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The relationship among leadership, empowerment, and academic achievement for black students: A case study of the South Mountain High School JROTC program

Boykins, Ronald, Ed.D.
The University of Arizona, 1992
THE RELATIONSHIP AMONG LEADERSHIP, EMPOWERMENT, AND ACADEMIC ACHIEVEMENT FOR BLACK STUDENTS:
A CASE STUDY OF THE SOUTH MOUNTAIN HIGH SCHOOL JROTC PROGRAM

By
Ronald Boykins

A Dissertation Submitted to the Faculty of the
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1992
As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Ronald K. Boykins entitled The Relationship among Leadership, Empowerment, and Academic Achievement for Black Students: A Case Study of the South Mountain High School JROTC Program and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Education.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Dissertation Director  
Paul E. Heckman
STATEMENT BY AUTHOR

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ABSTRACT

This study investigated a Junior Reserve Officers' Training Corps (JROTC) program in one high school in Arizona to discover relationships among empowerment, leadership, and achievement in schools that have JROTC programs. Anecdotes and experiences of those participating in JROTC suggested that this program and the concepts that guide it would provide techniques for solving the underachievement of black students in schools today.

Specifically, this study analyzed the current conditions of black students in a JROTC program in one high school by fully examining and describing aspects of this program. In addition, the study examined the contributions of the program to promoting empowerment, leadership, and academic achievement among black students.

Data collection methods were designed to explore and describe the JROTC phenomenon at one high school. Three lists of questions were developed to gather data from students, teachers, and the JROTC faculty.

The purpose of this study was to lend support to what may be occurring in JROTC to influence the academic achievement of JROTC students. Each group of respondents provided information that helped the researcher to get a
better understanding of what was occurring in the program and how this process may influence achievement.

In this study, 14 black students, three JROTC instructors, and five teachers were questioned about the programs and its impact on the public school experiences of the black students enrolled in the program. Pre- and post-grade point averages for these students were also examined to explore relationships among achievement, leadership, and empowerment. Data for this study were of such a nature that analysis by statistical methods only would not make the fullest use of all information available. For this reason, a case study of the South Mountain JROTC Program, with an emphasis on the black student enrolled, was presented. Statistical comparisons of the pre-and post-grade point averages were also made.

This study suggested that the JROTC program may have implications for positively influencing the achievement of black students. Additionally, self-esteem building, peer influence, and self-discipline may have possibilities for implementation in many schools.
CHAPTER 1
INTRODUCTION

The Problem

By every measure, black education is in shambles. High school dropout rates in some cities exceed fifty percent. Even those who do graduate are often ill-equipped for the demands of jobs or higher education.

Given the conditions in many predominately black schools, where assault, property destruction, high absenteeism rates (of students and teachers), and low academic standards (again, of students and teachers) are a part of the daily routine, one would be surprised by any other outcome (Williams, 1990, pp. 5-6).

A substantial amount of research has investigated the problems facing black students in the public school system (Banks, 1988; Brookover, 1985; Irvine, 1990). The proposed solutions and recommendations of this research provide a few limited possibilities for addressing the problems of poverty, underachievement, and lack of access for black children and youth. In addition, black researchers (see, for example, Comer, 1988; Oliver, 1989; Kunjufu, 1984) have added their analyses of the shortcomings and recommendations for black students to the literature. However, some of their plans for restructuring education have been considered too extreme for implementation in the public school systems. The researchers listed above have developed programs which call for a revolution in the traditional curriculum content.
used in the classroom. For example, history classes should focus on the history of blacks dating back to the early days in Egypt. These researchers also believe that black children are much more active than their white peers. Changing teaching styles to accommodate their learning styles will help black students to be more successful in these schools.

Nevertheless, black students consistently rank at the bottom of the academic ladder. Dropout rates and underprepared graduates are disproportionately composed of black students. According to Williams (1990), only one-tenth of one percent of 71,137 black college-bound graduates achieved "standard" scores on the verbal portion and less than one-half of one percent achieved standard scores on the mathematics portion of the Scholastic Achievement Test (SAT) in 1983. With a disproportionate number of incarcerations, murders, and other violent crimes, political, religious, and community leaders throughout the country are searching for ways to counter these attitudes and trends (Lang, 1988).

The Study

This study investigated a Junior Reserve Officers' Training Corps (JROTC) program in one high school in Arizona to discover relationships among empowerment, leadership, and achievement in schools that have JROTC programs. Anecdotes and experiences of those participating in JROTC suggested
that this program and the concepts that guide it would provide techniques for solving the underachievement of black students in schools today. This study adds to the growing body of literature about what must occur to allow black students to achieve effectiveness in school and life. Specifically, this study analyzed the current conditions of black students in a JROTC program in one high school by fully examining and describing aspects of this program. In addition, the study examined the contributions of the program to promoting empowerment, leadership, and academic achievement among black students.

Many researchers (e.g., Cummins, 1989; Shor, 1987; Freire, 1970) believe that one effective means to counter the problems associated with poverty and color is to empower minority students to effect various social organizations within their communities, including their school lives. Empowerment is defined as giving a person the legal authority to do something (Mitzel, 1982). A problem with contemporary usage of the term is that it is used without any reference to what the empowered person or group is empowered to do. Empowerment can provide the control, jurisdiction, and authority needed to accomplish a task. For example, students who are empowered to make changes in the curriculum would first be given the official authority (from teachers or the administration) to make the necessary
changes. Through empowerment, students gain the confidence and assertiveness to participate actively in their schooling. For example, confident and assertive students normally sit in front of the classroom, where they will be seen and called on more often by the instructor (Kunjufu, 1984). They ask questions, especially when they do not understand what the teacher says or asks them to do. These students also readily answer questions posed by the instructor. They participate in extra-curricular activities, where they feel they are a part of the school. This increased level of participation in school improves academic achievement (Kunjufu, 1984).

Students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically. They participate competently in instruction as a result of having developed a confident cultural identity as well as appropriate school-based knowledge and interactional structures. Students who are disempowered or disabled by their school experiences do not develop this type of cognitive/academic and social/emotional foundation. Thus, student empowerment is regarded as both a mediating construct influencing academic performance and as an outcome variable itself (Cummins, 1989).

The JROTC Process

JROTC is a high-school-based program of the U.S. Army designed to instill leadership values in students (ROTC Pamphlet #145-6, 1983). Empowerment and leadership development are key concepts of the JROTC program. JROTC
promotes empowerment by providing student leaders with the opportunity to practice their leadership skills fully. Through empowerment, student leaders develop and implement their own plans to accomplish given tasks. Student leaders base their decisions on JROTC program procedures and guidelines. JROTC instructors provide feedback to students on the accomplishment of these tasks. This feedback advances the exercise of leadership abilities.

In this case, leadership is defined as the process by which a person influences others to accomplish a task. She/he "carries out this process by applying his/her leadership attributes (beliefs, values, ethics, character, knowledge, and skills)" to influence his/her subordinates to accomplish a task. The leader's values, ethics, etc., guide his/her interactions with subordinates (Field Manual #22-100, 1983, p. 44) and in creating the conditions necessary for accomplishing tasks. For example, leaders set the example, keep subordinates informed, ensure that each person understands the tasks, and supervise the actions toward accomplishing the tasks (Field Manual #22-100, 1983).

Empowerment and leadership are distinct, albeit interactive, concepts. When students are given the legal authority to complete a task, they are empowered. Leadership relies on the use of skills (teaching, persuading, and coaching) and personal attributes (beliefs,
values, and ethics) to influence others to accomplish the task. These two concepts interact in the accomplishment of a task. For example, through empowerment, a person is given the authority and control to accomplish a task. While empowerment may have afforded this student the legal right to exercise such authority, empowerment does not suggest how to influence others. Leadership processes provide individuals with ways to influence others more effectively and to take and taking charge of themselves and the situation. Individuals who are in leadership roles then use these processes to influence others in completing tasks.

One of the key empowerment strategies that links leadership to empowerment is peer-teaching. In peer-teaching, students use their skills (persuading, teaching, and coaching) and personal attributes (beliefs, values, and ethics) to influence their peers to learn. Peer-teaching has been viewed as one of the most successful programs in influencing the academic achievement of students (Uroff and Greene, 1991; Landrum and Martin, 1970). The JROTC Program develops leadership in three areas: teaching, practicing, and evaluating.

Teaching Activities. Teaching in JROTC involves interactions between a teacher and students. However, teaching leadership in JROTC differs from traditional instruction (e.g., English, math, history, social studies,
etc.) in two major ways. First, the lecture method is considered to have little influence on the motivation and achievement of students. Rather, students are provided more opportunities to be actively involved in lessons. For example, students often serve as instructors and teach particular lessons to their peers. Second, the JROTC curriculum is centered around leadership (e.g., communication, character building, knowing yourself, planning, team building, etc.).

Practice Activities. In this second type of activity, students are given opportunities to practice the techniques and skills of leadership. Each student "controls" the portion of the activity for which he/she is responsible. For example, a JROTC student may be placed in charge of a group of peers and given a task such as conducting a training event. During the teaching activity, student leaders receive information about how a leader should effectively organize and direct the actions of others. During the practice activity, students have the opportunity and latitude to practice the principles of effective leadership to accomplish a task.

Evaluation Activities. After students practice the skills and techniques of leadership, JROTC faculty or other senior JROTC students judge the enactment of these skills/techniques. They use a three-point scale of
satisfactory, not satisfactory, or satisfactory to show improvement. The evaluation phase provides the JROTC students with feedback about their leadership skills, and this feedback serves as the basis for growth and change. Students are encouraged to incorporate feedback and adapt their leadership skills in light of this type of evaluation.

Collaborative Groups

As students engage in the three kinds of activities mentioned above, they also work in collaborative groups. Through interaction within collaborative groups, JROTC students develop their leadership skills. For example, students are assigned to groups of approximately 5-7 students called a squad. Four squads constitute a platoon, and three platoons make up a company. The emphasis throughout the JROTC program is to develop student proficiency at the small-group level and then move to the added responsibility provided through influencing larger groups of students. Mutual trust and respect develop as leaders accomplish shared goals. Collaborative leadership is the process by which others are influenced to accomplish shared goals. Leadership responsibilities are rotated, and more is accomplished interdependently than independently (Bayer, 1990). Collaborative interactions also promote gains in academic achievement (see, for example, Slavin, 1983; Oickle, 1980).
Leadership skills can influence students' views of themselves, their confidence and assertiveness, which, in turn, positively affects achievement (Kunjufu, 1984). Leadership also adds structure to the process of achievement, which may make the student a more efficient learner, thereby improving his/her level of achievement. Leadership provides guidelines, standards, and experience (in the classroom, leadership labs, or in leadership positions).

**Academic Achievement**

Academic achievement can be defined as a focus on classroom outcomes that results from formal instruction. Instruction includes the subject matter taught to students, and it also includes an expectation that observable change will occur in students who are recipients of the instruction (Mizel, 1982). Academic achievement is an indicator of student knowledge gained from the classroom experience.

There are three basic goals for assessing academic achievement (Archbald, 1988, p. 18):

1. To show the extent that schools, students, or teachers have met their objectives.
2. To tell them what they might do to improve.
3. To select the most promising students for college, the most effective teachers and schools for recognition, or the most deserving students or schools for financial assistance.
Academic achievement includes student learning objectives that are usually accomplished at the conclusion of the specific instruction. That is, teachers select appropriate objectives, instruction is provided for students to learn the objectives, students are expected to retain the learning, and tests are used to validate retention and comprehension of content taught (Archbald, 1988). Academic achievement also involves synthesizing, understanding, summarizing, explaining, interrelating, and comprehending data. It includes the learned ability to carry out certain tasks as a result of previous instruction.

In addition to the empowerment strategy of peer-teaching, there are two critical components of leadership that link it to academic achievement, self-discipline and self-concept.

Self-concept can be defined as a view to which an individual attaches value. Self-concept plays a significant role in the educational process and has a direct relationship with academic achievement (Kelly and Jordan, 1990; Black, 1991; Simmons, 1977). Self-concept has also been found to be a better predictor of classroom achievement than IQ because a student's attitude and belief about his/her capabilities limit the level of achievement in school (Purkey, 1970; Simmons, 1977; Black, 1991).
Self-discipline is defined as the capacity of a student to direct and regulate his/her actions in any given situation (Gaddy, 1988). Self-discipline shapes the focus that the student develops, which edits all incoming data. This focus determines whether the student's perception of incoming information will be positive or negative. Once the perception is formed, the student's expressive behavior is determined. Behavior that is consistent with the school's goals has been linked to positive academic achievement, while behavior contrary to policy has been linked to poor-achieving students. A causal relationship between self-discipline and academic achievement has also been maintained by numerous theorists (Myers and Milne, 1987; Gaddy, 1988; Kunjufu, 1984).

**Case Study Methodology**

This study used a case study method of inquiry. JROTC is a program within a public school setting, and a clear boundary does not exist between JROTC and its public school context. Experimental and survey strategies would attempt to separate the JROTC phenomenon from the school. Experimental studies examine phenomena by selecting and controlling discrete variables. Survey research is also concerned with limiting the scope and nature of the study by focusing on a few significant variables (Yin, 1984). The case study, however, explores phenomena through rich
description and analysis to promote a thorough understanding of the interactions among many aspects of an organization, for example. Case study methods may also include observation or other forms of empirical inquiry (Yin, 1984). The case study has numerous advantages. It avoids futile questions by allowing the researcher to manipulate or control data; it is not limited by the requirement to quantify variables to develop a plausible explanation; and it assists in defining concepts, generating hypotheses, and grounding new theory (Merriam, 1985).

Despite a great deal of research on teacher and administrative empowerment in the literature, there is little theory or conceptualization of student empowerment and the JROTC program and little empirical evidence of the relationship between academic achievement and empowerment/leadership within a program. Based on insufficient research about JROTC, a case study method seemed suitable for gaining an understanding of the program and suggesting a role for leadership/empowerment in promoting achievement. For example, data about the experiences of each black student in the JROTC program of South Mountain High School provided a description of the leadership and empowerment processes and suggested possible relationships among these dimensions and achievement in the JROTC program.
To enrich the data of this case study, member checks were used to verify the data obtained from the observations and interviews of the JROTC program (Merriam, 1985). Member checks, required that the researcher verify the data and findings with those persons from whom the data were collected. For example, data suggested that JROTC, through development of leadership skills and empowerment, may increase the achievement of black students in the JROTC program. As the researcher collected data from each of the black students and faculty (through interviews, document analysis, and through information gathered from faculty or staff members) patterns emerged that suggested what may have been occurring in the program that had implications for influencing achievement. The researcher verified observations and findings with the students and faculty members to ensure that the information received was accurate and any conclusions drawn by the researcher were reasonable.

Statement of the Problem

The purposes of this study were to: (1) ascertain the perceptions of black students in the JROTC program regarding their views of their own leadership development and empowerment; (2) investigate any relationship between leadership development and empowerment on black student achievement in one school; and (3) explore how the JROTC
program does or does not contribute to leadership, empowerment, and academic achievement.

Significance of the Study

Research has linked ethnically identifiable role models to the positive achievement of minority students (e.g., Irvine, 1990; Futrell and Robinson, 1986). This study demonstrated that leadership attributes (for example, beliefs, values, ethics, knowledge, and skills) may contribute to student empowerment and, in turn, affect student achievement. An exploration of the JROTC processes suggested ways in which leadership development and empowerment contribute to educational achievement and the success of minority students who will be the leaders and role models of the future.

This study contributes to the literature on empowerment/leadership development by describing JROTC and exploring relationships among leadership development, JROTC, empowerment, and achievement. The literature links components of leadership to academic achievement and suggests some of the causal relationships that exist. The Military manuals suggest a connection between JROTC and leadership and leadership components and even connections among empowerment strategies, leadership and JROTC. However, a gap does exist in the literature. Despite JROTC's relationship with leadership and empowerment, no discussion
of its implications for affecting academic achievement were found in the literature in the military manuals or literature on leadership.

JROTC is considered to be a program of discipline for students who plan to enter military service or to develop self-discipline (e.g., the ability to follow instructions and complete assigned task with little or no guidance). This restrictive view of JROTC as a preparatory course for the military or as a course of discipline has led to a limited implementation of JROTC in the public schools. This study identifies aspects of JROTC that may influence academic achievement. These characteristics warrant further investigation to determine the value of a broader use of JROTC and other similar programs to promote school academic achievement among minority students.

Research Questions

The following questions provided direction for this study:

1. What is the nature of leadership development, empowerment, and academic achievement in JROTC?

2. How do leadership development and empowerment contribute to the educational achievement of black students?

3. What are the relationships among leadership development, JROTC, empowerment, and achievement?
4. What components of JROTC have implications for influencing academic achievement?

Scope and Limitations

One Southern Arizona high school with a Junior Reserve Officers' Training Corps (JROTC) program provided the sample for the research in this study. The case study analyzed South Mountain High School's ethnically diverse JROTC Program (50% Hispanic, 25% black, 25% white).

Assumptions

1. JROTC students used valid judgment and provided valid opinions about their experiences in the program.

2. Student achievement can be measured by classroom grades.

3. The teachers and JROTC Instructors made valid judgments and provided valid opinions about their observations of the cadets and the JROTC program.
CHAPTER 2
REVIEW OF RELATED LITERATURE

Introduction

This study explored the effects of leadership and empowerment training provided in JROTC programs on black student achievement. To provide a basis for this research, the literature review examined five types of scholarly work. The first type focused on the current state of black students in the public schools and suggested explanations for the critical need for leadership and empowerment alternatives. The second type reviewed the nature of empowerment and discussed its implications for minority achievement. The third type examined literature on leadership and its relationship to academic achievement. The fourth type provided a historical analysis of the JROTC program. Finally, literature about the JROTC program that explored the nature of JROTC and its implications for affecting black student achievement was examined.

Current State of Black Students

Carter Woodson (1933) first suggested that the fundamental problem facing blacks in education in the United States was that they had internalized the white, Anglo-Saxon or European ideology at the expense of their own culture. For instance, black students study American History to learn
how this country was formed. However, black contributions to the society are omitted. Students study Black History as if it occurred at some other, less significant place and time. The only method to restore educational substance within the context of black student life, Woodson insisted, is to incorporate fully the experiences of Black-Americans. A similar mis-education of blacks was noted by Pastor William Cherry, Spiritual Leader of the A.M.E. Zion Church in Baltimore, Maryland, and a noted Biblical researcher. Cherry (1990) insisted that the problems of black Americans can be traced to deficiencies in religious teachings. Religion is full of Europocentric ideas and theology, and the black man is missing. For example, the Bible clearly commands that there should be no images of Christ, yet the Anglo-Christians created drawings which depict Christ as an Anglo. Other significant persons in the Bible, even within the Garden of Eden, are described as if they were distant from Africa. Black men, according to Cherry, find it difficult to submit to Bible teachings because they see Christ as an Anglo-oppressor.

The effects of religious teachings are magnified by a simultaneous cultural annihilation of blacks (Oliver, 1989). With a 60-70% dropout rate among black males and a 44% functional illiteracy rate in 1985, the system is obviously not responsive to black students' educational needs. Over
4.4 million unemployed black men lack sufficient skills to be competitive for jobs in the U.S. Black men comprise 47% of the prison population, even though they make up only 6% of the total U.S. population. These statistics provide support for Oliver's concept of inferiorization. That is, the political, religious, and educational systems of the United States socialize blacks to assume a role subservient to whites and to be incapable of solving problems (Oliver, 1989, pp. 10-13). The more black students are socialized to be inferior, the more their self-esteem, cultural identity, and, thus, their level of achievement in school will decline. The negative effects of existing socialization processes suggest that a program that increases the leadership and empowerment skills of students should positively influence the academic achievement of black students in schools.

Another problem that adversely affects black students is their lack of cultural heritage. Blacks form an ethnic group which has experienced a cultural annihilation at the hands of the Anglos. Blacks comprise the only social group that cannot trace its heritage to a specific country; only the continent of Africa serves as the origin for blacks. Even the African culture was stripped so thoroughly from their black ancestors that many blacks today do not identify with African values or beliefs.
American blacks share little or no culture tie, which is not to deny an ancestral tie, with any of the many black ethnic groups in Africa. There is no shared language, religion or culture. There are no holidays, ceremonies, or other outward linkages associated with the "motherland." In this sense, blacks are probably culturally more distinctly American than any of the other groups in America (Williams, 1990).

The increase in community vices, coupled with inadequate economic advantages, have disabled black parents and indirectly affected black students in school. During times of slavery, Anglos were very proficient at separating families through trading and selling. Slave owners considered it a disadvantage for black families to live together. As time went on, this breakdown of the nuclear family set the basis for the lack of continuity that plagues blacks families today. Prior to 1950, the illegitimacy rate for blacks was 17%. Today it exceeds 55%, and teenagers account for a major portion of this crisis (Irvine, 1990). Without strong families, it is virtually impossible to develop strong communities. Black parents face an exclusionary orientation from schools due to their perceived lack of power, hesitancy to vote, and reluctance to participate competently in the schooling of their children. The absence of participation by black parents increases the chance that black students will have only limited success in school (Irvine, 1990).
Any oppression of students in the classroom would only multiply the effects on black students suggested. For instance, there has been a long history of abuse in discipline. In the early nineteenth century, according to Graeme Newman (1979), teachers found themselves "attempting to unsuccessfultly maintain control over unmotivated, bored, unruly and unmanageable children by disciplinary methods which were often novel, and were often brutal. Schools at this time were violent places, at least for the pupils" (Newman, 1972, p. 172).

Schools appear to be benignly despotic:

Hundreds of thousands of students are removed from schools each year by short-term or indefinite expulsions or suspensions far in excess of those who must be removed as a means of maintaining order.

The misuse of discipline often occurs because racial, cultural and generation differences cloud the judgement and actions of teachers and administrators alike (Newman, 1972, p. 172).

When students experience abusive treatment in schools, it increases the tendency and need for black students to recreate a society in which they can be accepted and empowered. With blacks earning considerably less money than their white counterparts, the effects suggested above are also magnified (Giddens and Held, 1982). Research has linked such abuse to the show of aggression. According to May (1972, p. 148), "aggression is a moving out, a thrust
toward the person or thing seen as the adversary. Its aim is to cause a shift in power for the interests of one's self or what one is devoted to. Aggression is the action that moves into another's territory to accomplish restructuring of power."

Black students are also affected by the overwhelming lack of pre-school training necessary for early development. This, coupled with lower achievement and little parental support, reduces the effects of schooling. The lower salaries, poor working conditions and exhaustive social concerns lower teacher morale. Creativity in the classroom is very difficult for teachers who are overwhelmed by the day-to-day operation of their classrooms and by "real problems" such as the threat to life and limb (Williams, 1990).

It is logical to conclude from a review of the literature on the state of black education that a reform effort that could affect and remediate the problems and deficiencies of black students be better able to establish the positive focus needed to effect achievement gains.

In summary, there has been a long history of mis-education of blacks, even within the public school system. This mis-education can be seen in school curriculum, religious teachings, and the socialization process in general. The negative effects of mis-education, coupled
with a denial of cultural, economic, and political equality, have drastically affected black student achievement. Thus, black students are disproportionately represented among lower achievers, dropouts, and discipline cases and in college enrollment rates.

Empowerment and Minority Achievement

The concept of what constitutes empowerment varies based on the population under consideration.

When power is spoken of positively, it is in contexts notable for its absence: it is the crucial but missing factor in the lives of the disadvantaged, the oppressed, the disenfranchised. Empowering these populations essentially involves liberating them from the power which weighs down on them from above. When talk turns to the ideal society, whether it is the withering away to the state or the rediscovery of genuine community, the word power disappears with terms like oppressor and oppressed, and the conversation, instead, celebrates equality, harmony and consensus (Hubbuch, 1990, p. 35).

Some researchers see empowerment as the collaborative experience shared between teachers and administrators (Bayer, 1990; Bruffee, 1987). Rarely does the system recognize the need to extend power to students (Hubbuch, 1990).

Some empowerment methods have focused on solutions external to the student to remediate the student's problems. For example, researchers have recommended programs of incorporation and even advocated more participation by parents or the community. Incorporation programs call for
the inclusion of minority culture in all aspects of the school (Cummins, 1989). For instance, such a program for black students would focus on the curriculum and other areas of the school and urge more interaction in ethnic concerns of blacks. Black history appreciation, ethnic foods, and recognition of prestigious blacks in history would be included throughout the school. One of the problems associated with the remedies outlined by researchers like Cummins and Web is that the solution to the minority student's lack of achievement rests with people other than the student. That is, if parents and other community members would become more involved in school by contributing their time, financial support, or other resources, the achievement level of the minority student would improve.

There are still other researchers who view the student as the focal point of change. These researchers believe that student empowerment is the key to solving some of the problems faced by students (see, for example, Olsen, 1979; Wagner, 1982; Landrum and Martin, 1970). Teachers transfer power and the responsibility to control learning in the classroom to the students. That is, teachers put students into groups and then give them the official authority to control certain aspects of the classroom (e.g., design or conduct instruction or evaluate peers). The more teachers empower students to run the classroom, the more students
will take an active interest in their own learning and, thus, improve their achievement (Olsen, 1979; Wagner, 1982; Landrum and Martin, 1970).

One of the chief criticisms of the empowerment strategy outlined above is that the focus of the program and the actual instruction are oriented toward collaboration and leadership development to effect change in the classroom. The problem with these empowerment and leadership development strategies is that the students are not given instruction on how to perform leadership functions successfully in these groups. Researchers like Cohen, Kulik and Kulik (1982), make the assumption that all students will be able to bring their life experience into the classroom and be successful despite the absence of any formal training or instruction on how to be successful in the role of a leader or a follower.

In the JROTC program, on the other hand, the program of instruction is founded on the teach-practice-evaluate philosophy of the United States military. In JROTC, students are instructed on various leadership topics which are progressive in nature. The focus of the program is to teach students how to function properly in leadership roles so that they may be more effective leaders and effect more influence on their peers (ROTC Pamphlet 145-6, 1983).
Education must be viewed as a two-way relationship in which teachers and students share autonomy and interdependence. The emphasis is on removing the oppression while increasing the respect which teachers have for black students. Students must understand the expectations of teachers and why their demands are important. It is this critical insight, Hubbuch (1990), insists that leads to empowered attitudes:

Recognizing the possibility that our changed expectations will frustrate, confuse, or disorient some students, we must respect any psychological or cognitive turmoil they experience by acknowledging it to them and to ourselves. We may be convinced that the distress they are experiencing is a necessary, if painful, part of growth, but we can give them the impetus to see it through by offering them encouragement, reassurance, hope. Recognizing that at times they feel no confidence or faith in themselves, we can express our faith in them, our confidence that they are capable of doing a task, our conviction that they will value the power they will eventually experience in mastering a skill or body of knowledge. At these points their trust in us—that we know what we are doing—may be crucial factor that enables them to keep working (page 42).

There are still other methods of student empowerment. For example, the syndicate method of empowerment is a cooperative-based instruction technique which allows students to work in teams without the presence of the teacher (Shor and Friere, 1987). Students are encouraged to utilize their "first-hand experiences" to develop alternative actions to accomplish their tasks. The three
primary student roles in the syndicate method are group leader, group member, and group tutor. The group leader is responsible for preparing topics, planning meetings, collecting information from group members regarding their task, directing discussions, monitoring time, and checking for consensus in the group. The group members state their views, ideas, and interpretations; provide information and explanation; express support or disagreement; and direct or redirect group progress. The role of the group tutor is to move among groups to monitor progress and give advice to assist students in accomplishing their tasks. The key component of the syndicate method is its move away from the traditional methods of schooling toward a structure designed to free student expression in the classroom (Shor and Friere, 1987).

Peer teaching is a multidimensional empowerment approach designed to teach students to teach themselves. This method of instruction creates a situation in which every person is continually thinking and working in an interactive setting. In this peer teaching model, the students are responsible for the traditional teacher activities (i.e., researching, organizing, grading, etc.). The emphasis is on freeing minds rather than nonthinking or memorization activities. Students may be organized into small groups and encouraged to express their views. The
control of the class and the responsibility for teaching and learning are placed in the hands of the students. The key to this peer teaching/learning method is that the students learn by questioning and doing (Deming, 1986).

Peer teaching has been viewed as one of the most successful programs for influencing the academic achievement of students (Uroff and Greene, 1991; Cohen, Kulik and Kulik, 1982; Landrum and Martin, 1970). A direct causal relationship was detected in numerous studies. For example, Cohen et al. conducted a meta-analysis of findings from 65 independent evaluations of school tutoring programs and found that peer tutoring programs have a positive influence on academic achievement (for tutors and students receiving the tutoring). Each of the evaluations was performed in elementary or secondary classrooms, had quantitatively measured outcomes, and was free of large mythological flaws. Both tutors and tutees were found to have performed better than the control students on the pre- and post-comparisons. In another study, Landrum and Martin (1970) examined 16 school districts in the Los Angeles County and documented gains in reading achievement scores as a result of tutoring programs.

Peer teaching programs provide students with the opportunity to influence their peers in a non-threatening environment and at a level that is much more conducive to
actual change. As students work with their peers, they improve their own self-esteem and begin to see themselves as successful. The benefits of peer influence programs extend to both, the student-teacher and the student receiving this influence.

There are numerous explanations about the causal relationship of peer teaching and academic achievement. First, as students teach lessons, they must learn the material twice. The level of understanding necessary to teach a lesson adequately is far greater than the level of depth which most students experience as they learn the material in the classroom (Uroff and Greene, 1991; Bruffee, 1987). Second, peer teachers benefit because they must review and organize the material that must be taught. This organization helps the student-teacher to understand the material. Third, student-teachers must seek out examples and illustrations for their lessons; this helps the student-teacher to grasp the material better. Fourth, as student-teachers explain the material to other students, they must understand and reorganize complex information so that it can be communicated to others. Because student-teachers are often asked to assist peers in the classroom, the steps that they must take to research, prepare, organize, and explain the data requires a level of understanding that far exceeds the general requirements of the classroom. This increased
understanding directly affects the academic performance and, subsequently, the academic achievement of the student-teacher. Fifth, the subjective rating of the student could be affected by the teacher's observations of extra efforts to assist other class members. Sixth, student-teaching allows the student to experience success in school. Improvement in one area of the student's life may encourage the student to modify behavior in other academic areas. Finally, learning may be easier and more effective when it is done in a collaborative fashion (Bruffee, 1987; Deming, 1986).

Providing more student control in school is one tenant for the creation of empowerment strategies for students. The JROTC program expands the theoretical view of empowerment. That is, in JROTC the leadership/empowerment focus may suggest that students must be given instructions and training on how to be effective leaders and to perform efficiently in the empowered roles.

The traditional models of empowerment (see, Shor, 1987; Farrell, 1988) call for students to be placed in peer groups where they can effect change. Students appear to receive little guidance and preparation to be successful in these leadership positions. For example, students are given a specific task, but there are limited opportunities to teach students how to accomplish the tasks efficiently. In
JROTC, the complete program of instruction is designed to prepare students to assume student leadership roles and be successful. Since the traditional models of empowerment are believed to improve the achievement of students, an empowerment model that is structured similar by to the traditional model but provides more guidance on the skills and techniques necessary for success in the leadership role should have more influence on student achievement.

In summary, there are numerous conceptual explanations for empowerment and its potential for affecting academic achievement. Empowerment has been defined as a collaborative experience between teachers and students and an external remedy for the transfer of classroom control. A major drawback of empowerment may be the lack of guidance for those empowered. Of the numerous empowerment strategies, peer teaching/tutoring is the only program documented in the literature to affect the academic achievement of students directly. Peer teaching/tutoring is also a key program of JROTC.

Leadership and Academic Achievement

The leadership model used by JROTC has two major components that have direct implications for affecting the academic achievement of students: self-discipline and self-concept. Self-concept helps leaders to know themselves and their strengths and weaknesses. It includes the development
of the beliefs, values, and norms that guide the leader's behavior. That is, if the leader's beliefs or values are flawed, it will affect his/her character, thinking, and behavior (Field Manual #22-100, 1983). Self-discipline focuses on what the leader ought to do regardless of conditions, situations, or stress involved. Self-discipline is a prerequisite to unit discipline because it leads to prompt obedience, mission accomplishment, and initiative in the absence of orders. Self-discipline creates teamwork; unit members can play by similar rules of responsibility and duty (Field Manual #22-100, 1983).

Self-discipline. Numerous theorists have maintained that self-discipline is essential to academic achievement, that a student's behavior influences his/her achievement, and that there is a legitimate causal relationship between self-discipline and academic achievement (Myers and Milne, 1987; Gaddy, 1988; Kunjufu, 1984; Rutter, Maughan, Mortimore, Oulton, and Smith, 1979). For example, Myers and Milne conducted a study of 30,000 sophomores in over 1,100 schools and found a direct causal correlation between student behavior and classroom grades when prior achievement was controlled. However, the study yielded only minimal effects on standardized achievement tests. In another study, Rutter et al. (1979) conducted a longitudinal study of 12 secondary schools to determine the effect of student
behavior on achievement. Although the results yielded significant differences between schools, the overall finding was that there was a direct causal relationship between student behavior and academic performance.

Some of the other terms used to describe self-discipline are self-control and self-regulation. There are numerous key elements associated with this definition. First, adjustments in behavior must occur willfully so that definite action may be taken by the individual. Second, the regulation of behavior at the discretion of the individual. Third, the student must be acting within his/her own desires. Fourth, there must be flexibility associated with the expressive behavior; it may or may not occur. Fifth, the stimuli of the situation or action must be real and observable. Finally, the self-control must be situational (Myers and Milne, 1987).

Students who lack self-discipline have been found to perform poorly in school. Numerous factors are believed to influence the self-discipline of a student, e.g., marital status of parents, school curriculum, genetics, SES, peer group, and student motivation to learn (Gaddy, 1988).

The causal relationship that exists between self-discipline and academic achievement can be described as follows. A student's personality, values, and character control the focus which guides the voluntary behavior of the
student. The influencing factors mentioned above (genetics, SES, peer group, etc.) determine whether the student's focus will be positive (consistent with school rules or policies) or negative (contrary to policy or disruptive). Self-discipline allows the student to overcome obstacles to learning. The student's behavior is shaped as he/she focuses time and energy consistent with the academic focus. For example, students who lack self-discipline may act in a manner consistent with their label and subsequently misbehave (Purkey and Smith, 1970 and 1983).

Competing theories of how self-discipline affects academic achievement exist. First, self-discipline may affect the teacher's subjective rating of the student. That is, students who lack self-discipline may receive poor grades because of the influence their behavior has on their classroom teacher. Second, for students to achieve academically, they must spend time engaged in learning. The more self-disciplined a student becomes, the more time he/she will have on task. Third, students who are self-disciplined also motivate themselves to model the behavior exemplified by the teacher. Once students model the behavior of their teacher, they find it easier to learn in the more receptive learning environment. Fourth, the subjective ratings of students may also be affected by the
teacher who observes the model of exemplified behavior (Gaddy, 1988; Purkey and Smith, 1983).

**Self-concept.** There have been numerous theorists who have maintained that self-concept plays a significant role in the educational process (Kelly and Jordan, 1990; Black, 1991; Simmons, 1977). Purkey (1970) postulated that most of the difficulties students have in school are not due to low intelligence, poor eyesight, or poverty. Purkey found that these difficulties were the result of the perception students had of themselves and their world. These students "have learned to see themselves as incapable of handling academic work or to see the work as irrelevant to their perceptual worlds" (Purkey, 1970, p.2). Self-concept is an analysis of one's capabilities and limitations. Other terms used to describe self-concept are self-perception and self-esteem (Black, 1991; Uroff and Green, 1991; Kelly and Jordan, 1990).

A direct causal relationship exists between self-concept and academic achievement. Brookover (1985) conducted a longitudinal study which focused on an entire class while the students were in the seventh through twelfth grades. Brookover found that students with low self-concept failed to achieve above average. Brookover also concluded that low self-concept causes low academic achievement in school.
One example of how self-concept affects academic achievement is as follows: First, students acquire an idea about themselves (some theorist believe this occurs by age six). Second, the view that we have of ourselves and our capabilities edits all incoming information. For example, students with low self-concepts attribute any success they achieve to luck or may even denounce the success, while easily accepting failure which is expected. Third, students influence their future performance based on the beliefs they develop from incoming information. Self-concept has been found to be a better predictor of classroom achievement than IQ because a student's attitude and belief about his/her capabilities limit the level of achievement in school (Furkey, 1970; Simmons, 1977; Black, 1991).

Even though the student's self-concept has already been created by age six, factors like the family, school and peer group are listed as the most significant influences and change agents. School is seen as the largest perpetuator of low self-concept because the school is often the place "where students face the most failure, rejection, and daily reminders of their limitations" (Black, 1991, p. 18). The effects of the family, peer group, and school have on the development of self-concept are negatively influenced by other societal factors, especially for black children. "There is an overwhelming influence of the white dominate
society on the self-concept of black children. By age five, the black child has learned that to be colored is a mark of inferiority in our society" (Kunjufu, 1984, p. 8). The concept that a student has of him/herself is much more important than the student's efforts in the classroom since self-concept is the central component when considering academic achievement (Uroff and Greene, 1991; Chang, 1976).

In summary, two critical components of leadership link leadership to academic achievement, self-discipline and self-concept. Self-concept is the view that a student has of him/herself that guides performance in school. Research indicates that self-concept is shaped by many factors and is usually formed by age 6. The school and peer-group were identified as the most influential factors once the student enters school. Self-discipline, on the other hand, focuses on the ability of the student to regulate his/her behavior. Behavior consistent with school goals and policies has been linked to high academic achievement, while behavior contrary to policy has been linked to poor performers.

**JROTC Foundation**

To understand the model of leadership used in JROTC, it is necessary to understand first how and where the JROTC style of leadership developed. Some researchers insist that the structure of any organization will determine its distribution of power (Weber, 1978). Every person needs an
opportunity to exercise his/her own will. In schools, students are typically restricted to a passive role, while teachers provide them with the knowledge necessary for future success (Weber 1978).

Still other researchers focus on the teacher-student relationship to promote empowerment. These relationships are reciprocal in that each participant will have some effect on the system (Taylor and Rosenbach, 1989). In this analysis, the teacher assumes the role of the leader and the student becomes the follower. This leader-follower interaction provides an opportunity for the "have nots" to experience collaborative leadership. The leader empowers his/her subordinates, and this increases the effectiveness and control that he/she exerts over the classroom. The style of leadership used in JROTC is derived from the leadership philosophy used in the United States military. The military's current leadership style is more personal and collaborative than at any point in history. Proponents of this change in philosophy claim that it is essential to sustaining our current U.S. military doctrine.

The military's present concept of leadership also includes an emphasis on small group participation; soldiers realize that their needs can be better satisfied through belonging to small groups (Csoka, 1976). The military has, therefore, dedicated a significant amount of its leadership
doctrines to the development of the small group leader. These groups were very obvious during World War II and the Vietnam War. The soldier's sense of belonging to these groups overshadowed even formal military goals and concerns for personal well-being. This small group focus, coupled with the increased knowledge which the leader gains through personal contact with the soldiers, enables the leader to predict and better influence the behavior of subordinates (Witherspoon, 1976).

During World War I, the military's concept of leadership was very different from the present military system. The early leadership centered around the personal qualities and great traits of the leader. These qualities enabled the leader to lead his subordinates in all situations (Backman and Secord, 1976).

At the conclusion of World War I, military leaders like Douglas MacArthur felt that the face of the military needed to be changed. The strict styles of leadership which characterized World War I and previous confrontations appeared insufficient to persuade future volunteers to commit to our national values. The "Great Man" approach to leadership was no longer considered an effective method for influencing subordinates, yet the complexities of situational conflicts made it difficult to identify those traits necessary for success. In addition, the trait
approach is not responsive to the need for an interaction between the leader and his/her subordinates (Stogdill, 1974).

The role of our military undertook a drastic shift after World War I (Gold, 1985). No longer were U.S. citizens concerned with direct threats to our country. This focus created new crises. The United States assumed the role of global police. We were the first nation to attempt such a role, especially through a complete reliance on citizen volunteers. In addition, the changing demographics of our country drastically affected our manpower pool. According to Census Bureau statistics, the end of the baby-boomer era has reduced the number of fit prospects for military service by over two million. The military's plan began to focus on weapon systems and technology without placing equal emphasis on the personnel who would operate these systems. A larger and more qualified force was required to achieve the diversified missions of this country. Over time, the attitudes of the citizenry regarding their obligation to military service, have also changed. Americans are no longer willing to risk their lives for world values. America's attempts to contribute to our physical security have actually endangered it; Americans are no longer willing to support this ideology (Gold, 1985).
Because of the change in American support and the need to predict behavior on the battlefield more accurately, many military researchers began to express their ideas about how leaders should lead their subordinates.

Adair (1989) supported the philosophy that leaders can be created through an "inbred superiority philosophy" (Adair, 1989, p. 3). In this case, leaders dominate their subordinates. These individuals are born leaders who will naturally step forward to control and shape the organization.

The born leader will emerge naturally as the leader because he has innate qualities which give him the "assured and unquestioned title." Such a leader could presumably lead in any circumstance or situation (Adair, 1989, p. 13).

The leader-follower interaction is paternal. The leader must take care of his subordinates and provide for their needs. His/her role is synonymous with that of a shepherd who tends the flock. The effective leader is a servant who is obligated to care. The central component of leadership is knowledge. Socrates noted that there was a tendency for subordinates to follow a person who was seen as being knowledgeable. Especially in time a crisis, people look for the leader who can deliver them from mishaps. The normative style of leadership is considered by Adair to be the most effective. The focus is on the consideration which the leader demonstrates to his followers (Adair, 1989).
Kouzes (1987) supported the notion that leaders develop through unique opportunities given to express his leadership. "You must be given opportunities to test yourself against new and difficult tasks. So experience can indeed be the best teacher, if it contains the element of personal challenge" (page 3). The importance of the leader-follower interaction lies in the art of influence (Kouzes, 1987). The leader should behave in a manner that will make him/her credible to subordinates. Worth is determined by the perceptions of followers, and the leader must be able to command respect and cause others to believe that he/she has the ability to bring about positive results. Subordinates must be convinced that the common goals are in the best interests of everyone concerned. The central components for effective leadership, according to Kouzes, are trial and error followed by influence and education. The leader must have the opportunity to develop skills. The lessons associated with the personal challenge of being in charge comprise a base of experience that will permit growth and confidence. There is no substitute for experience and the most effective leadership style is normative. The consideration for subordinates is most overwhelming since the subordinates shape the leader's idea of self-worth.

Another philosophy suggests that leaders may attempt to seek and maximize their own welfare (Hodgkinson, 1983).
Life is an adventure which must be acted out through an active career. There should be little interaction, according to Hodgkinson, between the leader and his followers. The oppressor gets things done by placing the oppressed in a position where they are forced, through situational considerations, to follow the leader's guidance. The central component of leadership is power. It is the decision-making ability, coupled with the effect that these decision have on others, that allows the leader to be so influential. The situational style of leadership is the most effective. The skills which the leader must evoke to place the oppressed in the condition for compliance vary based on situational factors (Hodgkinson, 1983).

In most of the literature, leadership develops as a result of environmental circumstances and trial and error. The trait and "Great Man" approaches, which characterized pre-World War I days, are no longer documented in present literature on effective leadership. The leader is a product of everything. The interaction between the leader and follower is a very important relationship in which both people attempt to satisfy shared and personal motives. The consideration for the subordinate is very strong, and it even serves as a basis for defining the role and expectation of the leader. The interdependence must be stressed, and the lateral influence will be prevalent (Cribbin 1981).
The ideas mentioned above provide a leadership framework designed to assist in the development of leaders. This leadership framework forms the basis for the U.S. military's leadership system and the leadership foundation of the High School JROTC Program.

In summary, the experience of past wars, coupled with unique changes in human nature, provides the background for the military's present concept of leadership. The leader, according to this reformed philosophy, must rely heavily upon subordinates to ensure mission accomplishment. Because of this dependency, the leadership style necessary for dealing with soldiers is more humane and sociable (Witherspoon, 1976). These ideas comprise the U.S. military's framework and the foundation for the JROTC program.

The Junior Reserve Officers' Training Corp

The Junior Reserve Officers' Training Corp is a program of study designed for the overall development of high school students. Students in the JROTC program take courses in leadership while they continue their academic program in the school. The JROTC program exists on 1,600 high school campuses throughout the country. It offers approximately 108 hours of leadership instruction taken in conjunction with the student's normal academic course load. JROTC is considered an elective class, and academic credit toward
graduation is earned. The central theme of JROTC is "Preparation for Leadership and Citizenship." Students in the JROTC program are called cadets. The cadets in the program are between the ages of fourteen and eighteen years of age and join the program largely because of the focus on team effort and leadership. That is, these students are provided numerous opportunities to develop and serve in leadership positions throughout their program of study in JROTC. The program is very attractive to high schools because the Department of the Army shares the cost of supplies and instruction (ROTC Pamphlet 145-6, 1983).

In the classroom, cadets are given instruction on various leadership subjects (e.g., communication, foundations of leadership, effective leadership, military leadership). They spend at least three hours per week in leadership/classroom instruction. A laboratory period of approximately one hour per week is also conducted. During the laboratory period, cadets have numerous opportunities to practice the skills and techniques learned in the classroom. They also participate in a physical fitness program in which they are required to do pushups and situps and run for distances of approximately one to two miles. These physical and muscular developments are important parts of the leadership program. The method of instruction used in JROTC is founded upon the concepts of application, demonstration,
group performance, discussions, and critiques to enhance the
cadet's ability and confidence to be a leader. The major
benefits to the cadets are leadership and citizenship
development and participation and growth through
extracurricular activities (e.g., drill and rifle teams,
bands, social events, and field trips).

The JROTC program of instruction is progressive in
nature. That is, the initial leadership development serves
as the foundation for the leadership development in the
later years in the program. The JROTC program of
instruction is divided as follows:

First Year--Introduction to leadership development
Second Year--Intermediate leadership development
Third Year--Applied leadership development
Fourth Year--Advanced leadership development

Some of the advantages of participation in JROTC are the
practical experience which students gain from leading their
peers and dealing with the problems associated with team or
group activities; problem-solving experience; strengthened
character; enhanced self-confidence; self-discipline; and
management experience (ROTC Pamphlet 145-6, p. 17).

Summary.

In summary, the literature that focused on the current
state of black education showed that black students face
many problems in the school system. Underprepared
graduates, dropout rates, crime statistics, and prison rates indicate that the public school system is not meeting the needs of black students. Cultural, economic, and political deprivations and even integration have worked to reduce the academic achievement of black students. Some black researchers noted a lack of self-esteem and self-discipline on behalf of black students resulting from an education system that did not meet the needs of these students. Unacceptable achievement, illiteracy, and lack of employment for blacks pushed students to rebel against the system.

In the section on empowerment and academic achievement, the researcher attempted to link empowerment to academic achievement through the literature. Because of a gap in the literature, a direct linkage did not exist. The researcher, therefore, searched the major components of empowerment and was able to establish a direct link between peer teaching (an empowerment component/strategy) and academic achievement. An attempt to link leadership to academic achievement was thwarted by another gap in the literature. Again, the researcher searched the components of leadership and found that self-discipline and self-esteem (major components of leadership) could be linked directly to academic achievement. Therefore, leadership and empowerment (the major components of the JROTC program) could be linked to
academic achievement only by focusing on peer teaching, self-esteem, and self-discipline.

The JROTC foundation was based on military doctrine. The literature showed that the concept of military doctrine has changed drastically, but one area is still prevalent: the need to build soldiers' self-esteem and confidence so they feel capable and sufficiently trained to meet the challenges of the battlefield. The focus on small group leadership or peer teaching became very significant after World War I because leaders needed more flexibility on the battlefield. The need for discipline has extended from the beginning of the U.S. military when there was a definite need to ensure that orders were obeyed and that a soldier's conduct was fairly predictable in the face of danger. In the World War I days, discipline was necessary to endure the harsh conditions of battle. Therefore, the JROTC was founded on the concepts of self-discipline, self-esteem building, and peer instruction, concepts that have been linked directly to academic achievement.
CHAPTER 3
METHODOLOGY

The case study methodology was selected as the most appropriate technique for this study. A case study is a method of inquiry that allows the analyst to pose and examine multiple explanations for a given multivariate phenomenon. There are numerous explanations, for example, of how JROTC works to influence the achievement of high school students, but few case studies provide data for these explanations. Examples of data examined in this study include the following aspects of the JROTC program.

1. Students are placed in various leadership positions and have the opportunity to practice being leaders. Through this practice, students develop confidence which, in turn, influences achievement.

2. Students in JROTC are given a voice in how the program operates. For example, the JROTC faculty espouse a philosophy that the JROTC program belongs to the students in the program, and the faculty member's job is only to assist and supervise students. The students are responsible for the daily activities of the unit. This active participation of students may encourage participation in school activities and increase performance and achievement.
3. Peers in the program influence one another. JROTC students assume leadership roles and interact with their peers. These leaders are then required to oversee and advise their fellow group members about school achievement, career plans, and interpersonal issues. For example, tutoring sessions, student advisement programs, and group counseling sessions are conducted. These peer influences may affect achievement.

4. Students in JROTC are required to participate in the unit's physical fitness program. This fitness program includes long-distance running, pushups, situps, and other exercises. Through this fitness instruction, students have the opportunity to become more physically fit. Improved physical fitness may help students to feel better about their outward appearance, which may increase their confidence and achievement.

5. Students have many opportunities to interact with JROTC faculty. JROTC instruction extends beyond the normal class period, and students often meet with faculty before or after school. Even the extracurricular activities, which are normally conducted on weekends or holidays, provide for continued contact between JROTC faculty and students. This increase in the interaction of students and faculty may encourage students to internalize the leadership ethics, beliefs, and values of their instructors. An important
function of JROTC faculty is to provide role models to encourage important leadership traits.

These issues and others are described and examined in this case study to explore whether and how the JROTC program influences the achievement of black students. The Program's components may also provide a basis for describing and understanding what contributes to the achievement of black students as well as how and why various strategies are successful.

Data Collection

Data collection methods were designed to explore and describe the JROTC phenomenon at one high school. Three lists of questions were developed to gather data from students, teachers, and the JROTC faculty. The questions for each group related directly to each of the elements listed in the previous section for the JROTC phenomenon (see Appendix A for the entire array of interview questions). The responses to these and other questions provided the data for describing and examining leadership development, empowerment, and the relationships among these and academic achievement.

In this case study, data were collected through three major strategies: observation; document analysis; and interviews with teachers, JROTC faculty, and black students enrolled in the JROTC program. Student grade-point averages
(GPA) were used as the primary indicator of academic achievement (Slavin, 1983; Cummins, 1989). The researcher examined these data to determine whether there had been any improvement in the academic achievement of the black students since they enrolled in the JROTC program. This was accomplished by locating records that provided the grade point averages of these students prior to entering JROTC. Additional documentation was gathered to determine the changes in GPA after the students had spent time in the JROTC program. Data provided by black students in the program were used to conduct the quantitative analysis in Chapter 4.

The primary targets for observation within the JROTC program were the interactions among the students and those between the teachers and students. In traditional educational settings, information is passed from the teacher to the student (Kunjufu, 1984). This method of instruction places students in a passive role where they have little or no influence on their environment. An instructional model in which teachers and students learn from each other has been suggested as a way to empower students, increase student interest, and positively influence academic achievement (Kunjufu, 1984). Therefore, interactions between teacher and students and among students themselves may influence achievement. The JROTC program of instruction
is based on the notion of mutual student-teacher learning, and interview questions explored these interactions to identify, for example, possible effects of leadership instruction and opportunities for leadership on self-discipline, self-concept, and peer influence.

Data Collection Steps

The first step in data collection was to conduct a pilot study to explore the JROTC program and its implications for influencing academic achievement. The researcher also pilot tested the JROTC student and faculty questionnaires. The pilot study was conducted in a local high school's JROTC Program. Interviews were conducted with cadets and JROTC faculty to determine their perceptions of the JROTC Program. Subsequently, the researcher examined the responses to identify those specific mechanisms in the program that might suggest ways it influenced cadet achievement.

The JROTC instructors explained that the JROTC experience could be viewed from two different perspectives; each of these had, in their opinion, tremendous implications for influencing academic achievement. First, cadets are given the knowledge and support opportunities to develop into leaders. This includes leadership instruction and a focus on discipline within the program. The curriculum is designed to promote and develop leadership/citizenship ideas
and discipline. Students are then provided an opportunity to learn by doing. It is this practical experience which indirectly improves confidence.

Leaders need the opportunity to develop and build confidence and self-esteem, and this occurs through experience. Second, the cadets are given an opportunity to develop esprit de corps and unity with their peers as they strive to get their missions accomplished. The interaction provides for mutual respect and trust within this peer group, especially when cadets are provided the opportunity to be in charge of and teach their peers.

Twelve cadets were interviewed to explore the JROTC program and its implications for influencing the academic achievement of students. Each of the students interviewed was given the opportunity to respond to the standardized list of student questions. Based on the information gathered from these students, it was apparent that key elements which led them to and retained them in the program included opportunities for leadership, the emphasis on discipline building, the influence of the peer group, and the support system. Each of the students seemed confident, and all were very expressive about the positive aspects of the program. Two of the twelve students claimed that their academic efforts had changed significantly since joining JROTC. Both noticed dramatic changes in their classroom performance and semester grades. They talked about the
discipline they had received since joining the program and how it helped them to take their school work seriously.

Before I joined JROTC, I used to get arrested all the time. I just couldn't seem to stay out of trouble no matter what I did. Since I joined JROTC, I have not been arrested at all. JROTC taught me how to discipline myself and I'm OK now.

All twelve students attributed some of their success in school to the increased level of confidence resulting from the JROTC experience. They all commented that JROTC somehow made school more fun.

The pilot study revealed the following:

1. The students experienced some difficulty understanding the student questionnaire. Some of the word choices seemed inappropriate for their comprehension. The questionnaire also seemed to lead the students and guide their comments in a way that could reflect researcher bias. For example, the initial questionnaire posed questions such as: How have the leadership guidelines, standards, and skills of the JROTC instruction affected you and your performance in JROTC and other classes within the school? Such a question makes the assumption that the program has provided leadership guidelines, standards, and skills. Another example of a leading question was found in Item 10 of the original questionnaire, which stated: How does the teach, practice, and evaluate structure of the JROTC curriculum differ from the structure of your other classes?
This question makes the assumption that the students understand the teach, practice, and evaluate structure and that this structure is being used in the program. The student questionnaire was, therefore, modified to provide fewer leading questions and to substitute questions of a more general nature (see Appendix A).

2. The researcher attempted some group interviews to expedite the questioning, encourage responses, and to engage in a deep and rich discussion about the JROTC phenomenon. The researcher attempted to guide the discussion while specific questions were directed to a group of seven cadets. As a result of the discussion, the researcher discovered that the group questioning method was not effective for encouraging students to describe and explore an event. Some students appeared to be intimidated by other cadets who seemed to be well versed in JROTC; still other cadets chose not to participate.

3. The researcher discovered that the JROTC faculty had a wealth of knowledge about their program. The faculty members found themselves constantly explaining the JROTC program to other faculty members, parents, students, Inspecting Officers, and other important visitors. Because of these constant explanations, the JROTC faculty, with limited questioning and probing, provided tremendous amounts of information about the JROTC program. The task of the
researcher, therefore, was to suggest a few general questions to elicit responses that could be used to explore and describe the phenomenon.

4. Standardized tests are not a good indicator of academic achievement. According to the JROTC faculty, too many other variables are at work during the standardized examinations for these scores to provide worthwhile information. For example, the JROTC faculty explained that the standardized test questions are biased against minorities.

5. In some cases, JROTC faculty reported an increase in the confidence and self-discipline of certain cadets without corresponding increases in academic achievement. This researcher does not claim any direct causal correlation between leadership, empowerment, and academic achievement. Rather, the focus of this study was to describe and explore the relationships; a discussion of causality is a less relevant factor.

The second step in the data collection was to contact a member of the JROTC faculty to obtain general information about the program (such as the number of black students, meeting locations and times, and names and phone numbers of other faculty/staff who work directly or indirectly with the program). From this information, two lists (a student and a faculty contact list) were prepared.
The third step in collecting data involved scheduling on-site visits to the high school. The purpose of the on-site visits was to conduct observations and interviews and to examine documents (e.g., GPA documentation). Based on privacy concerns and district policy, grade records were the only documents observed by the researcher.

The final step consisted of the actual data collection. On-site visits were conducted to gather the data. During the on-site visits, interviews were conducted with students, JROTC faculty, and other teachers to ensure a well-rounded view of the program and its relationship to leadership, empowerment, and academic achievement. Interviews ranged from approximately 10-25 minutes for non-JROTC faculty, to 1-3 hours for JROTC faculty, and 20-35 minute sessions with the students. The student interviews were scheduled at various times throughout the school day. Students were interviewed before school, during lunch periods, and after school. Some problems arose with regard to finding time during the school day to interview students. Some of the respondents were involved in so many activities that the researcher had to meet with them between classes or join them for lunch to allow enough time to gather the data needed for the study. Interviews with the non-JROTC faculty were more challenging than the student interviews. These teachers had an abundance of information but little time to
communicate that information because of other commitments. Interviews with these teachers were conducted at various times during the day. The difficulties associated with gathering data did not jeopardize the reasonable nature, credibility, or consistency of the data collected.

The interviews with the JROTC faculty proved to be the easiest. These faculty members wanted to ensure that the researcher captured the "real" view of the JROTC program, so they took the time to explain every aspect of JROTC. The background of the researcher as a military service officer also had some impact on freedom; the researcher was allowed to move about the area without limitation. The military background also seemed to encourage the JROTC faculty to disclose much more to the researcher without the caution that may have been used when talking with other visitors.

During the interviews, open-ended questions were used to provide the respondents with greater latitude in answering. Follow-up questions were used to focus the discussion on key points of the study (initial questions were general and also open-ended). A conscious effort was made to standardize the questions for each respondent group. This consistency of questions permitted better comparisons of responses, exposure of patterns, and validations of program effect data.
Data Analysis

Data analysis is a process of bringing order and structure to research data. It involves a search for relationships that exist within and between categories of data (Glaser and Strauss, 1967). The data analysis process involves four steps: organizing the data; generating categories, themes, and patterns; testing the hypotheses that emerge against the data; and searching for alternative explanations for the data.

Organizing the data involves those steps that the researcher takes to become more familiar with the data. This step requires cleaning up field notes and placing the data within a theoretical framework. A gap in the literature made it impossible to establish a direct link between leadership, empowerment, and academic achievement. As a result of this gap, it was necessary to focus on the key components of empowerment and leadership available in the literature to document a connection. Therefore, key components of leadership and empowerment were explored to determine whether any of these components had been empirically linked to academic achievement. The result of this additional literature search revealed two components of leadership (self-concept and self-discipline) and one component of empowerment (peer teaching) that could be linked directly to academic achievement. Consequently,
It was not realistic to believe that this study would confirm a direct link between leadership, empowerment, and academic achievement. Therefore, the scope of the research was broadened to explore promising relations among self-concept, self-discipline, and peer teaching. To interpret the raw data, it was necessary to examine each respondent's and groups of respondents' opinions about the JROTC program by focusing on comments referencing the three variables or categories (self-concept, self-discipline, and peer teaching). As the researcher examined the data within each group, comments and perceptions regarding each variable were sought. Patterns that persisted in the literature and linked the three variables to academic achievement emerged from the respondents' comments.

One of the most common theories of how self-discipline influences academic achievement focused on the subjective rating of teachers who view the student's performance and behavior and its effect on the classroom (Myers and Milne, 1987; Rutter, Maughan, Mortimore, Ouston, and Smith, 1979). Therefore, the literature led the researcher to hypothesize that students might view discipline as a trait that could
help them do better in the classroom and influence teachers' ratings of their performance. The researcher searched for comments supporting this hypothesis because their analysis would lend support to a description of how JROTC could influence the academic achievement of students. To further assist in the analysis, respondents were categorized into five groups so that similarities and dissimilarities of these groups could be examined. The respondent groups are described below.

1. The Level-One Cadet group was comprised of cadets who entered the JROTC program on an exploratory basis. These students had little or no knowledge about the program but wanted to try JROTC. The Level-One Cadets were typically freshmen or sophomores, and they had spent one year or less in the program. These students held no staff positions and had little rank.

2. The Level-Two Cadet group was composed of cadets who entered the program with some experience and knowledge of JROTC. These cadets were sophomores and juniors. The Level-Two Cadets spent two to three years in the program and/or had parents with military experience. These cadets held middle- to lower-level staff positions and mid-level rank.

3. The Level-Three Cadet group included cadets who were very experienced, spent a significant amount of time in
the program, and participated in numerous activities. The Level-Three Cadets were juniors or seniors and spent from three to four years in the program and/or had parents affiliated with the military. These cadets held most of the staff positions and the highest rank.

4. The fourth group was comprised of the JROTC faculty.

5. The fifth group of respondents consisted of South Mountain High School teachers who were not affiliated with JROTC.

Sample Selection

The selection of a sample in case study research differs from the process in experimental designs, which generally rely upon random samples. The method of selecting students for this study was based on the research guidelines of Glaser and Strauss (1967). According to Glaser and Strauss, sample selection should be based on the "theoretical sampling principle." That is, the sample should be selected based on its relevance to the research questions. The research questions in this study were concerned with the examination of black students in a JROTC program. This view of JROTC was explored through observations and interviews with black students, JROTC faculty, and other teachers. Therefore, black students, JROTC faculty, and teachers associated with this JROTC program formed the sample of the
study. South Mountain High School was selected because it had the only significant population of black students in a JROTC program in Arizona.

The research procedure outlined for this study is consistent with other established case study methodology. For example, the researcher made observations to identify patterns of behavior. The patterns were then analyzed, and this analysis guided the researcher to a greater understanding of the phenomenon.

Straus and Corbin (1987) provide a framework through which a researcher may evaluate and increase the reliability of the research process. A discussion of each criterion as it relates to this study is provided below.

Criterion 1: How was the original sample selected? On what grounds (selective sampling)?

The sample for this study was selected by focusing on the research questions: What is the nature of leadership development, empowerment, and academic achievement in JROTC? How do leadership development and empowerment contribute to the educational achievement of black students? What are the relationships among leadership development, JROTC, empowerment, and achievement? What components of JROTC have implications for influencing academic achievement? For this study, the researcher was interested in the possible influence of a JROTC program on black students.
Consequently, each of the research questions centered around JROTC, empowerment, leadership, and academic achievement for black students, and black students in the JROTC program, as well as teachers and JROTC faculty, formed the sample for this study.

Criterion 2: What major categories emerged?
The major categories that encompassed most of the available research on the JROTC program were leadership and empowerment. Because it was not possible to link these two categories directly to academic achievement, self-esteem, peer teaching, and self-discipline were identified as components of leadership and empowerment that could be linked to academic achievement. These three components then became a focus for the researcher as interview data for this study were examined. If respondents referred to these ideas as important ingredients of the South Mountain JROTC program, such a finding might suggest ways that JROTC promotes student leadership development, empowerment, and achievement.

Criterion 3: What events, incidents, and actions related in interviews pointed (as indicators) to some of the major categories?
Some of the indicators that led the researcher to these categories were comments that the respondents made about the JROTC experience. The respondents commented often about the
self-esteem, self-discipline, and peer teaching that they observed or personally experienced in the JROTC program. The teachers, JROTC faculty, and the student respondents also mentioned that these ideas appeared to influence academic achievement positively.

Criterion 4: On the basis of what categories did theoretical sampling proceed? That is, how did theoretical formulations guide the data collection?

Theoretical formulation guided the data collection by identifying which categories might assist in determining how and why JROTC could influence academic achievement. Examples of theoretical formulations were that leadership development might assist in building the confidence and skills students need to be successful and that empowerment would enhance and refine these skills. The key questions of this study focused on how this influence on academic achievement might take place. The theoretical formulation indirectly accounted for what most respondents had to say. That is, each of the respondent groups and even the research literature on empowerment and leadership seemed to suggest that leadership and empowerment contribute to academic achievement, but there was disagreement about how this occurs.

Criterion 5: What were some of the hypotheses pertaining to conceptual relations (that is, among
categories), and on what grounds were they formulated and tested?

The researcher assumed the various groups of students would view the program differently and that the JROTC faculty and non-JROTC teachers would view the program differently from each other and from the student respondents. However, each respondent and respondent group did lend support to the possibility that the JROTC experience may positively influence academic achievement. The major subcomponents of the JROTC program (self-discipline, self-esteem, and peer teaching) had been investigated and determined to have a direct causal relationship with academic achievement (see, for example, Myers and Milne, 1987; Uroff and Green, 1991; and Williams and Cole, 1968). A program based on these subcomponents might then suggest relationships to academic achievement. Additional hypotheses were that the students in JROTC may enter the program with leadership skills and that any interactions among these students might influence achievement. Teachers' expectations may be higher for students in JROTC, and this may have some influence on academic achievement.

Criterion 6: Were there instances when hypotheses did not hold up against what was actually seen? How were these discrepancies accounted for? How did they affect the
hypotheses? The purpose of this study was to determine what may be occurring in JROTC to influence the academic achievement of JROTC students. Each group of respondents provided information that helped the researcher to understand more clearly what was occurring in the program and how this process may influence achievement. During the pilot study and data collection, the JROTC faculty espoused the aims and goals of the JROTC program. They also provided specific references to what occurs, when it occurs, and how the faculty ensures that the results are achieved. For example, JROTC faculty said that students must be disciplined first, then made to feel better about themselves so that they can be placed in leadership positions. These and similar comments may indicate that self-discipline, self-esteem building, and peer teaching occur in the JROTC program in the sequence listed. The JROTC faculty may encourage this process by creating as many opportunities as possible to have the cadets experience success. There were few data in this study to support or measure increases in students' self-concept. The JROTC instructors were very vocal about the impact that JROTC has on students. Some faculty and staff seemed convinced about the effects although they knew little about how such influences may occur or even about the day-to-day activities of the program. Based on the comments of program participants,
some were not sure how or if the program influenced their confidence or self-esteem. Perhaps participation in a program or activity with confident students may be sufficient to assist others in improving their confidence or behavior.

Criterion 7: How and why was the core category or categories selected? Was this selection sudden or gradual, difficult or easy?

The categories were chosen through an examination of the JROTC literature, where the categories of leadership and empowerment were repeatedly used to describe the program. Because the use of these categories was so constant in the literature, it was logical to choose these components as the major categories for further examination of the JROTC program. In addition faculty, staff, and students were familiar with the concepts of leadership and empowerment.
CHAPTER 4

THE FINDINGS

For the purpose of presenting the findings of the study, this chapter was organized into four sections. Section One provides demographic information. The second section highlights an analysis of the respondent data. Section Three discusses the statistical analysis of black student achievement, and Section Four summarizes conclusions of the study.

Demographic Information

South Mountain High School is a typical inner-city school that is plagued with high dropout rates, low achievement, and crime. The black student population at South Mountain has declined over the past five years according to a Summary Report from the Phoenix Union High School District. For school year (SY) 1991, black students made up over 37% of the total student population in the Phoenix Union District. At South Mountain, black students comprised 35% of the school population, a decline of 4% since 1987. Hispanics constituted 58% of the students, and Anglos and other groups made up the remaining 7%. South Mountain's dropout rate has consistently been one of the highest in the District. For SY 1991, the dropout rate was highest among Hispanics (12%), followed by blacks (10.2%).
The black students' rate was at its lowest level in five years. This indicates that black students are staying in school longer, but the discipline and achievement rates suggest that they may not be doing well. The discipline rate for black students was 11.9%, much higher than any other ethnic group.

South Mountain's school program has three magnet components, the Arts, Law, and Aerospace. Black students made up 14.8% of the magnet enrollment. South Mountain also has the largest minority student population in the State of Arizona. The school was created for a maximum of 2,500 students, but the facilities have been expanded to accommodate the nearly 3,500 in the SY 1991 student body population. According to JROTC faculty, a large number of students in this minority population lived in homes without two-parent families (actual statistics were not available to the researcher).

According to students, faculty, and security personnel, there is a large gang membership on campus. Some of the security personnel believed that over 35% of students had some affiliation with a gang. There have been over 200 documented street gangs in the Phoenix area, and many of these gangs are believed to be represented on campus. For example, the Broadstreet Gangsters, Hispanics Causing Panic (HCP), Southside Posse, Seventh Avenue Posse, Haten Park,
Grate Street, Hollywood, Brown Pride, Bloods, and the Crips have been observed on campus by faculty, students, and security personnel. Stories of student violence abound, including the incident of a student who was killed because he walked through two rival gangs en route to the cafeteria. According to students, the Quad (an outdoor eating area for students) is segregated by gang affiliation. Each gang can be identified by its distinctive uniform. For example, the Broadstreet Gangsters wear Dickey slacks with cutoff bottoms and white tee shirts.

Security on campus is rigorous. The school grounds and facilities are surrounded by fencing. Some of the door access areas are blocked by fences that must be opened and closed by faculty or security staff during each class change.

The South Mountain neighborhood is very run-down with many burned or closed structures. The school area, conversely, is very well-kept. There are many buildings, and the janitorial staff clean the buildings and grounds throughout the day. The school grounds include numerous handball and basketball courts for use by students.

Respondent Findings

The data from respondents were sorted into five groups: Level-One Students, Level-Two Students, Level-Three Students, Teachers, and JROTC Faculty. Members of each
group shared common experiences and levels of exposure to the program. These patterns and consistencies in comments allowed the researcher to make better judgments and to identify what may be significant in the data (Patton, 1980). For example, the Level-One students had been in the JROTC program for less than one year. These students held no leadership positions and very little rank. It was assumed that their views of the program would be similar, and as the data were collected and analyzed, no answers emerged to challenge this assumption. The Level-Three students, on the other hand, held the highest ranks and most of the leadership positions in the battalion.

Sorting according to similar experience and common exposure to the program allowed the researcher to make comparisons within and among these three groups. The Level-One group of respondents appeared to be most concerned with the discipline aspects of the program. They were less knowledgeable about the definition or purpose of leadership, but they seemed very knowledgeable about discipline. They made comments such as, "If you have something to do, you can't go about doing it unless you have somebody show you how." Another statement was, "I am only a Private, and I am learning. I don't have any power because the juniors and seniors tell us what to do." Still other comments, like "No one will get in trouble if you do your work," and "we have
other people tell us what to do," indicate their concern for discipline. Every Level-One student, mentioned discipline, control, authority, or rules of the program. The JROTC faculty commented that they teach the students about discipline first. JROTC Faculty Member #2 stated, "We must first help our cadets to learn how to be self-disciplined." The other faculty members also mentioned discipline as an area of concentration for the early years of the program. Some of the parents had mentioned to a JROTC faculty member that they had noticed a difference in the discipline of their children since these students joined JROTC.

In the Level-Two group, the concern for discipline shifted to a focus on building self-esteem and making the student feel good about being in the program. The Level-Two students shared the view of the importance of the self-esteem building. Black student #7 commented,

I probably wouldn't be going to class if I weren't in JROTC. I would be ditching. The teachers keep you motivated. JROTC gives you a better perspective for your other classes and that makes you want to try. It makes me feel good when they [younger cadets] come to me because they think I know. If they want to learn, I teach them.

Black student #13 stated, "They [JROTC faculty] always give you little tasks to do. Yesterday during the prep assembly, I was placed in charge of three other cadets, and I had to make sure that they got their tasks done." Black student #5 commented, "Students have an opportunity to act like leaders
in this program because when you have more knowledge than another person they let us teach and that makes you feel proud because you will be able to help." A JROTC faculty member commented, "One of our goals is to have the cadets experience as much success as possible, and we do this by creating as many opportunities as possible for them to be in charge." Another faculty member commented, "Most of the time our students feel good about themselves and what they accomplish in JROTC and school." Still another JROTC faculty member stated, "If you could chart the students from their first day of coming into the door, it is easy to see how they can grow. JROTC makes them feel good, and everybody can see it."

The Level-Three students mentioned discipline and self-esteem building as important elements in JROTC, but most of their comments seemed to focus on the peer influence/teaching opportunities which the program provided. Black student #4 stated, "Being a leader is being able to help someone do things better. Showing good examples." Black student #6 commented, "My instructors teach me more ability to be able to teach other cadets and help people to look up to me. When we show other cadets what to do, we let them try and take charge." Black student #14 stated, "I am a LET-4, and they expect us to do a lot of stuff. I have to get my plans cleared with the instructor before I can give
the orders to do things. A leader is someone who knows what he is capable of, and he knows what his students or other cadets are capable of."

The Level-Three students also mentioned that they had become more disciplined, and they could also see their self-esteem increasing through participation in JROTC. The JROTC faculty mentioned on numerous occasions that they allowed the students to run the program by placing them in leadership positions over other cadets. JROTC Faculty Member #1 stated,

When our students have problems, we try to get them help either through peer tutoring or through other programs in the school. In their first year, the cadets learn the fundamentals of leadership. In their second through fourth year in the program, they are placed in chain-of-command positions such as Team Leader, Squad Leader, and Platoon Leader. There are extracurricular activities requiring cadet leadership such as the Rifle Team, Drill Team, Color Guard, Honor Guard, and community support programs.

Respondents in the teacher group did not appear to be familiar enough with the program to provide data that would correspond to the specific student levels mentioned above. The teachers stated that they had observed the foci of self-discipline, self-esteem building, and peer influence, and these components helped cadets to do better in the classroom. Teacher #1 said, "I encourage students to join JROTC because of the self-discipline, confidence, and other changes that occur." Teacher #2 said,
They [JROTC Instructors] teach more discipline because it is necessary before students can become leaders.

Teacher #4 stated,

As students advance in JROTC, they assume leadership responsibilities and learn to plan for activities and to lead their fellow students. They also learn to accept discipline and become more disciplined. Whenever I have a JROTC student in my class, I am much happier because I know that they will be good students. They listen more and tend to try a little harder.

Observer Findings

The researcher, through personal observation of the JROTC program at South Mountain noted patterns of peer influence, self-discipline, and self-esteem building. The focus on peer influence and peer teaching was observed as the cadets were placed in charge of each of the teams (Rifle and Drill), and each team had its separate chain of command. According to the JROTC instructors, the cadet leaders were responsible for knowing, demonstrating/teaching, and guiding the unit through the practice sessions in preparation for the upcoming competitions. The instructors seemed to look for ways to give the more senior cadets opportunities to be in charge. According to both the JROTC instructors and the cadets, the most influential aspect of the program was the opportunity to provide peer influence.

The researcher observed a peer tutoring session being conducted in the JROTC classroom. The relationship between
the tutors and tutees was very informal. According to JROTC faculty, cadets are also given the opportunity to teach other cadets in the field environments where they will have more time.

Many of the black cadets talked about their lack of discipline when they first entered the program. They seemed to appreciate the fact that the leadership program had influenced their self-discipline, and the discipline was obvious.

When I attended South Mountain about a year and a half ago, I used to get into fights all the time. My mother sent me to Virginia to live with my father and he put me in JROTC. He told me that I would learn to be disciplined there and that it would help me to be better as I got older. Now I live with my mother, and I want to be in JROTC because it has helped me to change. I don't want to be in a gang any longer.

Another indicator of discipline that was observable to the researcher was how the cadets talked with the instructors and each other. They used the surname or put the rank designator before the name when talking to the faculty or other cadets. A cadet was being counseled by another cadet because she failed to show up for a scheduled meeting. According to the Cadet Battalion Commander, if cadets failed to show up for appointments or practices or did not keep up with their school work, they were usually counseled by cadet supervisors or the JROTC faculty. Two students had been removed from the program for breaking school rules. Six
other students were not allowed to participate in a field training exercise because of discipline problems.

JROTC faculty were observed creating opportunities for the cadets to experience success. For example, on the rifle range, the cadets were given eight opportunities to be successful firing their weapon (students had to fire three pellets into the target within the diameter of a dime or less). As each cadet achieved this standard, the instructor would single out the cadet and make a reference to how good the shot was. The cadets often congratulated each other verbally or by slapping hands. According to the JROTC faculty, the chief method they used to increase the confidence and self-esteem of the students was to put them in leadership positions. The faculty used the numerous teams (rifle, drill, pistol, ranger, etc.) and the chain-of-command positions to accomplish this goal.

Statistical Analysis of Black Student Achievement

Fourteen black students were enrolled in the South Mountain JROTC Program. The grade point averages for each of these students before he/she entered the program (GPAB) and after at least one semester in the program (GPAA) were collected to examine the theory that the JROTC program may improve the academic achievement of black students. Since students entered the program at different levels of their schooling, the analysis was divided into three groups (Level-One,
The first step in the statistical analysis was to examine the means of each group. The population means that were taken after the students had spent at least one semester in the program (GPAA) exceeded the means that reflect the before program means (GPAB). This analysis indicated that each group's mean increased after the JROTC experience.

The next step was to determine the probability of obtaining other groups like the ones observed that is, how likely is it that other populations of black students could be observed with similar results if given the program stimulus. Because the researcher was more interested in documenting any observable differences in achievement, the level of significance was controlled at the .25 level. This means that any probability measure at the .25 level or below would be documented as a true difference.

**Probability Results:**

- Level-One = .076
- Level-Two = .592
- Level-Three = .232

The probability results of Level-One and Level-Three indicate that it is likely to observe significant increases in academic achievement in other populations of black students who experience the JROTC stimulus. The probability
Table 1. Students' GPA Prior to and After Entering the JROTC Program.

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<tr>
<th>Student #</th>
<th>GPAB</th>
<th>GPAA</th>
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<tbody>
<tr>
<td>Level-One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
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</tr>
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<td>2</td>
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<tr>
<td>9</td>
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</table>

Paired samples T-Test on GPAB vs GPAA with 9 cases:
Mean difference = 0.329
SD difference = 0.485
T = 2.036
DF = 8
Probability = .076

| Level-Two |
|-----------|-------|-------|
| Student # | GPAB  | GPAA  |
| 10        | 2.080 | 1.900 |
| 11        | 2.100 | 2.450 |
| 12        | 3.010 | 3.380 |
| 13        | 2.870 | 2.700 |

Paired samples T-Test on GPAB vs GPAA with 4 cases:
Mean difference = 0.093
SD difference = .309
T = .599
DF = 3
Probability = .592
Table 1 (continued)

<table>
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<th>Student #</th>
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<th>GPAA</th>
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<tbody>
<tr>
<td></td>
<td>Level-Three</td>
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<tr>
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<tr>
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Paired samples T-Test on GPAB vs GPAA with 3 cases:

Mean difference = 0.287
SD difference = 0.293
T = 1.697
DF = 2
Probability = .232
results of Level-Two, on the contrary, indicate that the academic achievement for these four students was more likely due to chance.

The Level-One group was composed of black students who entered the program at the beginning of their ninth-grade year. These students had spent at least one semester in the JROTC program. GPAB was collected from the end of the eighth grade, while GPAA reflected the end of the first semester of the ninth grade. Nine students comprised Group 1. Level-Two was composed of tenth grade black students who entered the JROTC program the previous year. The GPAB was collected from the beginning of the ninth grade, while the GPAA reflected the first semester of the tenth grade. Level-Three was composed of black students who entered the program at the beginning of the ninth grade and were currently seniors in the program. Therefore, the GPAB reflects the ninth grade averages, while the GPAA reflects the cumulative GPA of the first semester of the twelfth grade.

The statistical analyses in this section suggest that there had been some improvement in the academic achievement of most of the black students since joining the JROTC program. For example, the T-test for Level-One and Level-Two indicated that the student grade point averages did increase after the students had entered the program. The
probability was also significant. The T-test for Level-Three showed an increase in the GPAA scores, but the degrees of freedom were very small. Despite these trends, too many other variables could influence the academic performance of these students to establish a direct relationship between JROTC and academic achievement. The .25 level of significance was used because the researcher wanted to document any improvements in achievement.

Conclusions

Common experience allowed the researcher to compare the comments within and between the groups because experience and exposure to the program were similar. Prior to testing, the assumption was that the JROTC program may have an influence on the academic achievement of students through the use of leadership and empowerment techniques. As the researcher explored the groups, consistency in the comments of each group was found.

By examining the comments of students about discipline, self-esteem building, and peer-influence, it was apparent that the black students believed that these concepts were important to their success in JROTC and in school. The analysis of grade point averages suggested that there was an improvement in achievement. The teachers' comments also suggested an improvement in the classroom performance of students after they entered the JROTC program. The teachers
attributed this increased success to the JROTC program. More specifically, the teachers noted self-discipline, self-esteem building, and peer influence as being among the key factors that may have contributed to the change in these students. The JROTC instructors also stated that the program made a difference in the academic success of their students.

The next step in the research was to evaluate the data for adequacy, credibility, and usefulness to determine whether they were useful in understanding how or why the phenomena may influence achievement. It was not possible to determine whether the data provided by the students at each of the three levels was accurate, but the data did tend to indicate that the interpretations of the students, teachers, and JROTC faculty were consistent. The literature review indicated ways in which concepts like peer influence, self-discipline, and self-esteem building unfold to influence the academic achievement of students in the classroom. Comments by the JROTC faculty, teachers, and students were consistent with the literature about these concepts.

Once evaluation of data was completed, the researcher had to determine whether the data supported the initial hypothesis that the JROTC program may influence academic achievement. The data in this study did appear to support this hypothesis. For example, the Level-One students
indicated that the JROTC program caused them to be more self-disciplined and that the new discipline helped them to do better in school. The classroom teachers supported this belief, which may indicate, at a minimum, that the teachers and students believed the program had an influence on academic performance. The JROTC instructors mentioned that when students first came into the program, they focused more on developing self-discipline in these students. The Level-Two students saw the improvements in self-discipline, but they seemed to comment more about the self-confidence and self-esteem building that occurred in JROTC and why this was so instrumental in making them feel better about themselves. The JROTC instructors stated that once they instilled the ideals of self-discipline in the student, the next step was to create as many opportunities as possible for the student to experience success. The JROTC instructors believed that when students experienced success, they could carry those feelings about themselves into other classrooms, thereby making them better students. These comments support the possibility that self-discipline, self-esteem building, and peer influence are concepts that may influence achievement.

The Level-Three students commented on the self-discipline and self-esteem building, but they seemed to favor the opportunities for peer influence as the factor that helped them to do better. These students held most of
the higher ranks and positions. They were also called on to provide guidance and leadership for the younger students and to teach most of the training in the field environments. They also felt that they must set an example for the other cadets both in and out of the classroom. The JROTC instructors saw this need to set the example for other cadets as forcing the more-senior cadets to do better. The teachers also stated that they could see the self-discipline, self-esteem building, and peer influence at work in the JROTC program and that these variables made the JROTC students try much harder in the classroom.

The three concepts of self-esteem, self-discipline, and peer influence appeared to have significance to the students, JROTC instructors, and the teachers in the school. These individuals discussed these concepts in ways similar to those in which the literature promoted achievement (leadership and empowerment).

The final step in this analysis was to search through the data, challenging the patterns, questioning the credibility of the data, and challenging the hypotheses. The analysis examined comments made by the respondents to look for support/inconsistencies among the respondents and to find support for alternative hypotheses, explanations, and conclusions that could be supported. Perhaps the students became more disciplined and developed more self-
esteem elsewhere and then joined JROTC. The researcher assumed, based on the literature review, that the respondents would indicate that self-esteem, self-discipline, and peer influence were key influences for academic achievement. The respondent comments did suggest that this may be occurring and that the JROTC program may have contributed to the increase. The statistical analysis showed that the students experienced an increase in their academic achievement after joining JROTC. There are numerous explanations of how and why JROTC may influence academic achievement [see page 48]. However, the data in this study seem to point to the importance of peer influence and physical fitness aspects of the JROTC program. During the collection of data, JROTC students and faculty often mentioned the importance of physical fitness and its possible influence on the leaders' confidence. Despite the stated significance of physical fitness, the unit did not conduct regular fitness sessions. JROTC faculty and students agreed that there was not enough time to have regular fitness training because of the excessive outdoor heat and the time needed to engage in fitness training. The unit had physical fitness training about twice a month.

This study did suggest, based on the comments from the JROTC faculty, teachers, and students, that the JROTC program may influence academic achievement of black
students. If these comments about academic achievement are valid, the results may apparently occurred without the influence of a regular physical fitness program. This suggests that it may be possible to influence academic achievement without conducting regular physical fitness training.

This study also lent support to the theory that peer influence may contribute to academic achievement. Both the Level-Three student group and the JROTC faculty mentioned how important it was for students to be placed in leadership situations and given responsibility over their peers to organize and accomplish given tasks. The literature established a causal relationship between peer influence and academic achievement and provided discussion on how this may occur (Deming, 1986; Landrum and Martin, 1970; Uroff and Greene, 1991). There were numerous occasions during the data collection when peer influence and its impact on students' confidence and achievement were mentioned. Comments about how experience in leadership positions over peers improved their confidence lends support to the possibility that peer influence may affect academic achievement.
CHAPTER 5

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

What is the nature of leadership and empowerment within a JROTC program that may have implications for improving the academic achievement of black students? More specifically, what in the nature of a program like JROTC, through its focus on peer teaching/tutoring, self-esteem, and self-discipline, has implications for improving the academic achievement of black students? These were the general questions explored by this investigation.

Programs for black students in the public schools are usually concerned with the development of those skills, habits, and social adjustments that these students need to compete in the system. Such programs do not generally have as their primary purpose an increase in achievement level.

The purpose of this investigation was to explore and describe those components of the JROTC Program that may assist black students in increasing their achievement in the public school system.

Organization of the Study

In this study, fourteen black students enrolled in the JROTC program were questioned about the program and its impact on their public school experiences. Pre- and post-grade point averages for these students were also examined
to explore relationships among achievement, leadership, and empowerment. Three JROTC faculty members were also questioned about the program and their understanding of how and why it affects the achievement of students who enroll. Five non-JROTC teachers were questioned about the effects they have observed in the JROTC students who attend their classes.

Analysis of the Data

The data for this study were such that using only a statistical analysis would not make the fullest use of all information available. For this reason, a case study of the South Mountain JROTC Program, with an emphasis on the black students enrolled, was undertaken. Statistical comparisons of the pre- and post-grade point averages assisted in the exploration of the data.

The case study included information gained through observation and questioning of the black JROTC students, teachers, JROTC faculty, security personnel, staff, and students not enrolled in the program. Grade point averages recorded at least one semester before the students entered the JROTC program (GPAB) and after at least one semester of participation (GPAA) were compared.

Overall Study Results

The results of the study indicated that the JROTC program had a positive effect on the academic achievement of
black student cadets of JROTC at one Southwestern high school. The black students commented on their improvement and perceived changes as a result of enrollment in JROTC. Numerous black students said that prior to entering the program, they lacked direction, discipline, and confidence in themselves. Through the JROTC experience, they developed the self-discipline, confidence, and self-esteem necessary to handle the pressures and demands of JROTC and their other classes more competently.

JROTC faculty commented that their leadership program focused on teaching students discipline, ways to get things done, and putting students in situations where they could experience success. These students then take these new strategies and feelings about themselves to their other classes to help them function at a higher academic level. The non-JROTC teachers commented that they could see a definite difference between the JROTC and non-JROTC students. They believed that JROTC students tried harder and were more focused and disciplined. Some of these teachers also mentioned that they preferred to have JROTC students in their classes because they did better and were more disciplined than most of the other students on campus.

The statistical analysis of grade point averages indicated that there was a tendency for the grade point averages of the black students to increase after they had
completed at least one semester of JROTC. The Post-means for the grade point averages exceeded the pre-grade point measurements in almost every case. Because of the small sample available to the researcher coupled with the inability to control for the influence of outside variables, it was not possible to establish causal relationships between the grade point increases and experience in the JROTC program.

Theoretical Considerations

Of concern to the researcher is the query: Can a leadership and empowerment program that focuses on peer teaching, self-esteem, and self-discipline increase the academic achievement of students?

Numerous studies have focused on the concept of peer teaching and have established a direct relationship between peer teaching/tutoring strategies and academic achievement (see, Uroff and Greene, 1991; Cohen, Kulik, and Kulik, 1982; Landrum and Martin, 1970). Other researchers (Brookover, 1985; Purkey, 1970; Simmons, 1977) have documented the importance of self-esteem and have established the connection between self-esteem and achievement. Still other researchers (e.g. Gaddy, 1988; Purkey and Smith, 1983) have documented how crucial self-discipline is to the academic achievement of students. Therefore, the connection between
peer teaching/tutoring, self-esteem, self-discipline, and academic achievement is strongly suggested.

On the other hand, there has been no documentation in the literature to establish the link between JROTC and academic achievement and very little research about the JROTC program itself. Since the JROTC program is based on the military model of leadership and the principles, guidelines, and foundations of JROTC mirror that of the U.S. military, the U.S. Military Doctrine has served as the foundation of JROTC. This Doctrine focuses on the ideas of discipline, self-esteem/team building, and peer teaching. The few existing manuals that describe the JROTC program also note the importance of ideas like self-esteem, peer teaching, and self-discipline building. The initial data in the literature review outlined the problems of black students in relation to the public schools. Underpreparedness of high school graduates, prison statistics, and dropout data indicate the lack of achievement that black students face. Black researchers (e.g. Cherry, 1990; Brookover, 1985; Kunjufu, 1984) have discussed the view that black students lack self-esteem and self-discipline in the classroom. The discipline shortfalls were seen as a result of the oppression and insensitivity of the educational system.
One of the goals for this research was to take a framework that drew on the literature about the relationships of leadership, empowerment, and academic achievement and apply the framework to examine a program that may have implications for resolving some of the problems of black students. This framework consisted of self-esteem building, self-discipline, and peer teaching, components directly linked to academic achievement. A program containing elements that may impact academic achievement may have a positive influence on the achievement of black students if applied to their situation. The additional problems of black students like cultural, economic, and political deprivations, coupled with discrimination have tended to break down the very fiber of the black student. Because of these conditions, it is even more likely a program that focuses on self-esteem building, self-discipline, and peer teaching might provide an opportunity to influence black student achievement.

Conclusions

Results such as those obtained in this study allow us to be encouraged when searching for appropriate methods to assist students in improving their level of academic achievement in the public schools. One of the questions this study was designed to answer is what is it about leadership and empowerment programs that have implications
for affecting academic achievement? The study sought to answer this question by exploring how JROTC utilizes self-esteem building, self-discipline, and peer teaching/tutoring as dimensions of leadership development and empowerment to promote academic achievement of students. According to the JROTC faculty, there were several possible explanations about how JROTC may contribute to academic achievement. Some of these theories focus on the uniforms, military nature of the program, physical fitness, and command structure of the program. Little evidence from this study linked any of these theories with achievement. In the literature review, there was no documentation to link JROTC to achievement. This lack of data may preclude the establishment of more JROTC programs throughout the country. The program is very time-consuming, and some critics believe that academic time is sacrificed. Congress has established a limit on the total number of programs allowed, and establishment of additional programs would represent a significant tax burden for citizens.

The researcher for this study is currently the principal of a very large private academy for black students. This study may have implications for the activities of this academy for influencing the achievement of black students. Self-esteem building, peer influence, and self-discipline may have possibilities for
implementation in many schools. These practices have been documented in the literature as effective in promoting achievement supported by the black students, teachers, and JROTC faculty of this study. The plan for this school incorporates the development of a leadership class for seventh and eighth graders. Students attend this class once per week and are given opportunities for leadership that extend throughout the week. A student leader is designated for each group, and the groups are given tasks that require them to work cohesively. The students also receive instruction in leadership and peer teaching techniques. Thus far, the students in this leadership program appear to be responding positively. Parents and teachers have also commented about the improvement and change in the behavior of these students. The initial attempt to incorporate the strategies of peer teaching, self-esteem building, and self-discipline have met with only limited success because time has not been provided to conduct the staff training necessary to execute such a program. Other staff members are assisting with the leadership class to learn the value of and procedures to implement such a leadership program.

Because the strategies (self-esteem, peer teaching, and self-discipline) have not been documented as effective in promoting achievement in a JROTC environment, it may be necessary to conduct additional observations in many more
JROTC programs to understand better how the strategies work. Conclusions of this study that could be further explored in additional studies with larger samples and other research designs include the following:

1. Improvements in academic achievement as suggested by faculty members and students can be obtained through their participation in a leadership and empowerment program.

2. It may be possible to record improvements in academic achievement as measured by pre- and post-grade point average documentation of black students enrolled in a leadership and empowerment program.

3. The data obtained through the questioning of black students, teachers, and staff interviewed for this study support the development of programs that include leadership development and empowerment. More specifically, self-esteem, self-discipline, and peer teaching/tutoring may be effective methods for improving the academic achievement of students.

Recommendations

The results obtained from this study have several implications for education in general and the education of black students in particular. Based on the data gathered during this investigation, the following recommendations are provided.
1. It is recommended that further study explore what happens in classes where black students in the public school system experience provisions for peer teaching/tutoring, self-esteem building, and strategies for developing self-discipline, since these strategies may positively influence achievement.

2. It is recommended that this study be replicated with other black students to investigate further the influence that the program might have on these students. Of particular interest to the researcher would be investigations using other minority students to examine fully the perceived range of possible effects.

3. It is recommended that similar future studies include a follow-up to determine whether gains made by students participating in the revised curriculum are maintained over a period of time.

4. It is recommended that future studies employ non-military personnel to serve as principal investigator(s). The appropriateness of an investigator who may already have a deep and rich understanding of the program that will be investigated may be questionable.

This study suggests that there are a diversity of ways to improve the academic education that students receive in schools. With the concern that has spread across the country about our youth and their lack of achievement, every
possible alternative should be explored. The condition of black students throughout the country appears to be worsening every day. This study suggests a method for providing these students with instruction in peer teaching, self-esteem building, and self-disciplining strategies. Educators may be so inflexibly tied to the traditional instruction that incorporation of these strategies will only be considered in extreme situations. Self-esteem and self-discipline are leadership techniques, and peer teaching is an empowerment technique. Both have been documented to influence student achievement, confidence, and discipline. We should continue to explore and implement programs that focus on these strategies. The Junior Reserve Officers' Training Corps is one program that may support and/or address this goal.
APPENDIX A

QUESTIONNAIRES

STUDENT QUESTIONNAIRE:

1. What is leadership? Why is it important to study and understand leadership?

2. What do your instructors teach in your JROTC classes? Do they give you any standards or guidelines that help you become a good leader? (Provide specific examples)

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? When? Who assigns leadership positions? How does this happen?

4. While serving as a leader, do students have any real power to make decisions? Explain. Are the students really free to complete their assigned tasks any way they choose. What are some limitations if any that are placed on the student leaders?

5. Do JROTC students work in small groups? Is working in groups important? Why? What positions of leadership might other group members have during group work?

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Why is it important to evaluate?
7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? Explain.

FACULTY QUESTIONNAIRE:

1. What is JROTC? How does the program work? What do students do while in the program? (daily activities, special programs, etc.)

2. Do you encourage students to join JROTC? Why/why not? (Cite some specific examples, if possible)

3. How is JROTC similar to and/or different from your class? Are the similarities and/or differences important? Why?

JROTC FACULTY QUESTIONNAIRE:

1. What is your concept of leadership? How is your concept similar to or different from what you teach in class? Describe what you teach? Why?

2. Do students have any opportunity to act like leaders while in JROTC? When/How? What criteria do you use to decide how and when leadership positions should rotate?

3. What limits do you place on the student leaders? Why?

4. Do JROTC students work in small groups? How often? Have you found group activities to be an effective way for students to learn? Explain.

5. Do you have an opportunity to evaluate the performance of all of your student leaders? Explain how and why you do evaluate as you do. What do the students do
with the feedback that is provided through evaluations? (In theory and realistically)

6. Do you have an opportunity to conduct physical fitness training in your JROTC program? When? What problems do you face as you attempt to conduct the fitness training?
APPENDIX B

RAW DATA FROM RESPONDENTS AT SOUTH MOUNTAIN

Level One.

Black Student #1

1. What is leadership? Why is it important to study and understand leadership? Leadership is a task that you do productively. It's to go about something productively. It's a way of doing something or showing somebody else how to do something. It's important because if you don't know how to do something right, you will always have people lagging behind. Nothing is going to be done, and you are going to be the blame. If you have something to do, you can't go about doing it unless you have somebody show you how. You have to have a leader so that you can follow them.

2. What do your instructors teach in your JROTC classes? They don't really have a set plan to teach us. They just go into a little of everything. They give us speeches, and we have to stand in front of class and do the speech. We have first aid and other things. They teach us how to get along with other people.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? A leader is someone
who has knowledge and shows people how to do things.
We have the chance to act like leaders, but it depends
on what your job is. Nobody really assigns leadership
positions; it comes with rank. The staff officers give
us rank depending on what we know and how well we do
things.

4. While serving as a leader, do students have any real
power to make decisions? We don't really have any
power because we are only freshman. I don't have the
skills, and I wouldn't know what to do. The sophomores
have a lot to do. The limitations go along with your
rank.

5. Do JROTC students work in small groups? Is working in
groups important? We don't work in small groups a lot.
We work as a class all the time. We always do things
together because there just isn't that much to do. I
don't think it's important because everybody would get
used to doing their own thing, and nothing would get
done.

6. What does it mean to evaluate the performance of
someone? Do evaluations occur in JROTC? Evaluations
don't occur that much, but we did just have a big
inspection last month. It's important so you can find
out about the little things you are doing wrong.
7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? Physical fitness is a part of our program, but there are a lot of cadets who have ailments and can't do anything. If you are on the Ranger Team, you can expect to do a lot of PT. Physical fitness is important for the leader because if you are not physically fit then how could you be a good leader. If you do something that requires you to be fit and you can't do it, all of your team members are going to fail.

Black Student #2

1. What is leadership? Why is it important to study and understand leadership? Leadership is the ability to take charge, one person leading others. Without leadership we would all be lost. Without someone there to guide us, we would not know where to go.

2. What do your instructors teach in your classes? Communications. Well, I learned how to give a good speech. I want to be an engineer, and one of these days I'm going to invent something, and I need to show people how to do it. If you are going to be a good leader, they teach how not to be bossy.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? Someone who takes
charge to get something done. Someone who can get something organized. Most of us get an opportunity to be a leader. See, I'm only a Private, and I am learning how to be a leader.

4. While serving as a leader, do students have any real power to make decisions? No we don't. I think that you get more decision powers as you become a junior or senior. They pretty much tell you what to do.

5. Do JROTC students work in small groups? Is working in groups important? We do some stuff in our squads, but most of the work is in class groups. I think it's important because you get to know people, and it's easier to work with them.

6. What does it mean to evaluate the performance of someone? That's when they come by to see what you are doing, especially during drill. They tell you what you are doing wrong.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? No we don't do much PT, but I believe it can be good for the leader. No body wants a fat slob leader to follow.

Black Student #3

1. What is leadership? Why is it important to study and understand leadership? Leadership is leading a group.
It's important because you need to become a better person. I just got here last semester, so I don't really know much about the program. The different stuff you do seems fun, but that's it.

Black Student #4

1. What is leadership? Why is it important to study and understand leadership? Leadership means to be able to command a group and get them to do things. It's important because it improves your self-esteem. You shouldn't be a follower all the time. Sometimes you want to take charge yourself.

2. What do your instructors teach in your JROTC classes? Communications. How to speak in front of groups. We do the PT, go to the range and shoot, and learn how to be a leader.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? Being a leader is being able to help someone do things better. Showing good examples. If students do what they are supposed to and wear the uniforms, they will be promoted, and they can get rank. The Battalion Commander and rank makes you get promoted.

4. While serving as a leader, do students have any real power to make decisions? Yes, and the more rank you
have, it seems that the more you get to make big decisions. We still have to ask the instructors for what they think sometimes, but they want us to be in charge.

5. Do JROTC students work in small groups? Is working in groups important? We don't work in small groups much because we are too separated. We do drill and PT like that but I don't know what else. I like it because you can teach drill better to other cadets especially when they just get in the program.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Evaluations are what determine if you get rank. The instructors watch us even when we don't see them. It's OK because you can't do nothing about it.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? I think we should do more training. We have too many cadets who need more, but it's hard to get time. It helps the leader to think better and to look like he is in charge.

Black Student #5

1. What is leadership? Why is it important to study and understand leadership? Leadership to me is to be a
teacher and motivate people to get the task done. It means to effectively organize the group to accomplish a goal. It's being able to cooperate with others. It's important so they will understand the things that all leaders go through; you know, the stress and things.

2. What do your instructors teach in your JROTC classes? Instructors teach you the leadership traits, three different ways to lead. I've learned discipline and how to be serious.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? Being a leader means being in control and knowing what you are doing. Students have an opportunity to act like leaders in this program because when you have more knowledge than another person, they let us teach and that makes you feel proud because you will be able to help. The instructors look at you, and when you show them that you can do things right, they put you in the open positions.

4. While serving as a leader, do students have any real power to make decisions? I don't have any power to make decisions, but that changes as you get older because they give you more responsibility. You can't complete a task any way you want because in this
program you are still learning, and you need someone to help you.

5. Do JROTC students work in small groups? Is working in groups important? We work in small groups a lot. At the beginning of the year, I got chewed out because everybody else had their squad doing drill, but my squad didn't. I was responsible for knowing the capabilities of my squad. We help each other and they learned. Small groups are important because it teaches teamwork. Everyone can't be the leader, and things have to happen a certain way.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Evaluation means to watch, but you got to know the experience level of the people you are evaluating. It's important because you need to record progress.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? Physical fitness is done for awards or on Ranger Teams. We really don't do too much else. If you look like you are in good shape, people will listen to you better.

Black Student #6

1. What is leadership? Why is it important to study and understand leadership? Leadership to me is being able
to have other people look up to me when I do things. Being able to learn how to help somebody out, communicate, and be able to learn how to lead. Leadership is important because without it everything would fall apart, and people wouldn't know what to do.

2. What do your instructors teach in your JROTC classes? My instructors teach me more ability to be able to teach other cadets and help people to look up to me. They teach me map reading, first aid, and FM 22-5 basic movements. What they are teaching us is that when we have plans or things coming up, they make us practice and get ready.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? A leader is someone who can lead somebody. Being able to communicate. Without communications things would break down, and nothing would get done. When we show other cadets what to do, we let them try and take charge. The instructors assign leadership positions, but we have to earn them. Upper cadets provide recommendations to the instructors.

4. While serving as a leader, do students have any real power to make decisions? I have a lot of power in the color guard, but I have to check with the instructors and the Cadet Command Sergeant Major. I get things
approved, but I don't want to get in trouble. There are no limits placed on me.

5. Do JROTC students work in small groups? Is working in groups important? Small groups stuff, especially in the Color Guard we do a lot of. This works better because I just tell them what to do, and they do it. Small groups get stuff done better. Everybody knows what they are supposed to do. The group members switch positions.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? To evaluate means to check the way I communicate, the way I do my drill, and the way if I am doing them right or if I am getting things done. The instructors don't tell you they are coming; they just pop up and start evaluating. When I get information, I fix the problems. If nobody checks on us, I will think that I'm doing everything right. I don't want to be a fool when it's time for competition.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? Physical fitness is definitely a part of our program. We do it about twice per month. It's important because if you go into the service, that's one of the main things they check. It's healthy. You don't want to be a "couch
potato. PT makes you more calm. For me it makes me a better leader.

When I first came into JROTC, I didn't know nothing about communications. I was scared to go in front of people. I feel good about making presentations and leading people. I know how to do that now, and I feel good about that. It helps me communicate better in my other classes.

Black Student #7

1. What is leadership? Why is it important to study and understand leadership? Leadership is something that teaches you how to take control in different situations. If we were up on the Hilltop and another gang started shooting at us and they started killing people, somebody has to take charge. It's important because it gives you an idea of what the military will be like, and it will give you skills.

2. What do your instructors teach in your JROTC classes? They teach us about the Constitution. They teach us about CPR and how to just take control over different situations. They teach us how to take charge of certain tasks. They teach you manners to say yes sir or no sir, and they teach you to be a good follower so you will be a good leader.
3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? A leader is somebody in charge who knows more than what you know. More experienced than you. Without leadership everything would fall apart. We have a lot of jobs. Some freshman get to score during matches, and some older cadets like to work in the concession stand where they watch over the money.

4. While serving as a leader, do students have any real power to make decisions? Not any big power decisions. Stuff like deciding who would park the parents if we have a lot of them to come and who would be like a guide during parents-teacher conferences. The instructors tell us something to watch out for. Don't do anything foolish is what they say.

5. Do JROTC students work in small groups? Is working in groups important? When we were working in the Rifle Match, they broke my squad in different groups, and we were doing different things. In the middle of January, we got some new freshman in, and we worked in small groups to teach them. It makes me feel good when they come to me because they think I know. If they want to learn, I teach them.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Evaluations
are like a test to see if I know how to drill. Certain
task for my position to see if I can fulfill them. The
more rank we get, the more evaluations you get. The
people who do the evaluations are cadets. It makes you
feel better to be corrected by your peer rather than
the Instructor.

7. Is physical fitness a part of the JROTC program? Does
it have anything to do with leadership? For the Ranger
Team there is a lot of physical training. They keep
your scores so that you can see how you improve. I
started running with the Rangers, and now I'm on the
track team. Physical fitness is important because
people won't respect you if you are fat and sloppy.

When I came to high school, I just got here. I
probably wouldn't be going to class if I weren't in
JROTC. I would be ditching. The teachers keep you
motivated. JROTC gives you a better perspective for
your other classes that makes you want to try.

Black Student #8

1. What is leadership? Why is it important to study and
understand leadership? I don't know what leadership is
myself.

I have not been in JROTC long.
Black Student #9

1. What is leadership? Why is it important to study and understand leadership? Leadership is being able to . . I don't know. It's important because, well, I joined because of my mom. I like it because you get to be in charge.

2. What do your instructors teach in your JROTC classes? I don't really know except for CPR and some leaders training.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? I don't really know.

4. While serving as a leader, do student have any real power to make decisions? I don't really know again.

5. Do JROTC students work in small groups? Don't know.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Don't know.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? We do a lot of drilling.

Black Student #10

This student voluntarily withdrew from the program and was not available for comment.
Black Student #11

This student was removed from the program for discipline and academic reasons and was not available for comments.

Black Student #12

1. What is leadership? Why is it important to study and understand leadership? Leadership is taking charge and being the person responsible for tasks. It is telling people what to do and helping them to understand and do their work. You can make sure that everything is done so that no one will get in trouble.

2. What do your instructors teach in your JROTC classes? In class we work on those books back there. Get leadership skills. We learn the proper way to go about doing something. We learn first aid and learn the right way to go about leading a group. So that if you have a task to do like be in charge of a group of people, then you will know what to do.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? There are a lot of things that we do. We have drill meets and other stuff where we have a chance to do. You might be in charge of the food for a drill meet. They give you the money, and you buy the food and hire other people to help out. When we go out, we are placed in charge of the food.
When we have programs in the auditorium, we might be in charge of raising the flags. We might be in charge of telling people where to sit at and stuff like that. Students are also placed in charge of the physical fitness. Depending on how good you are, that determines how fast you rank. The upper classmen who already know a lot are placed in charge of us freshman. The teachers pick people for rank based on how quick they learn to do what they are suppose to do and how they act when they are leaders.

4. While serving as a leader, do students have any real power to make decisions? It depends on your job and how much rank you have, but the answer is yes.

5. Do JROTC students work in small groups? Is working in groups important? Sometimes, but it's mostly for drill. I like having a few people in our drill squad because you get more done.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? It means to judge how well someone does a task for rank. The upper classmen who already know a lot are placed in charge of us freshman. The teachers pick people for rank based on how quick they learn to do what they are suppose to do how they act when they are leaders.
7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? We have physical fitness test, but we only do it twice a month. We do push-ups, situps, and drill. We learn the proper way to go about doing something.

Black Student #13

1. What is leadership? Why is it important to study and understand leadership? Leadership is being able to give the commands and have them followed through by others. In my position as Supply Sergeant, I have to keep things in order and when they snap their fingers, I should be able to tell them what's up. It's important because if you want to go into the military, you will need it. For the people not going in, they are here because their parents want them here or because they are interested in the clubs. To be able to do any job properly, you will need leadership. Even if there is only one person under you, you need it.

2. What do your instructors teach in your JROTC classes? They teach you in the classroom and outside in other places. They teach you how to do your job. I have not been here very long, but from what I can tell, they teach you about leadership, how to shoot the 22 [.22 caliber pistols] and stuff like that. For the cadets
who really take the program serious, they teach them a lot about leadership and what it means to be in the Army.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? A leader is someone who is in charge to get the job done the way it is supposed to be done. Students have the opportunity to act like leaders here cause if they want to be promoted, then they will get pulled out to lead the group during drill. They always give you little tasks to do. Yesterday during the prep assembly, I was placed in charge of three other cadets, and I had to make sure that they got their tasks done. The Battalion Commander and three instructors assign leadership positions, and they try to find out who can do the best in the positions by watching them march or watch their attitudes in class.

4. While serving as a leader, do students have any real power to make decisions? Not really unless there is a decision to be made in the job you are doing. But other than that there is not really anything to decide. You have the regulations or the instructors that take care of most things. You have to do things the way you are told.
5. Do JROTC students work in small groups? Is working in groups important? We do things in small groups, but it depends on what you are there for. Like tomorrow we will be working in small groups. It's important because you get things done better and faster. Even the other people in the groups have other personal responsibilities.

6. What does it mean to evaluate the performance of someone? Basically what I consider to evaluate the performance of someone means to grade them on what they do or what they are supposed to be doing. The LET-2s and 3s will get evaluation sheet and one cadet will get two or three students and evaluate their marching while another cadet would evaluate the instructor at the same time. It's important for promotions and a higher pay grade, better grades in class, or to put you in a higher position in class. If you tell me what I did wrong, I can improve.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? Well the physical fitness that we have here is running the mile, doing pushups and situps, and jumping jacks. If you are up in the mountains and you need fitness to make it, that puts more stain on you and others. People may
not trust you. You think clearer and have fewer problems on your mind.

JROTC has made me more disciplined and more understanding of other things. I was so wild and crazy and never did what I was supposed to. Before JROTC I was free, and I did whatever I wanted whenever I wanted. But when you go into JROTC, just like a job, you won't be able to do whatever you want.

Black Student #14

1. What is leadership? Why is it important to study and understand leadership? Leadership is a sense of knowledge that you can learn from different people. You can learn it from your parents, teachers, brothers, and sisters. They put you in responsibility positions. It's the right from wrong. If you don't know how to lead, you will be lost. Without our leaders we wouldn't be here as we are today.

2. What do your instructors teach in your JROTC classes? They give us a lot of standards to follow. I am a LET-4, and they expect us to do a lot of stuff. I have to get my plans cleared with the instructor before I can give the orders to do things.

3. What is a leader? Do students have an opportunity to act like leaders while in JROTC? A leader is someone
who knows what he is capable of, and he knows what his
students or other cadets are capable of. They have got
to know their limits. Know what the limits are. Not
all the time. Say, I was out in the Veteran's Parade.
The whole battalion was in formation. I used to go in
front of the battalion, but I used to get nervous. You
really think that the Sergeants are trying to take over
when they correct you. You have to ask them to let you
take over. This year we set up boards for all the top
positions like Battalion Commander. Some of the other
positions are given by the rank you get. There is a
point system that we used for promotions.

4. While serving as a leader, do students have any real
power to make decisions? We do have a lot of power,
but it's related to what we have to do. The same
people are not in leadership positions, especially when
we go to the field. I can't tell a cadet to leave the
program, but I can do other things. If I make a bad
decision, I get chewed by the instructor. So you may
have to trace your steps and determine who said what in
the situation. I have to get approval for anything
that involves the entire battalion.

5. Do JROTC students work in small groups? Is working in
groups important? We work in companies. One squad
might do one thing while another does something
different, but they come together to do some training. It's important because you can get so much more done. Work seems to get done faster. Some of the people in the groups don't like each other, but they have to put up with each other. Nothing will get done unless people work together.

6. What does it mean to evaluate the performance of someone? Do evaluations occur in JROTC? Evaluations mean that I am being watched. If I didn't know that I was being watched, I would not like it. I don't like being watched if I don't know that I am being watched.

7. Is physical fitness a part of the JROTC program? Does it have anything to do with leadership? I think physical fitness is very important for a leader, but we don't get many chances to do it here. It's hard when it's so hot most of the time and when you don't have a lot of class time. We do a lot of drill, but that's about it. Physical fitness helps the leader lead. It gives him the confidence and makes others respect him because of how he carries himself.

JROTC Faculty Data.

JROTC Faculty #1

1. What is your concept of leadership, and how is it similar to or different from what you have learned in
the Army? Leadership is the art of influencing and directing others. It's a strategy for getting things done, and that's what we try to teach here. Leadership is getting things done. Whatever technique works most effectively to get things done is what we encourage the students to use. What we do here is different from the concept I developed in the Army because we are dealing with different age groups and levels, but I don't see any difference in getting things done. What we have to do is different, but the training is basically the same. There are some restrictions; naturally we don't get to teach tactics and things like that. For example, we are prepare to support the parent support group. We just got that started last year, but we now have it up and running. We are trying to do a fund raiser by having a swap meet tomorrow. The leadership roles that we teach is all about getting things done. We use projects to provide leadership opportunities. When we hosted the brigade drill meet, our student were responsible for development, planning, and coordinating to get the people to come and score the event. The inviting of teams and other functions were all handled by our cadets. We coach them in these duties. They put the activities together, but we coach. We had about 16 schools, and our cadets were responsible. It's not
really what we require them to do. We just teach them military leadership and how to get things done.

In class we base our program on a four-year program. When we talk about the LET-1 subjects, we also talk about the others because they reinforce the LET-1 skills. We like to teach them citizenship because the goal of the program is to make young folks better citizens. We do this by teaching all the stuff that we are talking. We first teach them about JROTC and the Army. We get them familiar with the all the terms, and we show them what good citizenship is in terms of JROTC. We talk about the military chain of command and how that chain command works in this battalion. We also teach about the uniform and how to wear it. We teach about the customs and courtesies of the military. We start with the pledge of allegiance and what it really means. We practice it, especially on uniform day. We teach the techniques of leadership. We talk about the different leadership styles, and we teach them respect for one another. These are skills that they can use anywhere. I can remember about four or five years ago the Battalion Commander was also a shift leader at Smitty's Grocery Store. He used to relate to me how the stuff that he learned in JROTC helped him out there. He was better qualified because of his
experience here. We let the students know we are not teaching them so they can go into the military but so they can use these skills and the leadership anywhere. The students get marksmanship training and first aid exposure.

We like for students to spend the first two years observing their peers, but this does not always happen. Sometimes the freshmen and sophomores are placed in key leadership positions in the chain of command and/or in positions as peer tutors, especially if we think that they can handle it. We encourage the cadets to be and look for role models from within the Cadet Corps. We ask every cadet to strive for the top position of Battalion Commander, and we help them to see this top position as achievable by recognizing success where possible; this is accomplished through rank and the promotions system. Almost every cadet is promoted at least once.

2. Do students have any opportunities to act like leaders while in JROTC? The students have many opportunities to be assigned to leadership positions. In their first year, the cadets learn the fundamentals of leadership. In their second through fourth year in the program, they are placed in chain of command positions such as Team Leader, Squad Leader, and Platoon Leader. There
are extracurricular activities requiring cadet leadership such as the Rifle Team, Drill Team, Color Guard, Honor Guard, and community support programs such as "Operation Santa Claus." The instructors decide how and when most of the leadership positions will rotate. For example, South Mountain hosted a Brigade Drill Meet for 16 schools. Our cadets were in charge of setting up and running the entire event.

3. Does JROTC influence the academic achievement of cadets? What is it about JROTC that causes this influence to occur?

As the cadets start to see themselves as leaders, they work harder. When we have students who have problems, we try to get them help either through peer tutoring or through other programs in the school. Our students are disciplined, and most of the time they feel good about themselves and what they accomplish in JROTC and in school. The kind of student who is a potential gang member is not the kind of student that we draw here. We are involved in this school and education. The Sergeant Major and I are on the crisis, and we help students deal with their problems. Almost every teacher is involved in some club or organization.
JROTC Faculty #2

1. What is your concept of leadership, and how is it similar or different from the concept you developed in the Army? Most of our kids come from broken homes, and they have not seen much success. They come to us because they like what we can offer them. There are some who come for the extracurricular involvement, while others come because of the leadership. It is very important that we first help them learn how to be self-disciplined. Our kids are different from some of the others who attend South Mountain because they are willing to try and learn. Their confidence is higher, and they know that their friends are watching what they do. One of our goals is to have the cadets experience as much success as possible, and we do this by creating as many opportunities as possible for them to be in charge.

We capitalize on team membership on the Drill Teams, Rangers, Color Guards, and Honor Guard. Students also learn and teach first aid, marksmanship, and other basic courses to the younger cadets. During this process, informal evaluations take place, but we make sure that the cadet instructors have a chance to learn, experience the success of teaching, and grow from the experience.
2. Do students have any opportunities to act like leaders while in JROTC? The instructors ask the students for their comments on matters and give them every opportunity to lead. The emphasis is on leadership positions. Even freshmen and sophomores hold leadership positions.

3. Does JROTC influence the academic achievement of cadets? It is easy to see that our cadets look forward to their time in the program. As they experience success, they feel good about themselves and school. These are the attitudes and feelings that they take to other classes. Our retention rate is approximately 50% or less. This is due to the high [number of] transients who don't live at home, and this is common. Economics requires students to leave. We do have some competition with other extracurricular and magnets and other electives. We have our cadets to close their eyes and visualize success, especially during range firing. We want them to see what success looks like, and then they can achieve it.

JROTC Faculty #3

1. What is your concept of leadership, and how is it similar to or different from what you have learned in the Army? We deal with students instead of soldiers,
and we have an administration which is very different from the Army. We must deal with parents, and we have a lot more visibility with civilians than in the military. We can't do tactics or we have to water down the training. We have to be careful when we go to the field, and we must get insurance forms signed. It is very different from the Army, but it is also similar. We try to make a change in students by using leadership and citizen training.

2. Do students have any opportunities to act like leaders while in JROTC? We emphasize leadership and our goal is to provide leadership opportunities. Sometimes we get so busy that it would be impossible to do anything without our student leaders. When they start off with drill positions, they later assume staff positions and other positions of authority. It is good to sit back and watch them work and get things done. Our function is to teach and to then stand back and watch and monitor the students' progress. We use the evaluations to help the kids see where they can improve. We can do a better job of evaluating, but it is so important even when you don't have a lot of time. The parents have commented that they can see the differences in their children after they have been in the program for a while. It works.
3. Does JROTC influence the academic achievement of cadets? I am not sure exactly how it happens, but I know that our students are much better off than others. If you could chart the students from their first day of coming into the door, it is easy to see how they can grow. JROTC makes them feel good, and everybody can see it.

Teacher Data.
Teacher #1

1. What is JROTC? What are some of the daily activities of the program? JROTC is a course of study that students take who plan to go into the military. JROTC gives them discipline and prepares them for the military. It is a good course, and the students are very well-mannered.

2. Would you encourage students to join JROTC? Why or why not? I already encourage students to join JROTC because of the self-discipline, confidence or self-esteem, and other changes that occur. If there are any problems with the JROTC students, the teacher just calls the JROTC instructors, and the problems is handled.

3. I think that the two classes are very different, and I respect that difference. The JROTC classes are more open, and students have to work together to develop.
The self-discipline and confidence requires a lot of work from the instructors.

Teacher #2

1. What is JROTC? What are some of the daily activities of the program? The program of JROTC is structured to provide students with the necessary tools for entry into the United States Army. The students have an opportunity to go on outings and be introduced to the various components of the Army before they actually enter.

2. Would you encourage students to join JROTC? Why or why not? I certainly would encourage students to participate in JROTC for the discipline and for the small group comraderie that they will find there. The JROTC instructors are also an excellent resource for the classroom teachers needing help with students.

3. How is the JROTC course different and/or similar to the course that you teach? Our courses are all the same, with the only difference being the content. They teach more discipline because it is necessary before students can become leaders.
Teacher #3

1. What is JROTC? What are some of the daily activities of the program? JROTC is a course where students go to get training in repelling, drilling, rifle firing, and color guards. They take the students to the woods, and they have a chance to build these skills.

2. Would you encourage students to join JROTC? Why or why not? I believe that it is important for students to be in programs like scouting and ROTC because it gets them out where they can discover and become in tune with themselves. The JROTC instructors set good examples for the students, and that's important today.

3. How is the JROTC course different and/or similar to the course that you teach? The course is not the same as what I teach because they take the students out, and they can be more active. There are more instructors, and the students can have more control in what they do. My class must be more structured because of the curricular content that must be met.

Teacher #4

1. What is JROTC? What are some of the daily activities of the program? I don't know what the letters stand for, but I do know that it is a place where students can go to get leadership training here at South. As
students advance in JROTC, they assume leadership responsibilities and learn to plan for activities and to lead their fellow students. They also learn to accept discipline and become more disciplined.

2. Would you encourage students to join JROTC? Why or why not? Whenever I have a JROTC student in my class, I am much happier because I know that they will be good students. They listen more and tend to try a little harder.

3. How is the JROTC Course different and/or similar to the course that you teach? There is not much difference between my class and JROTC. We both try to encourage and provide ways for the students to be better.

Teacher #5

1. What is JROTC? What are some of the daily activities of the program? I am not very familiar with the day-to-day activities of JROTC. I know it is hard for the students when they wear their uniforms. I make special efforts to compliment cadets while they were in uniform because it's not popular among the student body.

2. Would you encourage students to join JROTC? Why or why not? I like for students to be involved in extracurricular programs because they are good for keeping them out of trouble and providing a peer of
students for positive rewards in school. I don't think that teachers should favor one program over another because we have so many good ones here at South.

3. How is the JROTC course different and/or similar to the course that you teach? The JROTC classes are very similar to my own classes. The course content and the emphasis placed on developing leadership skills and self-discipline are the only real differences.
APPENDIX C

RESEARCHER'S OBSERVATIONS

The researcher observed the entire program with a focus on the experiences of the blacks students enrolled in the program.

One of the first things the researcher observed was that on any given school day, cadets could be found at least one hour prior to school or two to three hours after school participating, practicing, or carrying out specific staff or group functions. For example, on the first day of observation, there were approximately 20 cadets in the JROTC area at 0700 (school begins at 0805). The cadets had come to practice for an upcoming Drill and Rifle Meet, to complete staff requirements, or to setup the concessions area (JROTC runs a concession stand during lunch periods). There was one black female on the Unarmed Drill Team, two black males on the Armed Drill Team, and one black male on the Rifle Team. During the practices (Drill and Rifle), some of the students were dressed in expensive clothing, but they showed little or no concern for their clothing as they practiced. Some of the female cadets drilled in skirts, stockings, and even dresses. Some of the male cadets drilled in expensive slacks and silk shirts. Cadets were
placed in charge of each of the teams (Rifle and Drill), and each team had its separate chain of command. The cadet leaders were responsible to know, demonstrate/teach, and guide the unit through the practice sessions in preparation for the upcoming competitions.

The highest ranking cadet in the South Mountain JROTC Program was a black male who held the rank of Battalion Commander. Other black students were disbursed throughout the command structure. In the classroom, the cadets were separated by their Leadership Education and Training (LET) levels. Some of the more senior cadets could be seen exercising staff functions or serving as leaders when the younger cadets needed to be moved to another meeting area. The instructors looked for ways to give the more senior cadets opportunities to be in charge. For example, a senior cadet was used to move the class of LET 1s from the classroom to the firing range. The instructor did not interfere with the student's exercise of leadership. While at the range, the instructor took the Cadet Leader aside and gave him additional instructions. The instructor then stood away from the group, and the student leader implemented the guidance. The more senior cadets were always placed in charge of the younger cadets.

The instructors were constantly creating opportunities for their cadets to be in charge of some action or task.
During rifle-range firing, drill practices, competitions with other schools, or in the day-to-day operations, the instructors assigned students to handle the leadership functions. The instructors also created opportunities for the cadets to experience success. For example, on the rifle range, the cadets were given eight opportunities to be successful firing their weapon (the students had to fire three pellets into the target within the a diameter of a dime or less). As the cadets achieved this standard, the instructor singled them out and made reference to how good the shot was. The cadets constantly congratulated each other by slapping hands or through verbal signs.

The instructors had the cadets perform exercises such as closing their eyes and visualizing what success in a particular area looked like. The cadets were constantly asked what they thought or to provide solutions or recommendations for certain problems. The older cadets sought opportunities to help younger cadets.

The cadet manuals (LET 1, 2, 3, and 4 Manuals) provided the foundation for classroom instruction. That is, the principles and standards which the instructors used in class could be found in the appropriate LET manual. The instructors also used workbooks which provided leadership situations which the cadets responded to and discussed in class.
The instructors made consistent efforts to have the cadets experience as much success as possible. The cadets seemed happy and proud of their accomplishments regardless of how small. Even the least of comments seemed to have a positive effect. When the cadets wore their uniforms, they seemed to be more concerned about what they said or did. The cadets stated that JROTC was better than some of the other groups on campus. They took credit for their achievements and attributed their success to hard work. Even the black Battalion Commander stated that the top position in the program was one he aspired to and worked hard to achieve. According to the senior black cadet, the other black cadets in the program expected to achieve rank, and most of them had been promoted at least twice.

Discipline was another area that was visible to the researcher during his observations. Many of the black cadets talked about their lack of discipline when they first entered the program. They seemed to appreciate the fact that the leadership program had made them more disciplined and that the change was obvious.

When I attended South Mountain about a year and a half ago, I used to get into fights all the time. My mother sent me to Virginia to live with my father, and he put me in JROTC. He told me that I would learn to be disciplined there and that it would help me to be better as I got older. Now I live with my mother, and I want to be in JROTC because it has helped me to change. I don't want to be in a gang any longer.
Another indicator of discipline that was observable to the researcher was how the cadets talked with the instructors. They always used the surname or put the rank before the name. Even in their relations and conversations with other cadets, rank designations were used. The rank structure was posted in numerous places throughout the area so that cadets could easily refer to and identify their place in the chain of command.

According to the Cadet Battalion Commander, if cadets failed to show up for appointments or practices or did not keep up with their school work, they were counseled by cadet supervisors or JROTC instructors. Cadets who failed to keep up their academic work could also be denied the opportunity to participate on the extracurricular teams or to go on the unit outings. In a more severe case, a student was removed from the program.

According to the JROTC instructors and cadets, the most influential area of the program was the peer influence. Whether through the primary chain of command, the special teams, or the small groups convened for special purposes, there was always a chain of command, and responsibility was established. Even in the concession stand, a chain of command was established, and the cadet leaders recruited others to assist in the activity. Three cadets assisted others in peer tutoring. The relationship between the
tutors and the tutees appeared to be functional, but the sessions seemed very informal. Cadets were given the opportunity to teach other cadets, but most of this training occurred, according to the instructors, in the field environment where the cadets had more time.
REFERENCES


