Mark, Josh, and Don said they still struggle with self-confidence more than ten years after graduation. Damien said he believes he can do anything now.

Three variables under sub-question 2 were academics, achievements, interactions. The first variable, academics showed how the participants performed in their classes. The second, achievements, gave participants an opportunity to express their moments of great success. The third, interactions, examines participant thoughts regarding their contact with friends, classmates, teammates, and teachers.

Sub-Research Question Three

How do students who graduated from single-gender military boarding schools perceive their employment experiences following single-gender military boarding school attendance?

Following graduation, Damien attended college and graduated as an educator. To gain experience, he worked at the single-gender military boarding school during the summers. According to Damien, the “young men he taught in the public school system would have been much better off at a single-gender military boarding school because there are fewer distractions.” He worked as a schoolteacher for eight years and followed with service in the Coast Guard for nine years. During his Coast Guard time, Damien found the single-gender training sessions were more effective due to minimized distractions. He also expressed his thought that “training sessions in the Navy would be much more effective if separated by gender”.

John experienced an excellent employment experience after FUMA. He has enjoyed steady employment in medical sales. He feels that his Single-gender military boarding school education had a positive impact on his work experience. Through his high school experience, he learned to multi-task and work with a team. Also, his work balance and commitment has been good. The single-gender military boarding school taught him to leave work at work and to manage daily tasks efficiently.

Most of Damien’s work experience has been overseas contracting for the United States government. He has enjoyed his employment. However, his jobs are not what most would considered a typical post-college employment pattern. Prior to his most recent promotion, Josh worked a lot. He was on call 24 hours a day with hundreds of employees and supervisors under him. He found his work balance was completely off. Now he is in a corporate environment where the balance is improved. However, he is still making adjustments.

Jeff and Damien have been working in the military. Both said they work too many hours. The military has a way of absorbing your time and can be difficult on relationships.

All remaining participants have enjoyed a balanced work situation. They do not feel overworked and they spend an adequate amount of time with friends and family. All participants believe a balanced work and family life is important to being a balanced person. However, putting it all together is easier said than done.

Two variables emerged in relations to sub-question 3: quality work experience and workaholic mindset. The first variable, work experience, provided participants a discussion point regarding their work experiences. The second, workaholic mindset views their work mindset.

On the final day of journaling, I asked participants what I may have missed in the process. Only one participant responded. Damien offered a quote by Robert E. Lee. "[Y]ou should not force young men to do their duty, but let them do it voluntarily and thereby develop their characters. The great mistake of my life was taking a military education" (Freeman, 1934)

Summary

Chapter Four provides a close look at study participants. It describes their gender, age, race, graduation year, and relationships status. Participant's daily life while attending the single-gender military boarding school is described in detail. Current demographics of the school are documented. Finally, data analysis results are discussed in light of developing themes and research question responses. Observed findings are the result of thorough data analysis.

CHAPTER FIVE: CONCLUSION

Overview

The purpose of this study is to understand boarding school syndrome as it applies to the experiences of single-gender military boarding school alumni. Boarding school syndrome is relationship difficulties, college struggles and employment problems manifested in single-gender military boarding school graduates (Marsh, 2011; Schaverien, 2011). Schaverien (2011) originated the term boarding school syndrome after treating boarding school alumni in her psychotherapy practice.

Chapter Five discusses the findings of the research and offers conclusions based on these findings. Additionally, this chapter includes a summary of the findings in light of the related literature and presents implications, limitations and delimitations of the research. The chapter concludes with recommendations for future research.

Summary of Findings

Findings are presented based on the research questions. Findings from each research questions are compared through the lens of related literature. Additionally, a table is provided which illustrates the findings with research questions. Analysis of the interviews, online focus group and reflective journaling is presented. Three themes developed regarding the post-graduation experiences of single-gender military boarding school alumni: relationship experiences, college experiences, and work experiences. Expressed similar experiences contributed to the development of these themes. Study participants consistently acknowledged their attendance in the single-gender military boarding school as a strong contributor to their post-graduation experiences. Additionally, study research questions are grounded in Erickson's (1968) developmental theory.

The central research question, ‘What are the post-graduation experiences of students from single-gender military boarding schools?’ helped set the ground base for the study (Yin, 2003). The description of the phenomenon developed based on this question. Additionally, a description of study participants who have experienced the phenomenon combined with their experience in a single-gender military boarding school environment developed based on this central research question.

The first finding was that relationships with members of the same gender were strong. Relationships with members of the opposite gender and family were frequently strained. The second finding, regarding post-secondary school experiences showed that participants unanimously agreed study habits learned while in the single-gender military boarding school were very valuable and most were successful. However, relationships were difficult because social and emotional concerns were common. The third finding is a workaholic mindset common among study participants.

Prior research supports the theme that relationships of single-gender military boarding school graduates can be challenging. According to Schaverien (2011) and Englehart & Westwood (2013) single-gender military boarding school alumni face challenges in their social lives. Student attendance at a single-gender military boarding school may leave them with experiences that color their worldview in a way that is significantly different from their traditionally schooled peers. Single-gender military boarding school students frequently feel they must perform at a higher standard than students from traditional school settings. This expectation to be better than students in a traditional school setting develops in the military boarding school environment (Lindhorst, 2015). Additionally, Erickson’s (1968) developmental theory describes specific stages of adolescent development. When a child is sent away to a

single-gender military boarding school, away from family relationships, the child's development is interrupted potentially contributing to expressed alumni experiences.

According to Schaverien (2004), parents assume boarding school attendance is good for their children because they are told their children will have better opportunities following graduation. One selling point of single-gender military boarding schools is their advertised ability to turn boys into men (Schaverien, 2004). Students who attend a single-gender military boarding school face unique challenges. Patterns identified in boarding school alumni inspired Schaverien (2004) to refer to them as boarding school survivors. Relationship challenges with members of the opposite gender, difficulties in college and work place struggles are frequently observed in these alumni (Schaverien, 2004, 2011).

Sub-question one: "How do single-gender, military boarding school graduates perceive their boarding school experiences; and, what impact does single-gender military boarding school experiences have on their personal relationships?" contributed to the development of the relationships theme. Study participants expressed little challenges in establishing and maintaining relationships with other males. Many referred to a brotherhood mentality when asked about same-gender relationships. Discussion referenced the fact that friendships from their single-gender military boarding school attendance remain to this day. They consider single-gender military boarding school formed relationships to be lifelong friendships.

Relationships with members of the opposite gender are frequently challenging. Damien said he has entered into counseling and reading in order to learn to open up. He said his ability to relate to members of the opposite gender took much longer for him to develop than friends who attended co-educational schools. Jeff feels he trusted too much during college and he found making friends to be frustrating. He said, "everyone takes care of themselves and not others".

Jeff found himself divorced after 6 years saying “women used him for his stability the whole time”. He feels women considered him to be safe because of his discipline. Mark said he was “taught that people should be self-disciplined but it is rarely so.”

Sub-Question two: “How do students who graduated from single-gender military boarding schools perceive their postsecondary education experiences following single-gender military boarding school attendance?” contributed to the development of all three themes: relationship experiences, college experiences and employment experiences. All participants agreed that mandatory supervised study hall equipped them with the essential tools to establish good study habits in the college setting. These study habits generally helped them to be successful in classes. However, nine participants said the academic schedule of the single-gender military boarding school did not adequately prepare them for balancing time between multiple subjects. Having spent high school years where they were required to focus on only one subject at a time left participants unprepared for college challenges and distractions. Jeff failed out of his college attempt but he did not blame his high school experience for his failure. He feels he intentionally sabotaged himself to prove his parents were wrong in sending him to the single-gender military boarding school.

A common category emerged regarding participant’s social and emotional status during college life. Damien said he struggled emotionally largely because he was unable to socialize well with members of the opposite gender. He felt it improved once he received counseling and read several books on the topic. Josh, Don and Allen agreed college social life was challenging. All found relationships with members of the opposite gender strained and had emotional struggles as a result.

Sub-Question three: How do single-gender, military boarding school graduates perceive their employment experiences?” contributed to the employment experience theme. All participants said their work experiences have been good. Allen started his working life as a school teacher and was quite successful. He noted that all of the students he taught would have been better off if they had an opportunity to attend a single-gender military boarding school. There are fewer distractions. John attributed his strong work ethic to lessons he learned during his stay at the single-gender military boarding school and all participants echoed in agreement.

The theme that resounded with the group was in answer to the question regarding having a workaholic mindset. Bosley struggled with finding a balance between work and family and said it is a work in progress to this day. Prior to his recent promotion, he worked many hours at the expense of his family. He was on call with hundreds of employees and supervisors under him and he had to be prepared to go when called. His family life was in trouble. Mark’s work and family time were completely out of balance. Damien’s work experience has been largely overseas and he has had no time for family. He said work consumes him and there is just no time for family. Allen learned that procrastination hurts in the end during his time at the single-gender military boarding school. This outlook on work has caused him to work excessive hours while finding little time for family.

Table 5 shows major themes drawn from the findings as they relate to study constructs. They reflect the participant’s overall post-graduate experiences as single-gender military boarding school alumni.

Table 5
Correlation of Emerging Themes to Research Questions

Construct	Categories
CRQ - Experiences	SG Relationships

	OG Relationships College Experiences College Relationships Social and Emotional
SQ1 - Relationships	OG Relationships SG Relationships
SQ2 - College	Good Study Habits Preparation for college Social and Emotional OG Relationships
SQ3 - Employment	Good work experiences Workaholic Mindset

SG-Single-Gender, OG-Opposite-Gender

Themes that consistently arose during the course of the research were opposite-gender relationships and social-emotional concerns. Reflections from related literature also show a consistent struggle with relationships following single-gender military boarding school attendance. Both the opposite-gender and social-emotional themes are related and are discussed by Schaverien (2004, 2011). All student participants felt positively about the contribution single-gender military boarding school made to their study habits. Workaholic mindset was also a theme among eight of the ten participants. They all felt their work experiences have been positive. However, they feel they work too much and it interferes with relationships.

Discussion

There is little research on boarding school syndrome and little research regarding single-gender military boarding schools. Joy Schaverien (2004, 2011) defined boarding school syndrome after treating boarding school alumni in her psychiatric practice. Boarding school alumni who sought her out for counseling experienced relationship challenges, college struggles and difficulties at work. Erickson's (1968) developmental theory served as the study theoretical framework.

Theoretical

Erikson's (1968) theory of human development identified eight stages in human development which take place throughout life. Each stage has unique characteristics and important development takes place throughout. When a child is sent away to a single-gender military boarding school, these stages are interrupted. This interruption can have a significant impact on the developing child (Erikson, 1968).

Along with the human development that takes place during Erickson's (1968) eight stages, learning takes place. The result is an adult who will go on to life and continue developing in society. From one to two years of life, Erikson's (1968) stages of development include learning basic trust versus mistrust. Learning autonomy versus shame occurs between two and four years. Initiative versus guilt is learned from around three and one-half years until the beginning of formal schooling. Industry versus inferiority includes the elementary school years and some junior high school years. Adolescence takes place around 13 and 14 years of age, continuing until about age 20 which is also where the individual learns identity. Intimacy and love happens during young adulthood. A need to work together instead of total absorption in self

comes later and finally; integrity versus despair happens when a person learns to trust and has developed independence (Erikson, 1968).

Challenges are faced at each developmental stage. The early stages from birth to adolescence find the developing child largely dependent on the individual experiences of the child including bullying, discipline and counseling. Development in the adolescent years is based largely on what the child does; for example, choices of activities or daily decision making. Finding identity as an adolescent is a matter of finding one's own way. The child is working hard to learn social interactions (Erikson's Stages of Development, 2015). The adolescent stage is followed by adulthood. As children progress into adulthood, they have to begin making decisions for themselves so they can start a life of their own.

Children who are sent away to single-gender military boarding school are separated from family members and female interaction during the vulnerable teen years. It is during this time the child is forming ideas about who he or she will be throughout life. Life in the single-gender military boarding school is stressful and challenging. The combination of the stressful school environment with the separation of children from parents may be causing damage because "the rupture in family relationships may permanently affect the attitudes toward members of the opposite sex" (Schaverien, 2004, p. 686). Cookson (1985) described the adolescent stage as the "most moral age" (p. 90). It is during the adolescent stage the individual is learning the roles he or she will perform for the remainder of life.

Study participants were all separated from their homes and the care of their parents during this crucial developmental period. They were placed in the care of the single-gender boarding school where they learned to live with completely different rules and little female interaction (Marsh, 2011; Schaverien, 2011). Schaverein (2011), says that many of these

children learn to live in a psychological shell (bubble) during their attendance. This bubble remains in place for many years and often for life. The bubble is frequently a defense mechanism put in place to block negative experiences during single-gender military boarding school attendance. Growing up in the single-gender military boarding school environment, the child learns to adapt to this new life and can continue to have unmet emotional needs distorting development. These needs often remain unmet into adulthood. The intimacy of the mother-child bond can never be recaptured but the yearning for it, which begins with homesickness at school, may unconsciously dominate later life (Schaverien, 2011 p. 153).

Every participant identified with an adolescent development which may have been disrupted by their attendance in the single-gender military boarding school. They were removed from their families at various ages, however, all left their families to attend the single-gender military boarding school during the fragile adolescent years. They were put into uniforms, taught how to live by the school's rules and placed into a setting where female interaction was minimal and they were developing in a setting where they could make minimal choices regarding their development. Several participants exhibit signs of developing a bubble mid-set which followed them into life after single-gender military boarding school.

Empirical

Boarding schools have been a significant part of the global educational system for more than 1,000 years (Gillard). 1,000 years of boarding school history adds a note of tradition and credibility to boarding schools operating today. This credibility helps explain the strength and vitality associated with boarding schools allowing them to continue to be a vibrant part of our education system.

Boarding schools originally were considered places for the rich and powerful as they were seen to be places where children would learn to continue the British way of life (Jacobs, 2013). Boarding schools of today inspire wealthy people to send their children far away from home due to the lure of better opportunities. Boarding schools have changed significantly over time attracting middle class families due to the perceived better opportunities (Jacobs, 2013).

Few studies exist regarding the results of single-gender verses coeducational opportunities. Datnow & Hubbard (2002) posit that single-gender schools provide better opportunities for students. These opportunities are even greater for low income African-American and Hispanic-American boys (Datnow & Hubbard, 2002). Disadvantaged students in single-gender schools have higher achievement on standardized tests than counterparts in coeducational settings (Datnow & Hubbard, 2002).

Empirical literature regarding boarding schools is minimal. The majority of literature regarding boarding schools is a result of anecdotal observation as opposed to empirical research (Anderson, 2005; Branston & Patrick, 2007). While sparse, accounts of abuse taking place in boarding schools exist. Accounts of abuse include bullying and sexual incidents.

According to Schaverien (2004), bullying and sexual abuse are present in schools today. Bullying is often grouped with school violence as being the same although they are not. There is a power imbalance which results from the rank structure assigned students in the single-gender military boarding school setting. Students are assigned rank based on their perceived leadership ability which gives them power over the other students. This power is generally over younger students who have no rank creating the power imbalance providing a setting ripe for bullying to occur (Ttofi & Farrington, 2010).

Boarding school students spend significantly more time with their peers than day school students. In the day school setting, students usually go home at the end of the day leaving the bullying situation at school creating a break from challenges. Boarding school environments do not allow for this opportunity. If bullying is occurring, boarding school students have to face the bully in the evening as well as the classroom (Pfeiffer & Pinqart, 2014).

Schaverien (2011) and Englehart & Westwood (2013) posit that boarding school alumni face challenges in their relationship lives as well as their professional lives. Students often depart the single-gender military boarding school with experiences that make their worldview quite different from the experiences of their coeducationally schooled peers. Single-gender military boarding school students often feel they have to live up to a higher standard than students from traditional schools. These attitudes are developed because single-gender military boarding school students are expected to be better than traditionally schooled students (Lindhorst, 2015).

Boarding school alumni comprise a significant number of Schaverien's (2011) patients who come to her for emotional distress. The psychological effect of being sent away from family into the boarding school setting emerges during her counseling process. The child's personality is frequently altered as a result of boarding school attendance. This separation often leads to relationship issues in adulthood (Schaverien, 2011).

Study participants expressed relationship challenges with members of the opposite gender. While same gender relationships were largely positive, participants consistently spoke of relationship challenges with women. These relationship challenges were also evident in a workaholic mindset present in study participants. A workaholic mindset was consistently expressed in the study and is closely related to relationship challenges. It is difficult to have

positive relationships when the participant spends far too much time working. It is evident that Schaverien's (2011) counseling practice observations are supported in this research study. Participants clearly struggled with relationship challenges, college challenges and a workaholic mindset.

Implications

The results of this study describe the post-graduation experiences of ten single-gender military boarding school alumni. Findings hold important implications for single-gender military boarding school administrators, parents, students and counselors of student alumni. The value in performing this study on boarding school syndrome is awareness of symptoms boarding school alumni may face when moving on into life following graduation.

Theoretical

The results of this phenomenological study provide theoretical evidence that attending a single-gender military boarding school made a difference in the lives of the study participants contributing to their lives as alumni. Erickson's (1968) eight stages of development describe the stages humans go through during their development from birth through adulthood. Each stage in his developmental theory results in important human development building on the stages before to create a whole human who is a productive, capable, intelligent member of society. Every participant in this study is a citizen who is working to be the best possible citizen in society. They have faced challenges. However, all shared stories of remarkable success in their human journey.

Boarding school administrators and board members hold a very important position and can assist students in their care by ensuring Erickson's (1968) developmental theories are applied when planning and implementing school policy. School policy members should seek education

regarding Erickson's human development to better understand the potential impacts of children being removed from their family and friends support group. Additionally, all educators and supervision personnel should be educated regarding the challenges children face when they are inserted into the single-gender military boarding school setting. Students face a unique set of challenges while under the care of the school. Peers are assigned rank and have significant power and authority over peers. These peers with rank are frequently younger than those over whom they hold this authority. Meanwhile, students are separated from parental and friendship support. Erickson's (1968) developmental theory clearly defines the adolescent stage as the period when one is learning identity. Students attending a single-gender military boarding school potentially develop a very different identity than they would develop while spending time with family and friends. Educators generally study Erickson's developmental theory during their college years. However professional development should take place continuously throughout their teaching career to remind them of the important development taking place in the adolescent years. Administrators and educators of single-gender military boarding schools have a responsibility to support the student in every way possible ensuring adolescent development while guiding and educating the child to be the adult they are meant to be. Therefore, teachers and student supervisors need to take the time to develop a self-care plan, engage in professional development, and engage in development of the students in their care. With the proper education, they will be able to provide the social and emotional support their students need using this theoretical framework.

By making school administrators, educators, and supervisory personnel aware of boarding school syndrome and the possible negative impact single-gender military boarding

school attendance may have on alumni, administrators are able to consider changes in order to lessen the potential impact on students.

Empirical

Empirical implications of this study include results that beg for additional study regarding the impact single-gender military boarding school attendance may have on adolescent students. Each participant shared challenges in relationships with members of the opposite gender. They developed close relationships with their single-gender peers and faculty members. However, opposite gender relationships remain a challenge through college years and beyond. Additionally, participants found acceptance into college relatively easy while follow-through and completion of the college dream was challenging to five of the participants. A workaholic mindset was common among participants who cited their single-gender military boarding school attendance as part of the cause. Therefore, it is important that school administrators, educators, coaches, and student supervisors receive proper education regarding the adolescent needs of their students. Additional study can provide the needed support to ensure students receive the care necessary for a successful, quality adult life.

While alumni generally have excellent relationships with members of the same gender, they frequently have difficulty relating to members of the opposite gender (Schaverien, 2004). Study participant comments closely resemble Schaverien's (2004, 2011) description of patients who she described as having relationship challenges.

The theme regarding challenged relationships with members of the opposite gender is supported by related literature. While not all students attending a boarding school will suffer from boarding school syndrome, those who do, frequently struggle with relationships involving members of the opposite gender (Schaverien, 2004, 2011). When students attend a single-gender

environment, there is a chance of acquiring an altered worldview. The combination of placement in the care of strangers and the separation from family may have a permanent impact on the student's thoughts toward members of the opposite gender (Marsh, 2011; Schaverien, 2011). A feeling of rejection results when the student is sent away from home. Single-gender military boarding school attendees often deal with the feelings of rejection by distancing themselves from others including their relationship partners. Physical and emotional closeness causes feelings of discomfort (Marsh, 2011). Finally, Graduates end up with a negative perception of gender and gender roles in society in addition to lifelong trust issues in loving relationships (Marsh, 2011; Schaverien, 2011). In Schaverien's (2004) book, *Boarding School: the Trauma of the 'privileged' child*, she described the boarding school setting as a training ground where the female gender value is reduced.

While some of the study participants have had great relationships, others have struggled and continue to struggle. Jeff found himself divorced following six years of marriage. His romantic relationships have always been a roller coaster and he feels he trusts more than he should. During his six-year marriage, he felt used for his stability the entire time. Prior to his failed marriage, he feels he "was used many times in relationships for his stability and focus". According to Jeff, he was safe because of his discipline. When asked to explain what he meant by saying he was safe, Jeff said his "discipline learned during his time in the single-gender military boarding school made him into someone who was very reliable and predictable".

Damien spoke of significant difficulty building relationships with members of the opposite gender. After years of counseling and reading, he is finding some comfort in opening up. He also said learning to interact with members of the opposite gender took much longer for him than friends who attended co-educational schools.

Fred said his relationships have always been interesting. Since high school, if he is friends with another male, he is closer than a brother. Opposite gender relationships proved to be challenging because he was too trusting. In his experience, “everyone takes care of themselves and gives little attention to others”. Josh had several setbacks with members of the opposite gender. He was socially awkward but learned to improve as time went on. Bosley feels he struggled socially and emotionally. When compared to his peers, he was socially and emotionally numb.

Related literature supports the theme regarding challenges during college. Schaverien (2011) observed a significant number of her boarding school graduate clients struggling from emotional distress. While the psychological impact of years of boarding school attendance coupled with being sent away from family members may not be immediately evident, emotional distress concerns were evident throughout the counseling process. The intense setting of the single-gender military boarding school environment frequently alters the child’s personality. A vulnerable state of mind is often the result. Schaverien (2011) referred to this as a feeling of being trapped in a bubble resulting in isolation from others. The bubble is a defense mechanism put in place to avoid a painful situation through isolation. This bubble outlook continues throughout college and into adult life. The bubble outlook was essential during the high school years. However, it can be challenging to reverse later in life and can lead to social, emotional and relationship issues later in life (Marsh, 2011; Schaverien, 2004, 2011). Regarding the bubble outlook, Duffell (2000) posited that “boarding schools don’t ‘build character’ or ‘make the man’, they break the child, and replace it with a coat of armour (sic) filled with fear, loneliness and alienation” (p. 31).

Grant (2014) observed many students work their way through the single-gender military boarding school environment from his 12-year position as head of guidance. Graduates rarely find acceptance into college to be challenging. However, working through college classes frequently poses a problem. While the single-gender military boarding school claims to be a college preparatory environment, many graduates do not perform well in college and many drop out. College success rate statistics are not available. However, Grant (2014) noted the number of unsuccessful graduates is high. Many enter college and drop out after a short time.

Don said he performed poorly during college. He did not go to class and did not study. After a probation period and the possibility of expulsion from school for poor grades, he found the motivation to accomplish the mission and managed to get through. For Bosley, the transition into college was smooth. Mandatory study hall during his time in the single-gender military boarding school set him up with valuable skills and a desire to do what was necessary for success. However, the one subject plan was a bit of a setback. During high school, he only had to focus on one subject at a time for each seven-week grading period. College opened the need for Bosley to manage his study time between multiple subjects.

Fred found success academically. However, he struggled socially and emotionally. Fred dealt with emotional and social struggles throughout his college years and still seeks counseling assistance in order to overcome. He attributes his time in the single-gender military boarding school for giving him the tools necessary for academic success. Rod, Don, Allen and Mark all found the challenges of college classes and finances to be too difficult and dropped out after two years. Josh dropped out after one year. Damien and John both found success in college graduating on time.

According to Rod, during single-gender military boarding school attendance, a set of rules and regulations determine success or failure. It is an artificial environment, which is not an accurate reflection of real life. The rules only exist on campus. Following graduation, new “challenges exist and graduates are expected to make decisions on their own”. Josh agreed saying “the rigid structure of the military boarding school does not adequately prepare students for life after graduation”. He is still struggling to transition from the academy’s expectations and rules to the buffet of options available in life following graduation. Fred added, “When one grows up in a rigid environment and then is released into a life that is undefined and often conflicts with academy rules, doubt creeps in”. Doubt in decision-making can lower self-confidence.

Schaverien (2011) wrote about a bubble outlook following boarding school attendance. This bubble outlook may be visible in study participants as several participants noted struggling with social and emotional concerns. A bubble outlook can develop when the student works to protect himself and isolate himself from others. This same isolation bubble outlook can stay with the graduate into college life and beyond and it may be in place with Fred and other study participants to a lesser degree.

Several study participants expressed challenges facing college classes. Grant (2014) expressed concern over graduate’s ability to succeed in college after college acceptance. Five study participants told of challenges with success in college academics.

While five study participants expressed difficulties during their college years, Allen, Bosley, Damien and John said their college experience was not difficult. Schaverien (2004, 2011) said not all boarding school students suffered the effects of boarding school syndrome. Five study participants struggled during college. According to Grant, (2014) and Marcus (2018)

the national average of high school graduates struggling in college is 20-30%. 50% of study participants struggled in college and two ended up quitting.

The repetitive concerns over social concerns, emotional challenges and academics during college attendance is in agreement with Shaverien's (2004, 2011) observations on boarding school syndrome. The number of students facing academic, social and emotional challenges is indicative of boarding school syndrome as observed by Schaverien (2011).

Five participants said they struggled with finding a balance between work and family. This lack of balance in the lives of participants is defined as a workaholic mindset in study participants. Chase (2008) wrote about male gender performance concerns seen in single-gender military boarding school alumni. The "disciplinary systems, supervision policies, dress codes, social events, sports, academic competitions, social hierarchy, academic curricula, gendered subjects, and selective admissions" (p. 290) maintain the value of gender behaviors. Gender performance standards placed on students comes with a cost. When male and female students spend time in a single-gender environment, they learn masculine characteristics are key to success (Chase, 2008). Gender performance expectations placed on students hold a psychological cost for the student. Skewed perceptions of masculine and feminine roles result in challenged views of opposite gender. Graduating students take these perceptions with them into employment experiences where their performance is impacted. According to Graham, (2012) in spite of differing student populations and goals, single-gender military boarding schools shape students by intentionally influencing identities and behaviors.

Schaverien (2004, 2011) noted a workaholic mindset in boarding school alumni in her counseling practice. Schaverien (2004, 2011) observed boarding school graduates perform well in the work environment because they tend to work long hours so they do not have to face their

thoughts. They generally perform well in the workplace. However, graduates frequently express unhappiness. They are frequently high achievers although there is a lack of real understanding.

According to Engelhard & Westood (2013), these issues are not new for boarding school alumni who frequent online venues for comfort in others who have endured similar circumstances. *Boarding School Survivors* (2014) and *Boarding Concern* (2015) are internet sites that provide assistance for boarding school alumni.

Damien started his working life as an educator teaching in public school during the year and returned to teach at the single-gender military boarding school in summer. Following his eight-year teaching experience he joined the Coast Guard where he served for nine years. He felt training was more effective when the group was all male because there were fewer distractions. He feels training in most disciplines would be more effective if split up by gender. Mark has had excellent employment experiences after graduating from boarding school life. He enjoys steady employment in medical sales crediting his single-gender military boarding school attendance for his positive work experience. His work balance and commitment have been good and he learned how to accomplish tasks of daily life due to his time in boarding school.

Fred has spent most of his working life overseas as a government contractor and he has been so busy, there is no time for relationships. Jeff, Bosley, Allen, Josh and John all expressed excellent work performance. However, all said they work too many hours and spend far too little time with family. Jeff said his "ability to handle work versus family commitment is a work in progress". Bosley worked far too much prior to his recent promotion. He still works a lot but manages to balance his time more effectively. Allen said his work and family balance is completely off. For John, his corporate work balance is getting better. However, it is still challenging.

It is interesting to note that time spent in the single-gender military boarding school teaches students that finishing the job at all cost is extremely important. They learn the most important thing in life is mission accomplishment. This alignment of priorities goes with some of them throughout life and results in a strong work ethic, which may contribute to a workaholic mindset much like the one described by Shaverien (2004, 2011).

Boarding school syndrome was little more than a set of observed symptoms and theories prior to the start of this study. Findings help support Schaverien's (2004, 2011) observations from her practice. Study participants found challenges in relationships, post-graduate study and the working environment.

Counselors rely on studies like this one to make decisions regarding the counseling needs of their counsees. Possessing the knowledge that boarding school alumni may face challenges in relationships, college and work allows the counselor to diagnose the concern enabling them to provide assistance.

Practical

All study participants quickly and confidently communicated a relationship formed at the single-gender military boarding school that helped and supported them during their time as students and into their life following graduation. These relationships helped them find success in college and work providing continued emotional, academic and professional support. These relationships proved valuable to students as they navigated life. Administrators, educators, coaches and supervisors need education regarding the value students place on their relationships. These relationships are extremely important to students as they navigate through life following graduation and possibly for the remainder of the alumni's life.

Parents and single-gender military boarding school students need to be educated on the potential impact of sending their children away for a boarding school education. While attending the single gender military boarding school, their interactions are forming the child into adults. Their adolescent years are significantly different when attending a single-gender military boarding school as opposed to staying at home with family and friends. These differences will have an impact on the child's adolescent development and their future.

When parents send their children away to a single-gender military boarding school, they feel the child is benefitting because they will have a better opportunity. Parents, grandparents and friends make sacrifices to fund the high cost of boarding school attendance. If aware of the potential impact of time spent in the single-gender military boarding school, parents will have the opportunity to make a conscious choice knowing their child may need additional assistance following graduation.

If aware of the potential implications of spending time in a single-gender military boarding school, students can watch for symptoms of boarding school syndrome. If symptoms manifest, students can seek assistance to progress with a healthy life.

Delimitations and Limitations

Delimitations established boundaries regarding how the study was conducted in order to ensure participants meet the guidelines of the study. They ensure study participants are likely to have experienced the phenomenon.

The first delimitation involved the researcher making decisions regarding the nature of the study to define the study. Study participants were required to have attended the single-gender military boarding school for a minimum of two years and were required to have graduated at least ten years prior to the start of the study. The two years of boarding school

attendance ensures participants spent sufficient time in the school. Additionally, two years in attendance ensure the alumni absorbed the potential impact the school offers. The ten-year post-graduation requirement ensures participants have enough life experience and maturity to speak clearly to life experiences defined by Schaverien (2004, 2011).

The choice to produce the study using a phenomenological approach was based on the needs of the study. Boarding school syndrome is a phenomenon requiring a thick, rich description from participants to understand their experiences. A phenomenological study provided participants the opportunity to tell their stories.

Limitations arose during the process of the study and are out of the researcher's control. While the limitations did not impact the results of the study, they could have an impact on study transferability.

Limitations presented here arose in this phenomenological study that were out of the researcher's control (Creswell, 2007). Findings were not impacted by these limitations. However, research transferability could be impacted. First, all research participants attended the same single-gender military boarding school due to the results of the snowball sampling. 21 similar schools operate in the United States. Transferability to these other schools may not be accurate.

Second, this school only served male students. Findings may not be transferrable to schools that do not operate with a military structure, male/female schools or female only schools.

Third, only boarding student alumni participated in the study. Non-boarding students attended the same school and were invited. However, none chose to participate. In retrospect, Non-boarding students of the single-gender military boarding school have a different experience because they do not live in the barracks, do not participate in mandatory study hall and do not

attend daily evening events with boarding students. They leave the school at the end of the class day (2:30 PM) unless participating in a sport in which case they leave around 5:30 PM. The fact that non-boarding students were not involved may effect transferability of the study to one involving non-boarding students.

Fourth, some students who attend the single-gender military boarding school may have had challenging home situations prior to attending the school. Alumni home life prior to attending the school was not included in this study.

Fifth, Participants in the study expressed relationship challenges with members of the opposite gender. While included in the related literature and relationship challenges with members of the opposite gender were noted as findings, gender roles were not part of the study.

Sixth, this study was completed on a single-gender military boarding school. All-male day schools exist in the United States. A similar study on all-male day schools may yield substantially different results.

Recommendations for Future Research

Every study has room for improvement or advancement in research. The results of this study necessitate suggestions for future study. This study was completed on alumni from one single-gender military boarding school. Further research regarding boarding school syndrome on male and female military boarding schools, single-gender day schools and non-military boarding school environments may provide valuable insights. Data from this recommended research would add depth to the topic while assuring that alumni from these schools could receive assistance if found to be necessary. Additionally, a study looking at alumni life experiences prior to attending the single-gender military boarding school might reveal a situation where challenges began prior to attendance.

Gender roles may be confused in the process of attending a single-gender military boarding school. The related literature section contained discussion on Gender Role Conflict. However, it was not part of the research. A separate study regarding gender role conflicts may be helpful to the field.

Summary

The purpose of this phenomenological study was to study boarding school syndrome and to understand the lived experiences of students of single-gender military boarding schools following graduation through the lens of school alumni. Chapter-Five included a study overview, summary of findings, discussion, implications, delimitations and Limitations and recommendations for future research. This study contributed important data to the study on single-gender military boarding school education through the examination of single-gender military boarding school alumni lived experiences.

The researcher believes the most important take-away from this study is the relationship challenges faced by single-gender military boarding school alumni. Participants consistently expressed relationship concerns when interacting with members of the opposite gender. Administrators, counselors, students and parents need to be aware of the potential complications allowing them to counter the effects.

The findings of this study support single-gender military boarding school administrators, counselors, students and their parents. This researcher sincerely hopes administrators, students and counselors will make use of the valuable information contained in this study to make informed decisions regarding students attending single-gender military boarding schools.

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Appendix A

Participant Computer-Based Survey

Purpose: To assess the participant eligibility for the study as well as to assess the basic life experiences of the individual.

When completing the survey, you will enter a number in response to each question. Higher numbers indicate that you agree with the statement. Lower numbers indicate that you disagree with the statement. 1 is the lowest rating and a 5 is the highest rating.

Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
1	2	3	4	5

Only the primary researcher will have access to survey results.

Your answers to the survey are confidential and will not be shared with anyone.

You do not have to answer every question. Feel free to leave a question unanswered if you are not familiar with the setting.

Please answer the questions below with the answer most fitting your experience.

Section I.

The following statements address your experience as it pertains to your **attitude** in a single-gender, military-style educational environment.

1. _____ My attitude changed following my single-gender military boarding school attendance.
2. _____ My attitude toward my immediate family changed due to my single-gender military boarding school attendance.
3. _____ My attitude toward the single-gender military boarding school I attended is positive.
4. _____ I have a strong positive feeling about my experiences at the single-gender military boarding school.
5. _____ I am very satisfied with the education I received from the single-gender military boarding school.
6. _____ I support the single-gender military boarding school educational environment.

Section II.

The following statements address your **life experiences** following attending a single-gender, military-style educational environment.

1. _____ I am a workaholic.
2. _____ I find it difficult to open up in relationship with the opposite sex.
3. _____ I am satisfied with my social life and relationships.
4. _____ I was successful in college due to my experiences in the single-gender military boarding school.
5. _____ I have an excellent relationship with my mother, father and siblings.
6. _____ If I had it to do over, I would attend the single-gender military school again.

Section III.

The following statements address your experiences regarding academic achievement

1. _____ My attendance in the single-gender military boarding school helped me to perform better in college
2. _____ The absence of members of the opposite sex helped me to perform better during my single-gender military boarding school experience.
3. _____ I felt pressured to perform well in college due to my attendance in the single-gender military boarding school environment.
4. _____ I am confident in my academic abilities.

Section IV. Demographics

1. I graduated in _____

2. I will send my children to a single-gender military boarding school

Yes ___ No ___ Unsure ___

3, I am African American _____ Hispanic _____ Oriental _____ White _____

4, I am 20-30 _____ 31-40 _____ 41-50 _____ 51-60 _____ 60 + _____

5. I am Married _____ Single _____ In a relationship _____

6. What city and state do you live in? _____

7. I graduated from single-gender military boarding school in (year) _____

Appendix B

Gender Role Conflict Scale -I (GRCS-I)

Dr. James M. O'Neil
Department of Educational Psychology
Neag School of Education
249 Glenbrook Road, Road, U-2064
University of Connecticut
Storrs, CT. 06269-2058
Jimoneil1@aol.com

White space here?

Copyright, 1986

RELEASE FORM FOR THE GENDER ROLE CONFLICT SCALE (GRCS)

NAME _____

ADDRESS _____

ZIP CODE _____

E-MAIL ADDRESS _____

PHONE _____ (WORK)
_____ (HOME)

1. ____ Yes, I plan to use the Gender Role Conflict Scale in my research.
2. Please briefly describe your research project, if possible, including the nature of your sample and any other scales to be used. (Use reverse side if necessary)
3. How many subjects do you expect will complete the GRCS? _____
4. If this research is a supervised undergraduate thesis, masters thesis or doctoral dissertation, who is supervising your research? Please give faculty member's name, address, and phone number.
Name _____
Address _____

Zip Code _____
Phone (If known) _____

I agree to send the results to the study to Dr. Jim O'Neil upon completion of research to be included on the Gender Role Conflict Research Program Web Page and in any future reviews of the literature on men's gender role conflict. This means sending me copies of the thesis, dissertation, convention presentation, and submitted or published journal article that describes the research's rationale, methods, results, and discussion.

Signature _____ Date _____

Retain one copy of this release for your records and before the research is implemented return one to:

Dr. James M. O'Neil
 Department of Educational Psychology
 249 Glenbrook Road, Road, U-2064
 University of Connecticut
 Storrs, CT 06269-2064
 FAX: 860-486-0180
 E-MAIL: oneil@uconnvm.uconn.edu
Jimoneil1@aol.com

Newest Publication On Men's Gender Role Conflict:

O'Neil, J.M. (2008). Summarizing twenty-five years of research on men's gender role conflict using the Gender Role Conflict Scale: New research paradigms and clinical implications. *The Counseling Psychologist*. 36, 358-445.

The Counseling Psychologist, Vol. 36, No. 3, 358-445 (2008)

DOI: 10.1177/0011000008317057

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Summarizing 25 Years of Research on Men's Gender Role Conflict Using the Gender Role Conflict Scale: New Research Paradigms and Clinical Implications
James M. O'Neil

University of Connecticut, James.O'Neil@uconn.edu

This article reviews 232 empirical studies that used the Gender Role Conflict Scale (GRCS) over the past 25 years (1982-2007). The article introduces the gender role conflict (GRC) construct using past definitions and theoretical models. The research findings for diverse men are summarized and studies related to men's intrapersonal, interpersonal, and therapeutic lives are analyzed. The empirical support, criticism, and challenges to the gender role conflict research program are reviewed. A contextual research paradigm with seven domains is presented and 18 research questions and two research models are discussed to foster more moderation and mediation studies on men's GRC. A new diagnostic schema to assess men's GRC in therapy and during psychoeducational interventions is discussed. The research review concludes that GRC is significantly related to men's psychological and interpersonal problems and therefore an important construct for psychologists and other helping professionals.

The publication can be ordered at: <http://tcp.sagepub.com/>.

1. Age: _____

2. Educational Level: (Check the highest level that fits you.)

____ High School Diploma ____ Freshman ____ Sophomore ____ Junior ____ Senior

____ Master's Degree ____ Ph.D. ____ Other

3. Present Marital Status: ____ Married ____ Single ____ Divorced ____ Remarried

4. Race: ____ White ____ Black ____ Hispanic ____ Asian American

Instructions: In the space to the left of each sentence below, write the number that most closely represents the degree that you Agree or Disagree with the statement. There is no right or wrong answer to each statement; your own reaction is what is asked for.

Strongly Agree						Strongly Disagree
6	5	4	3	2	1	

1. ____ Moving up the career ladder is important to me.

2. ____ I have difficulty telling others I care about them.

3. ____ Verbally expressing my love to another man is difficult for me.
4. ____ I feel torn between my hectic work schedule and caring for my health.
5. ____ Making money is part of my idea of being a successful man.
6. ____ Strong emotions are difficult for me to understand.
7. ____ Affection with other men makes me tense.
8. ____ I sometimes define my personal value by my career success.
9. ____ Expressing feelings makes me feel open to attack by other people.
10. ____ Expressing my emotions to other men is risky.
11. ____ My career, job, or school affects the quality of my leisure or family life.
12. ____ I evaluate other people's value by their level of achievement and success.

Strongly
Agree
6

5

4

3

2

Strongly
Disagree
1

13. ____ Talking about my feelings during sexual relations is difficult for me.
14. ____ I worry about failing and how it affects my doing well as a man.
15. ____ I have difficulty expressing my emotional needs to my partner.
16. ____ Men who touch other men make me uncomfortable.
17. ____ Finding time to relax is difficult for me.
18. ____ Doing well all the time is important to me.
19. ____ I have difficulty expressing my tender feelings.

20. ___ Hugging other men is difficult for me.
21. ___ I often feel that I need to be in charge of those around me.
22. ___ Telling others of my strong feelings is not part of my sexual behavior.
23. ___ Competing with others is the best way to succeed.
24. ___ Winning is a measure of my value and personal worth.
25. ___ I often have trouble finding words that describe how I am feeling.
26. ___ I am sometimes hesitant to show my affection to men because of how others might perceive me.
27. ___ My needs to work or study keep me from my family or leisure more than would like.
28. ___ I strive to be more successful than others.
29. ___ I do not like to show my emotions to other people.
30. ___ Telling my partner my feelings about him/her during sex is difficult for me.

Strongly
Agree

6

5

4

3

2

Strongly
Disagree

1

-
31. ___ My work or school often disrupts other parts of my life (home, family, health leisure).
32. ___ I am often concerned about how others evaluate my performance at work or school.

33. ____ Being very personal with other men makes me feel uncomfortable.
34. ____ Being smarter or physically stronger than other men is important to me.
35. ____ Men who are overly friendly to me make me wonder about their sexual preference (men or women).
36. ____ Overwork and stress caused by a need to achieve on the job or in school, affects/hurts my life.
37. ____ I like to feel superior to other people.

FACTOR STRUCTURE

Factor 1 - Success, Power, Competition (13 items)

Items – 1, 5, 8, 12, 14, 18, 21, 23, 24, 28, 32, 34, 37

Factor 2 – Restrictive Emotionality (10 items)

Items – 2, 6, 9, 13, 15, 19, 22, 25, 29, 30

Factor 3 – Restrictive Affectionate Behavior Between Men (8 items)

Items – 3, 7, 10, 16, 20, 26, 33, 35

Factor 4 – Conflicts Between Work and Leisure – Family Relations (6 items)

Items – 4, 11, 17, 27, 31, 36

Total Number of Items = 37

FACTOR LOADINGS AND RELIABILITIES FOR ITEMS OF GRC5-I

FACTOR 1 – SUCCESS, POWER, COMPETITION (13 items)

Items	Loadings	Factor
1. Moving up the career ladder is important to me.		.64
5. Making money is part of my idea of being a successful man.		.52
8. I sometimes define my personal value by my career success.		.54
12. I evaluate other people's value by their level of achievement and success.		.54
14. I worry about failing and how it affects my doing well as a man.		.45
18. Doing well all the time is important to me.		.43
21. I often feel that I need to be in charge of those around me.		.49
23. Competing with others is the best way to succeed.		.58
24. Winning is a measure of my value and personal worth.		.57
28. I strive to be more successful than others.		.72
32. I am often concerned about how others evaluate my performance at work or school.		.41
34. Being smarter or physically stronger than other men is important to me.		.61
37. I like to feel superior to other people.		.53
	Mean Factor Loading	.54
	Internal Consistency Reliabilities	.85
	Test – Retest Reliabilities	.84
	Variance Explained	17.2%

FACTOR 2 – RESTRICTIVE EMOTIONALITY (10 items)

Items	Loadings	Factor
2. I have difficulty telling others I care about them.		.70
6. Strong emotions are difficult for me to understand.		.35
9. Expressing feelings makes me feel open to attack by other people		.37
13. Talking (about my feelings) during sexual relations is difficult for me.		.52
15. I have difficulty expressing my emotional needs to my partner .		.78
19. I have difficulty expressing my tender feelings.		.76
22. Telling others of my strong feelings is not part of my sexual behavior		.44
25. I often have trouble finding words that describe how I am feeling		.41
29. I do not like to show my emotions to other people		.43
30. Telling my partner my feelings about him/her during sex is difficult for me.		.75
	Mean Factor Loading	.55
	Internal Consistency Reliabilities	.82
	Test – Retest Reliabilities	.76
	Variance Explained	7.6%

FACTOR 3 – RESTRICTIVE AFFECTIONATE BEHAVIOR BETWEEN MEN –
HOMOPHOBIA (8 items)

Items	Loadings	Factor
3. Verbally expressing my love to another man is difficult for me.		.50
7. Affection with other men make me tense.		.69
10. Expressing my emotions to other men is risky		.58
16. Men who touch other men is difficult for me.		.67
20. Hugging other men is difficult for me.		.71
26. I am sometimes hesitant to show my affection to men because of how others might perceive me.		.52
33. Being very personal with other men makes me feel uncomfortable.		.66
35. Men who are overly friendly to me, make me wonder about their sexual preference (men or women).		.48
	Mean Factor Loading	.60
	Internal Consistency Reliabilities	.83
	Test – Retest Reliabilities	.86
	Variance Explained	6.1%

FACTOR 4 – CONFLICTS BETWEEN WORK AND LEISURE – FAMILY RELATIONS (6 items)

Items	Loadings	Factor
4. I feel torn between my hectic work schedule and caring for my health		.45
11. My career, job, or school affects the quality of my leisure or family life.		.65
17. Finding time to relax is difficult for me.		.57
27. My needs to work or study keep me from my family or leisure more than I would like.		.70
31. My work or school often disrupts other parts of my life (home, health, leisure).		.58
36. Overwork and stress, caused by a need to achieve on the job or in school, affects/hurts my life.		.46
	Mean Factor Loading	.57
	Internal Consistency Reliabilities	.75
	Test – Retest Reliabilities	.72
	Variance Explained	4.6%

DATA ON ALL ITEMS

Mean Factor Loadings	.57
Overall Internal Consistency Reliabilities	
Test-Retest Reliabilities	.88
Variance Explained	35.2%

Table 1: Internal Consistency, Reliabilities of GRCS Across Various Diverse Samples

STUDY AND SAMPLE	SPC	RE	RABBM	CBWFR	Total Score
O'Neil et al (1986) American College Students N=527	0.85	0.82	0.83	0.75	N/A
Good et al. (1995) American College Student N=1043 (3 samples) #1	0.83	0.81	0.86	0.75	0.88
Sample 2	0.84	0.84	0.83	0.74	0.90
Sample 3	0.86	0.84	0.88	0.78	0.89
Rogers, Abbey-Hines Rando (1997) College Men N=198	0.87	0.88	0.86	0.79	N/A
Borthick Knox, Taylor, Dietrich Women College Students (1997) N=427	0.84	0.86	0.83	0.81	N/A
Pylluk + Casas (1998) Ethnic Men (N=153)	0.71	0.84	0.85	0.79	0.87
Non Ethnic Men (N=128)	0.87	0.88	0.87	0.84	0.91
Laurent 1997 African American Adult Men N=193	0.88	0.83	0.90	0.76	N/A
Simonsen (1998) Gay Men N=117	0.88	0.85	0.75	0.81	N/A
Chamberlin (1993) Adult Airline Pilots N=188	0.84	0.91	0.86	0.80	0.89
JO (2000) Korean Students N=303	0.85	0.77	0.71	0.67	N/A
Kang (2001) Korean Students N=303	0.78	0.76	0.72	0.67	N/A
Gulder (1999) German Adult Men N=115	0.81	0.87	0.87	0.87	N/A
Gough (1999) Australian Students N=189	0.85	0.71	0.81	0.81	N/A
Kim (1990) Asian American Men N=125	0.87	0.85	0.84	0.78	N/A
Theodore (1997) Australian Men 18-24yrs N=350	0.84	0.84	0.88	0.78	N/A
36-45yrs	0.85	0.89	0.91	0.90	N/A

55+yrs	0.86	0.88	0.85	0.80	N/A
Torres Rivera (1995) Low Class Puerto Rican Men N=84	0.71	0.67	0.80	0.76	N/A
Charter, Graff, + Arnold (1986) Canadian Men N=555	0.81	0.90	0.84	0.75	0.89
Hayashi (1999) Japanese Men N=270	0.70	0.60	0.59	0.73	0.73
Tsai (2000) Taiwanese Men N=737	0.85	0.82	0.83	0.72	0.86

Appendix C

Interview Questions

Standardized Open-Ended Questions

1. Please introduce yourself to me as if we just met one another.
2. Please walk me through your single-gender military boarding school timeline.
3. Of the experiences you mentioned in your journey to the single-gender military boarding school, which would you say are most significant?
4. What made them significant?
5. Is there something else you would like to add to your timeline that you have not already written down?

Single-gender military boarding school experiences

1. Please provide an experience from your single-gender military boarding school experiences that has stayed with you through the years following departure from boarding school.
2. Please provide on experience from your boarding school attendance which will remain with you for the remainder of your life.
3. What are some experiences during your single-gender military boarding school stay which have helped to make you successful in life?
4. What made you successful or unsuccessful in the single-gender military boarding school environment?

Influences

1. Describe how your attendance at the single-gender military boarding school may have influenced your employment performance.
2. Describe how your attendance at the single-gender military boarding school may have influenced your relationship experiences.
3. Describe how your attendance at the single-gender military boarding school may have influenced your college performance and experiences.
4. Describe your relationship experiences.
5. How has your single-gender military boarding school attendance influenced your attitude toward learning?
6. How has your single-gender military boarding school attendance influenced your attitude toward members of the opposite sex?
7. How has your single-gender military boarding school attendance influenced your attitude toward your immediate family?
8. How has your single-gender military boarding school attendance influenced your self-confidence?

9. How has your self-confidence changed since attending the single-gender military boarding school?
10. Does peer pressure affect your self-confidence? How?
11. Please describe your home life prior to being sent to the single-gender military boarding school.

Attitude and Behavior

1. What are some of the reasons you attended the single-gender military boarding school?
2. Did your behavior change during your attendance at the single-gender military boarding school?
3. Did your attitude change during your attendance at the single-gender military boarding school?
4. How has your attendance at the single-gender military boarding school effected your attitude?

Motivation

1. What has motivated you the most in the single-gender military boarding school environment?
2. Did your motivation change while attending the single-gender military boarding school?
3. Are you self-motivated or are you motivated by others?

Academic achievements

1. Describe your academic achievements prior to single-gender boarding school attendance.
2. Describe your academic achievements during single-gender boarding school attendance.
3. Describe your academic achievements following single-gender boarding school attendance.

Family support and relationships

1. Tell me about the support you received from your parents?
2. Has your relationship with your parents improved since you attended the single-gender military boarding school?
3. Do you feel that your race impacted how you were treated at the single-gender military boarding school?
4. Why do you think your parents chose to send you to the single-gender military boarding school?
5. Tell me about your relationship with your parents.
6. Tell me about your home life.
7. Tell me about your sibling relationships.
8. Tell me about your relationships with adults while attending the single-gender boarding school.

Appendix D

Journal Questions

Journal questions are asked to guide your thoughts about your life experiences following the single-gender military boarding school experience as well as experiences during your school experience. These questions contribute to the study by providing answers to the research questions. One set of questions will be provided for journaling each day. Please submit your answers to the primary researcher, Bruce A. Patterson no later than the beginning of the next day.

Day 1: Relationships

5. Provide your thoughts on relationship experiences you have had following your single-gender military boarding school experience.
6. Describe your relationships with immediate family members in light of your single-gender military boarding school experience.
7. Provide details about your ability to open up to your relationship partner.

Day 2: College

8. Describe your experience transitioning from the single-gender military boarding school into the college learning experience.
9. Describe your achievements during college.
10. Describe your setbacks during college.
11. How did your single-gender military boarding school experience help you to focus in college?

Day 3: Self-confidence

- Describe the experience that had the largest impact on you during your time at the single-gender military boarding school.
- How has this experience impacted your interaction in society?
- Detail your self-confidence following attendance in the single-gender military boarding school environment.
- In what ways has your single-gender military school attendance contributed to or diminished your self-confidence.

Day 4: Employment

- Describe your employment experience following attendance at the single-gender military boarding school.
- In what ways did your single-gender military boarding school experience impact your work experience?
- Describe your ability to balance work commitments and family commitments.

Day 5: Additional information

- What have I missed? Is there anything else you feel I need to know regarding your military boarding school experience or your life following military boarding school attendance?

Appendix E

Online Focus Group

For this event you are being asked participating in an online discussing what to tell an incoming single-gender military boarding school student. The focus group will use Facebook secret group and the information will be secure. Information from the focus group will be used to help compose a composite of the life stories of single-gender military boarding school graduates. In this online focus group please discuss the following:

- This is what you can expect of your stay at the single-gender military boarding school
- Keep these survival tools in your tool box for future use
- This is what you can expect of life in the barracks
- How to deal with cadet leadership
- What to do if you are bullied in the barracks
- Why did my parents send me here?

Appendix F

Recruiting letter

Hello, my name is Bruce Patterson and I live in xxxx, Virginia. I am a Doctoral Student at Liberty University in Lynchburg, Virginia. I am conducting a Phenomenological study of the life experiences of single-gender military boarding school students following graduation. I wish to be able to tell your story of life following graduation from a single-gender, military-style school.

If you decide to participate in this case study, you will be asked to participate in a questionnaire, individual interview, journaling and an online focus group discussing what to tell an imaginary incoming single-gender military boarding school student. Participant interviews will be audio recorded to ensure that no information is missed. All information will be considered sensitive and your identity will be protected.

Information packets along with self-addressed stamped envelopes, to include an assent form, participant consent form, will be mailed to each participant along with complete instruction.

If you choose to participate, your real name will not be used in any published work and your identity will be kept confidential.

Thank you for your time.

Bruce A. Patterson

(xxx)xxx-xxxx

Appendix G

Phone Conversation Script

(Initial Conversation)

This script is a guide. Conversational script from the other person may dictate directional change in the conversation.

Hello,

This is Bruce Patterson, doctoral student at Liberty University. May I please speak with Mr. or Mrs. _____? How are you today sir or ma'am?

I am conducting a research on the "life experiences of attendees in a Single-Gender, Military-Style High School Educational Environment following graduation." I am calling because your name was given to me as a single-gender military boarding school attendee. I believe you may meet the criteria of the study.

The criteria for the study is that you must:

- have attended a military boarding school for at least 2 years.
- have left the single-gender military boarding school at least ten years prior to the start of this study.

This interesting study will be conducted using interviews, surveys, On-line focus group, and journaling.

I will be sending you an information packet in the mail that contains an informed consent form, along with instructions for completing the forms and returning them to me, in the self-addressed envelope. Please feel free to contact me at any time through phone or email with question regarding any part of this research project.

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 H

IRB APPROVAL

September 3 2015
Bruce A. Patterson

IRB Approval, _____ Military boarding school: a phenomenological study giving alumni a voice to tell their stories of life after graduation

A COPY OF THE APPROVAL LETTER WILL BE ATTACHED

Appendix I

Recruitment Letter

Bruce A. Patterson
4744 xxx xxx xxx
xx, VA xxxxx

Dear Sir,

I am a graduate student at Liberty and I am conducting research as part of my pursuit of a Doctorate in Educational Leadership. The purpose of this research is to study boarding school syndrome and to understand the life experiences of single-gender military boarding school graduates after departing from the school and I am writing to invite you participate in this study.

Study participants must have attended a single-gender military boarding school for at least two your and must have departed the single-gender military boarding school at least 10 years before the beginning of this study.

Please return the enclosed forms to me in the enclosed self-addressed envelope to Bruce A. Patterson before the start of the research. It should take less than 30 minutes to complete the enclosed procedure forms. Your participation will only be known to Bruce A. Patterson. Confidentiality will be an extremely high priority during this study and all information will be maintained with multiple locks and passwords.

If you decide to commit to participation in this study, you will participate in individual interviews, an individual journal writing exercise for five days and online focus group where you will discuss what to tell an imaginary student entering the single-gender military boarding school environment.

The informed consent form is attached to this letter for your convenience. Please sign the consent document and return it to the Bruce A Patterson immediately so that I can be ensured of your participation in this study.

Very Respectfully,

Bruce A. Patterson
Doctoral Student
Liberty University

Appendix J

Informed Consent Form

Military boarding school: a phenomenological study giving alumni a voice to tell their stories of
life after graduation

Bruce A. Patterson
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 attended for at least two years, you have graduated from the school more than ten years but less than 25 years and you were considered to be a boarding student: you lived on campus for most of the school year.

Please read this form and ask any questions you may have before agreeing to participate.

This study is being conducted by Bruce A. Patterson, School of Education, Liberty University.

Background Information:

The purpose of this study is to study boarding school syndrome and to understand the lived experiences of students of single-gender military boarding schools following graduation for requirements for a qualitative research study in a doctoral level course at Liberty University. The process for this phenomenological study will be a thorough analysis of boarding school syndrome using information gathered from study participants.

Procedures:

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

Surveys:

You will participate in a short computer survey. You will be asked to complete a survey which is delivered to you through electronic means and completed on a computer. The survey is designed get your personal views on your experiences while attending the military boarding school as well as your experiences with relationships, employment, and college since leaving the military boarding school environment. The intent of the survey is to give the researcher valuable information about your lived experiences.

Interviews:

You will participate in a 30 minute individual interview which can be completed in person or through a computer based communication device. You will be asked about 10 questions and the entire interview will be recorded so that the information can be accurately used in the research

project. No answers will be judged as right or wrong. Answers to the questions will only provide your individual thoughts on a situation.

Journaling:

Each day for five days you will be provided with a question for the day. I will ask that you respond to the daily question with the highest level of honesty and to do your best to accurately describe events. You will have until the end of the day to return your answers to me.

Online focus group:

You will be asked to participate in an online focus group discussing what to tell an incoming single-gender boarding student describing what they should know to have the best possible single-gender boarding school experience. The focus group will be completed using Facebook and all information will be highly secure.

Risks and Benefits of being in the Study:

Risks during this study will be nothing more than you experience in day to day life. While the risks are minimal.

There are no direct benefits for the participants in this study. The real benefit of the study is the contribution the participants will make to the effect that boarding school attendance may have on attendees' quality of life.

Compensation:

You will receive no compensation for participating in this study.

Confidentiality:

All information in this study will be held with the highest level of confidentiality. Disclosure of information to any person other than myself will only be permitted with the express written consent of the participant. Only data that emerges as a result of study participation will be presented as part of the research. No personally identifiable information will be written or expressed in any written reports or publication.

All information that is gathered for this study will be maintained in secure location. No one other than me will have access to these records during the study. All written reports and personally identifying information will be destroyed at the completion of this study.

Participants within the research setting may be known to each other due to the fact that I will be relying on study participants to give me the names of additional participants for the study. Pseudonyms will be used to protect personal identity. All study participants will be given a number or letter to use in place of their name. All recorded information will be erased or deleted after written transcriptions are produced and reviewed by the participant.

Voluntary Nature of the Study:

Your participation in this study is completely voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University or the single-gender military boarding school you attended. If you decide to participate, you may choose not to answer any question and you are free to withdraw from the study at any time without fear of damaging either relationship.

Contacts and Questions:

The researcher conducting this study is Bruce A. Patterson. Please feel free to ask any questions you may have at any time you are encouraged to contact:

- Bruce A. Patterson, Primary Researcher, at xxx.org or phone at xxx-xxx-xxxx.
- _____, Dissertation Chair, at _____
- _____, Committee Member, at _____
- _____, Committee Member, at _____

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 statement of consent with full knowledge of the nature and purpose of the study you will be entering. 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 interview portion of the research.

_____ (initial) I prefer to receive transcripts of my interviews via _____ email
_____ registered mail.

Print Name Date

Signature of Participant

Print Name Date

Signature of Researcher

