

**PERCEPTIONS OF SCHOOL COUNSELORS TOWARDS
JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)
IN VIRGINIA PUBLIC SCHOOLS**

by

Rachelle Pérusse

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

in

COUNSELOR EDUCATION

APPROVED:

Claire Cole Vaught, Chair

Jimmie Fortune

Thomas Hohenshil

David Hutchins

Elizabeth Lee

April, 1997
Blacksburg, Virginia

Key Words: School counseling, JROTC

**PERCEPTIONS OF SCHOOL COUNSELORS TOWARDS
JUNIOR RESERVE OFFICERS' TRAINING CORPS (JROTC)
IN VIRGINIA PUBLIC SCHOOLS**

by

Rachelle Pérusse

Committee Chair: Dr. Claire Vaught
Educational Leadership and Policy Studies

(ABSTRACT)

This study examined the perceptions that Virginia public high school counselors have towards the Junior Reserve Officers' Training Corps (JROTC) program in their schools. Specifically, four areas of research questions were addressed: (1) knowledge; (2) beliefs and attitudes about benefits to students; (3) the extent to which JROTC is recommended to all students; and (4) the appropriateness of JROTC for particular students.

Data for this study were obtained from high school counselors in Virginia who were working in a school which offered JROTC as an elective. A questionnaire containing statements about the claims of JROTC was generated. The questionnaire contained a combination of true/false questions, Likert-type scale questions, a checklist of student characteristics, open-ended questions, and a final section on demographics. The investigator conducted follow-up interviews with school counselors at selected schools. Data analysis were relational and descriptive.

Results indicated that school counselors were knowledgeable about the relationship between JROTC and the military. School counselors indicated that they were in general agreement with the claims of benefits to students by JROTC, and indicated a positive attitude about these benefits to students. School counselors identified specific characteristics of students for whom they would recommend JROTC. School counselors also indicated for whom JROTC is an appropriate elective, and for whom it may not be appropriate or feasible.

It was concluded that school counselors have a generally positive perception towards JROTC in Virginia public schools. Recommendations for future research were presented.

This dissertation is dedicated
in memory of my grandmother:

Antoinette Vezina LeBlanc

December 22, 1909 - October 3, 1995

for her love of writing and admiration for education.

ACKNOWLEDGMENTS

First, I want to thank my advisor and chair of my doctoral committee, Dr. Claire Vaught. Thank you for all your guidance and careful attention during the past two years and especially during the completion of this dissertation. I appreciate the varied opportunities you offered me to expand my experiences as a graduate student.

I also want to thank my committee members for their support and encouragement: Dr. Dave Hutchins, Dr. Tom Hohenshil, Dr. Jimmie Fortune, and Dr. Betty Lee. Working with each of you was a delight!

The idea for this dissertation could not have been so well formulated without the assistance of Lt. Colonel Carl Rydell. Thank you, Carl, for your generosity of time and your thoughtful input at the onset of this project.

Thanks also to Jeanette McLingberg for her friendship and assistance throughout every phase of this degree program. To other support staff, especially Vicki Meadows and Phyllis Olinger, thanks for everything you did to make my time at Tech more pleasant and for guiding me through the maze of paperwork.

On a more personal note, special thanks to my fiancé, Gregg. Your love, support, encouragement, and faith were essential to my well being and successful completion of this degree. Thanks to my parents and family for their support. Finally, even though he cannot read, a note of thanks to my constant companion of nine years, my kitten, Tiddleywinks, for knowing exactly when I needed a furry hug.

TABLE OF CONTENTS

Abstract.....	ii
Dedication.....	iv
Acknowledgments.....	v
Table of Contents.....	vi
List of Tables.....	vii
Chapter 1: Introduction.....	1
Need for the Study.....	5
Statement of the Purpose.....	7
Research Questions.....	7
Methodology.....	8
Definition of Terms.....	8
Significance of the Study.....	9
Limitations.....	9
Summary.....	10
Chapter 2: Review of the Literature.....	11
Overview.....	11
Research Related to JROTC.....	11
Controversy Regarding JROTC.....	15
History of School Counseling.....	19
Role of the High School Counselor.....	20
School Counseling in Virginia Public Schools.....	23
Summary.....	26
Chapter 3: Methodology.....	28
Population.....	28
Instrumentation.....	28
Pilot Study.....	31
Data Collection Procedure.....	32
Interview Procedure.....	33
Method of Analysis.....	34

Chapter 4: Results.....	37
Introduction.....	37
Response Rates.....	37
Results from the Questionnaire.....	37
Part E - Demographics.....	37
Part A - Knowledge About JROTC and the Military.....	41
Part B - Beliefs and Attitudes About JROTC.....	43
Means and Standard Deviations - Part B.....	43
Frequency of Responses - Part B.....	47
Correlations.....	53
Part C - Checklist of Student Characteristics.....	56
Part D - Open-Ended Responses.....	59
Question 1.....	59
Question 2.....	63
Question 3.....	67
Back Cover Comments.....	71
Interviews.....	72
High Level of Disagreement Interviews.....	75
Chapter 5: Summary, Conclusions, Recommendations.....	77
Introduction.....	77
Summary.....	77
Summary of Other Comments.....	82
Summary of Interviews.....	83
Conclusions.....	84
Recommendations for Practice.....	86
Recommendations for Future Research.....	88
Concluding Remarks.....	89
References.....	91
Appendices	
Appendix A - Pilot Test Questions.....	94
Appendix B - Questionnaire.....	95
Appendix C - Letter to Superintendents.....	104
Appendix D - Postcard to Superintendents.....	105
Appendix E - Cover Letter to High School Counselors.....	106
Appendix F - Follow-up Postcard to Counselors.....	107
Appendix G - Interview Protocol.....	108
VITA.....	109

LIST OF TABLES

Table 1.	Means and Ranges for Counselor Demographic Variables, Part E.....	39
Table 2.	Frequencies and Percentages for Counselor Demographic Variables, Part E.....	40
Table 3.	Percent of Counselors Indicating Whether the Statement About the Relationship Between JROTC and the Military is True or False, Part A.....	42
Table 4.	Counselor Ratings for Beliefs and Attitudes About JROTC, Part B.....	44
Table 5.	Percent of Counselors Selecting each Rating for Beliefs About JROTC, Part B.....	48
Table 6.	Percent of Counselors Selecting each Rating for Attitudes About JROTC, Part B.....	51
Table 7.	Item-Total Correlations for Belief and Attitude Items, Part B.....	54
Table 8.	Percent of Counselors Who Work With and Would Recommend JROTC to their Students, Part C.....	57
Table 9.	Frequency of Responses for Common Themes About Characteristics of Students for Whom JROTC is Most Beneficial, Part D.....	60
Table 10.	Frequency of Responses for Common Themes About for Which Students JROTC is Not a Feasible or Appropriate Elective, Part D.....	64
Table 11.	Frequency of Responses for Common Themes About Any Aspect of JROTC, Part D.....	68

Chapter 1

INTRODUCTION

The purpose of this study was to investigate the perceptions school counselors have toward Junior Reserve Officers' Training Corps (JROTC) programs in Virginia public schools. Specifically, four areas of research questions were addressed: (1) knowledge; (2) beliefs and attitudes about benefits to students; (3) the extent to which school counselors recommend JROTC to students; and (4) the perceived appropriateness of JROTC for particular students.

JROTC has been an elective in public secondary schools for over 80 years. Its purpose is to instill the values of citizenship, service, personal responsibility, and a sense of accomplishment in high school students (United States Government Printing Office, 1995). Despite this long-standing association with public schools, there is a lack of data regarding how school counselors perceive the JROTC program.

The high school counselor in Virginia is charged with assisting "each student in selecting appropriate and challenging courses" (Virginia Department of Education, 1994, 6.3). Because school counselors play such an important role in course selection (Hitchner & Tiff-Titchner, 1987), their beliefs and attitudes about JROTC may influence their perception of which students, if any, might benefit most from JROTC. These perceptions may, in turn, influence to which students they might or might not recommend the program.

The Junior Reserve Officers' Training Corps (JROTC) was initiated in 1916 when the United States Congress passed the National Defense Act (Coumbe &

Harford, 1996). This act provided for the establishment of a Senior Reserve Officers' Training Corps (ROTC) Basic and Advanced course at the college level, as well as a Junior ROTC at the high school level. It was originally established in order to provide military training in public schools, and increase the number of reserve officers available for service.

The United States Congress passed the "Reserve Officers' Training Corps Vitalization Act of 1964" (Public Law 88-647) on October 13, 1964. This act called for the establishment of no more than a combined total of 1200 JROTC units and expanded the program to the Air Force and Navy. In addition, Title 10, United States Code, Section 2031 required each branch of the military to establish these JROTC programs in a manner that would distribute them equitably across the nation. Other important stipulations were also addressed within this act including: number of male students necessary to maintain a viable unit; attributes of cadets; and classroom facilities.

Effective as of January 3, 1995, the most recent 1993 version of Title 10, Section 2031, Chapter 102 included many notable revisions. For example, one of these revisions occurred in 1973 when the United States Congress passed Public Law 93-165 allowing female students to participate in the JROTC program. The number of units which can currently be maintained by all of the military branches combined cannot exceed 3,500, and must be fairly and equitably distributed throughout the Nation. As of January 3, 1995, Public Law 88-647 includes the following:

[a](2) It is the purpose of the Junior Reserve Officers' Training Corps to instill in students in United States secondary educational institutions the

values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment.

(b) No unit may be established or maintained at an institution unless-

(1) the number of physically fit students who are in a grade above the 8th grade and are citizens or nationals of the United States, or aliens lawfully admitted to the United States for permanent residence, is not less than (A) 10 percent of the number of students enrolled in the institution who are in a grade above the 8th grade, or (B) 100, whichever is less;

(2) the institution has adequate facilities for classroom instruction, storage of arms and other equipment which may be furnished in support of the unit, and adequate drill areas at or in the immediate vicinity of the institution, as determined by the Secretary of the military department concerned;

(3) the institution provides a course of military instruction of not less than three academic years' duration, as prescribed by the Secretary of the military department concerned;

(4) the institution agrees to limit membership in the unit to students who maintain acceptable standards of academic achievement and conduct, as prescribed by the Secretary of the military department concerned; and

(5) the unit meets such other requirements as may be established by the Secretary of the military department concerned.

Subsequent paragraphs of the Public Law are concerned with support services to units such as providing textbooks and uniforms, as well as employment and salaries of retired officers serving as instructors.

Each unit is instructed by retired military personnel. Both officers and noncommissioned officers are eligible to become instructors in public high schools. Each program is authorized one officer and one noncommissioned officer for enrollment up to 150 cadets. A third instructor may be added for an enrollment over 150, and a fourth instructor may be added for an enrollment of over 250 cadets at the time of the annual inspection (Harrill, 1984).

Each branch of the military (Army, Air Force, Marine, Navy) conducts its own curriculum within the host high school. However, several common goals and objectives have been mandated by Public Law 88-647, as in paragraph (a)

(2) above, as well as by the Department of Defense (DOD). A Department of Defense directive issued on October 17, 1968, stipulated that the following overall objectives should be common among all JROTC units:

1. Develop informed and responsible citizens.
2. Strengthen character.
3. Promote an understanding of the basic elements and requirements for national security.
4. Help form habits of self-discipline.
5. Develop respect for an understanding of the need for constituted authority in a democratic society.
6. Develop an interest in the military services as a possible career. (U.S. Department of Defense, 1968, p. 4)

As of the school year 1996-1997, there were over 300,000 students in a projected 2,600 JROTC programs (Johnston, 1996). Of the total number of cadets, approximately 54% are minorities, and 40% are female (Lutz & Bartlett, 1995). Currently, there are 92 JROTC units located in Virginia. Of these 92, 47 are Army JROTC units, 24 are Navy JROTC units, 15 are Air Force JROTC units and 6 are Marine JROTC units.

Students are instructed through classroom textbooks as well as outdoor military marching and drill exercises. There are many opportunities for extracurricular activities such as participating in the Color Guard. All cadets are required to wear their uniforms once per week on a specified day (Lutz & Bartlett, 1995). Despite its obvious connections with the military, JROTC is not a direct recruitment program for the military. Participation in JROTC incurs no military obligation, and is not intended to apply pressure toward military service (Coumbe & Harford, 1996; Army Junior ROTC Program, 1996).

Over the years, the focus of instruction has shifted away from military training to include training in: leadership, self-esteem, goal setting, ethics/values, human relations, citizenship, life skills, American history, role of the armed forces, current events, communication, physical fitness, map reading, first aid, technology awareness, career opportunities, substance abuse prevention, and financial management/budgeting (Coumbe & Harford, 1996; Army Junior ROTC Program, 1996). JROTC officials claim that there are many benefits to students, including an increase in the skills necessary to succeed in school and beyond (Lutz & Bartlett, 1995).

According to the latest revision of Public Law 88-647, in order to remain a viable unit in a public school, the JROTC unit must enroll at least 100 students or 10% of all eligible students at the school, whichever is less. Thus, the number of students enrolled in the program is of concern to the JROTC instructor. In order to meet this membership requirement, the JROTC instructor relies on the support of the administration and the school counselors (Lt. Colonel C. Rydell, personal communication, September 3, 1996).

Need for the Study

An extensive search of the literature was conducted using all available databases relevant to education, psychology and dissertations. Very little data were found about how JROTC is perceived by school administrators, teachers, or school counselors. Most research studies to date have focused on students and the effectiveness of JROTC in relation to desired learning outcomes (e.g., Seiverling, 1973; Hawkins, 1988; Roberts, 1991/1992; Bachmann, 1994; Rivas,

1995). However, at least two studies have examined responses from teachers (Boykins, 1992/1993) and principals (Harrill, 1984). A third case study included responses from school administrators, school committee members, teachers, counselors, and students (Bogden, 1984).

Boykins (1992/1993) found that the teachers' knowledge about JROTC was very limited. However, the teachers' responses were positive and focused on self-discipline, self-esteem and peer influence. Harrill (1984) found that principals were in general agreement with the seven official objectives of the Army JROTC and indicated a positive attitude towards the program. In his study, Bogden (1984) interviewed school personnel from two high schools. Using semi-structured interviews and a survey, he concluded that "JROTC programs can be characterized as having changing goals and poorly defined processes" (p. 1). Bogden recommended that further studies be conducted with larger numbers of respondents.

The knowledge that school counselors have about JROTC programs has not been documented. JROTC instructors rely to some extent on school counselors to recommend students to them in order to meet their participation requirements. Colonel Carl Rydell, Aerospace Science Instructor for Air Force JROTC, suggests that if counselors were more aware of the positive aspects of JROTC, both could benefit (personal communication, September 3, 1996). He indicates that there are many similarities between the stated objectives and curriculum of JROTC programs and the objectives of school counseling. For this reason, Rydell believes that team building between JROTC instructors and school counselors is very important for the benefit of students. In his opinion, the more

school counselors know about JROTC, the more likely they would be to recommend students who might benefit from the program.

Statement of the Purpose

The purpose was to determine the perceptions school counselors have toward JROTC programs. Information regarding the JROTC program was collected from school counselors via a mail survey. The survey focused on school counselors' perceptions about: the relationship of JROTC to the military, beliefs and attitudes regarding possible benefits to students, characteristics of students for which JROTC is a recommended elective, and characteristics of students who might benefit most from JROTC.

Research Questions

Specifically, the following questions were addressed in the study:

1. What knowledge do high school counselors have about the relationship between JROTC and the military?
2. What are school counselors' beliefs and attitudes about JROTC's benefits to students in their schools?
3. To what extent do school counselors recommend JROTC to students assigned to them?
4. For which students do school counselors think JROTC is an appropriate elective?

Methodology

Data for this study were obtained from high school counselors in Virginia who were working in a school which offered JROTC as an elective. A questionnaire containing statements about the claims of JROTC was generated. The questionnaire contained a combination of true/false questions, Likert-type scale questions, a checklist of student characteristics, open-ended questions, and a final section on demographics. The investigator conducted a follow-up interview with selected school counselors. Data analysis were relational and descriptive.

Definition of Terms

1. *Cadet*: A student who is enrolled in either the Senior or the Junior ROTC program in any one of the four participating military services.
2. *Junior Reserve Officers' Training Corps (JROTC)*: A program of instruction provided at the high school level which is administered jointly by the military and the local school board.
3. *Senior Reserve Officers' Training Corps (ROTC)*: A program of general military instruction offered at the college level, including the fundamentals of drill and staff procedures in the Basic Course during the first two years and tactical techniques in the Advanced Course during the last two years which leads to a commission.
4. *Belief*: "In all cases belief questions are designed to elicit people's perceptions of past, present, or future reality" (Dillman, 1978; p. 81). Beliefs

represent the information, opinion, and/or knowledge that a person has about any given object (Fishbein & Ajzen, 1975).

5. *Attitude*: Attitudes "are evaluative in nature and reflect respondents' views about the desirability of something" (Dillman, 1978; p. 81). For example, the perceived value of any given object is considered under the concept of attitude (Fishbein & Ajzen, 1975).

Significance of the Study

Previous to this study, there was a lack of data regarding how school counselors viewed the JROTC program. This study contributed information towards the perceptions that school counselors have about JROTC programs in Virginia. The questionnaire focused on claims of benefits to students. It also provided information regarding for which students school counselors view JROTC as a benefit and to whom they would recommend JROTC. This study may also be relevant to JROTC instructors and school administrators.

Limitations

1. This study will be limited to school counselors who are employed in Virginia public schools which currently offer a JROTC program.
2. An assumption is that the program exists in schools as it is outlined in the literature.

Summary

The Junior Reserve Officers' Training Corps has been in existence for over 80 years. JROTC programs have been a part of the curriculum in many high schools since 1916. Over the past 30 years, it has undergone a tremendous expansion. It has been approved to become part of the curriculum in 3,500 schools throughout the nation.

Many claims of benefits to students have been made by JROTC officials. Despite the lack of research regarding the effectiveness of the JROTC program, research on the attitudes of high school principals towards JROTC has indicated that it is regarded as a positive addition to the curriculum. Limited research involving teachers suggests that other school personnel also view JROTC in a positive fashion.

In order to remain a viable unit, the JROTC program at each school must maintain a required level of enrollment. For this purpose, JROTC instructors rely on support from their school administrators as well as from school counselors.

This research investigated the school counselors' perceptions about the claims of benefits to students by JROTC. Also of interest were to which types of students school counselors would recommend JROTC and which types of students they believe would benefit most from JROTC. This focus was chosen because of the pivotal role school counselors play in helping students select courses and plan an appropriate sequence of study. The results have implications for school counselors, JROTC instructors, and school administrators.

Chapter 2

REVIEW OF LITERATURE

Overview

In this chapter, five relevant areas of the literature will be reviewed: (1) research related to JROTC; (2) the controversy regarding JROTC; (3) history of school counseling; (4) the role of the high school counselor; and (5) the role of the high school counselor in Virginia Public Schools.

Research Related to JROTC

There are very few research studies which have been conducted on JROTC. Most of these have been outcome- based studies which have focused on the effects of participation in an Army JROTC program. One of the first of these studies was conducted in Pennsylvania's public secondary schools in 1973 by Seiverling. He investigated the effectiveness of JROTC (Air Force, Army, and Navy) in relationship to three desired learning outcomes: leadership, citizenship and self-reliance. He used the Gordon Personal Profile to measure leadership, the Pennsylvania Student Questionnaire (Secondary), Section F-Citizenship to measure citizenship and the Self-Concept as a Learner Scale to measure self-reliance. In a comparison of 97 JROTC cadet seniors with 97 senior non-JROTC seniors matched on sex and Intelligent Quotient (IQ) scores, Seiverling found no significant differences at the .05 level between the mean scores of JROTC cadets versus non-JROTC seniors on any of the three desired learning outcomes.

Since that time, there have been at least two studies similar to that of Seiverling's. Hawkins (1988) compared 83 senior level Army JROTC Cadets with 92 senior level students who were not exposed to nor taught JROTC courses in seven public secondary schools located in Central Virginia. Each cadet had received JROTC courses for at least two years. Although Hawkins used the same measure of citizenship as Seiverling, he used Stogdill's Leader Behavior Description Questionnaire Form XII to measure leadership and used the California Test of Personality, Section A, Self-Reliance to measure self-reliance. The collective mean scores revealed that JROTC cadets scored higher than non-JROTC students in all three variables of interest, but none were significant at the .05 level.

In the second of these similar studies, Roberts (1991/1992) compared 59 Army JROTC Seniors with 59 non-JROTC students at six different high schools in Nevada. In contrast to the cadets in Hawkins' study, the cadets in Roberts' study had been enrolled in JROTC for a minimum of four years. Roberts used the same measures of citizenship and self-reliance as Hawkins, but substituted the Leader Behavior Description Questionnaire (40 Item Short Form) to measure leadership. He found significant differences in mean scores between JROTC and non-JROTC students at the .05 level on each of the desired learning outcomes. JROTC students scored significantly higher than their non-JROTC counterparts.

Bachmann (1994) and Rivas (1995) found that JROTC participation may significantly increase self-esteem scores for some students. Bachmann analyzed the effects of participation in an Army JROTC program on leadership behavior and self-esteem for 94 high school juniors in three separate secondary schools

located in California. There were 47 students in each group from a comparable demographic sample in California. The JROTC cadets had been in the program for at least two years. Bachmann utilized the same questionnaire as Roberts to measure leadership, the Self-Esteem Inventory to measure self-esteem and designed a Student Demographic Questionnaire which surveyed gender, ethnicity and academic achievement. Results indicated that the mean scores for JROTC students on leadership and self-esteem were significantly higher than for students not exposed to the JROTC program. Bachmann found differences within gender. Male JROTC students scored significantly higher than non-JROTC males on their mean scores for leadership, but no significant difference was found on their mean score for self-esteem. However, female JROTC students scored significantly higher than their non-JROTC counterparts on mean scores in self-esteem, but no significant difference was found on their mean scores for leadership.

Similarly, Rivas (1995) measured self-esteem and learning skills development in JROTC students. Learning skills were defined as: planning and time management, organizational skills, and goal setting. The target population was 117 male and female students attending four separate high schools in Illinois and Michigan. Rivas surveyed only first-year JROTC cadets at the two high schools in Michigan, and surveyed advanced third-year and fourth-year JROTC cadets at the two schools in Illinois. Using a pretest/posttest design, he administered the Coopersmith's Self-Esteem Inventory Adult Form to measure self-esteem, and an original instrument to measure learning skills development. Results showed that students in the first-year JROTC program scored

significantly lower than the students in third-year and fourth-year JROTC on self-esteem and learning skills. At the six month posttest, results indicated that measures on self-esteem increased for all students, but only the first-year cadets showed gains on learning skills. It should be noted that Rivas does not specify grade level of each first-year cadet. It is possible that these results could be confounded by student's grade level. In contrast to Bachmann (1994), Rivas found no gender bias in his results, suggesting that both males and females may benefit equally from JROTC.

In another study, Boykins (1992/1993) researched the relationship of leadership, academic achievement, empowerment and participation in JROTC for black male students. Boykins interviewed 14 black students, three JROTC instructors and five teachers at one public high school in Arizona. Although he found no statistically significant differences in academic achievement between their Grade Point Average (GPA) before they entered the JROTC program and their GPA at the time of the study, he did find evidence to support that black male JROTC students felt empowered. Although Boykins acknowledged that the teachers did not appear very familiar with the program, their responses about the benefits to students were positive.

Probably the most relevant study for the purposes of the present research was conducted by Harrill (1984). He investigated the attitudes of high school principals located in the Third ROTC Region towards the official objectives of Army JROTC. He obtained data from 160 high school principals from Alabama, Arkansas, Kansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The survey instrument consisted of seven statements concerning the mission of

Army JROTC, nine statement concerning beliefs about JROTC, and a free response portion for additional comments. Results indicated that principals were in general agreement with the seven Army JROTC objectives as both ideals and current practices in their schools. Principals also indicated a favorable attitude towards other aspects of the program including: development of self-discipline, improvement of self-concept, provision of a source of identification, growth of patriotism and leadership ability. They viewed JROTC as a bridge between the school and community.

Based on these limited findings, there is some suggestion that students might benefit through JROTC participation in at least two ways: empowerment and self-esteem. Although results from research findings are contradictory, it is possible that participants may also benefit in leadership, citizenship and self-reliance. In addition, high school principals have indicated a favorable attitude toward JROTC programs, thus suggesting that JROTC may produce positive benefits to students, the high school environment, and the local community.

Controversy Regarding JROTC

In a speech on August 24, 1992, President George Bush proclaimed that JROTC is "a great program that boosts high school completion rates, reduces drug use, raises self-esteem, and gets these kids firmly on the right track", (Coumbe & Harford, 1996). Other United States officials have echoed this positive regard. For example, in an open statement from the United States Department of Education dated August 28, 1991, many positive advantages to JROTC were outlined:

1. The provision of positive role models at a critical time in an at-risk student's life.... To become an active part of an organized unit may be the deciding factor to remain in school.
2. The opportunities to develop leadership potential and how to live and work cooperatively with others are attainable.... Students who continue in advance years of training...themselves become role models for younger students....
3. The high performance expectations established in this program provide the disciplinary structure lacking in a student's home life, where he/she learns to appreciate the ethical values and principles that underlie good citizenship which include integrity, responsibility, and respect for constituted authority.
4. Group participation in drill practices provides an opportunity for camaraderie as well as an emphasis on physical fitness in maintaining good health. Students learn to be well groomed and to follow instructions and commands.
5. Along with other school programs on drug abuse, JROTC will reinforce the dangers of substance abuse in a group atmosphere which provides positive support in avoiding peer pressure.
6. There is a definite correlation to social studies curricula as students are taught the skills of good citizenship and the historical significance of the military in American history. Students who learn discipline in this program often establish a positive tone in the total school population, thereby reducing the disciplinary problems in the classroom and on school grounds.
7. The presence of a JROTC unit can become a source of pride for any community equal to sports team, marching bands, etc., who get high exposure at parades and school functions....
8. Classwork in JROTC also teaches logical thinking and communication skills....
9. JROTC programs provide educational and vocational opportunities...to at-risk students who question "why should I stay in school?"
10. One of the courses of study in the program is Marksmanship and Safety. At a time when gun control is a popular topic, such a program is ideal for teaching students proper techniques of firearms and the dangers they represent (and students have great fun in this course and receive immediate feedback).

Other similar claims of benefits to students have been made by military personnel through JROTC pamphlets and literature (Coumbe & Harford, 1996). Among these many benefits are: self-discipline, confidence, organization, ethics, integrity, responsibility, good citizenship, and leadership training. Essential learning skills are also taught such as: decision making, time management, planning and organizing, goal setting, and teamwork. The program also helps cadets compete for Senior ROTC scholarships and appointments at military academies (Army Junior ROTC Program, 1996).

JROTC is not without its opponents. Lutz and Bartlett (1995) researched JROTC programs at high schools around the country and examined claims by JROTC officials, reviewed the program's outcomes and analyzed the curriculum and textbooks. Lutz and Bartlett take issue with the fact that the Department of Defense (DOD) does not conduct research studies to evaluate their claims about program effectiveness. For example, JROTC literature claims to: prevent dropouts; prepare minorities and low-income students for success; and benefit "at-risk" students. However, these authors contend that neither the DOD nor any of the military branches collect data on dropout or graduation rates or minority and low income adult job attainment. Additionally, the benefits to "at-risk" students are questionable, given that the JROTC programs may refuse students with behavior problems or low achievement histories.

Lutz and Bartlett also point out that JROTC curriculum and textbooks are not normally scrutinized by the state or local school boards. In fact, they claim that the curriculum is rarely reviewed by any educational unit. In Virginia, each military branch develops their own curriculum and trains their own instructors.

There is no one at the Virginia Department of Education who is designated to be in charge or oversee the JROTC program's implementation (Charles Finley, Virginia Department of Education, Department of Compliance, Specialist, Accreditation; personal communication, November 6, 1996).

Lutz and Bartlett's (1995) book entitled Making Soldiers in the Public Schools has fueled a coalition movement against JROTC programs. This movement has tried to block the formation of new JROTC programs in the Nation's public schools. The coalition has many concerns. They believe that marksmanship training encourages violence, school board costs of maintaining a program are too high, JROTC's claims regarding dropout prevention have never been verified, not enough women are JROTC instructors, and retired gay and lesbian officers are excluded from becoming instructors (American Friends Service Committee, 1996).

The President of the United States, as well as the United States Department of Education, have endorsed JROTC. Along with military officials, they have claimed that JROTC offers many positive benefits to students who enroll in the program. However, due to the lack of available evidence, opponents to JROTC have formed coalitions to stop the expansion of JROTC in the public schools. Because of their role in the schools, school counselors are in a position to perceive possible benefits to students from involvement with the JROTC program. School counselors may be able to contribute knowledge to help resolve the controversy which surrounds JROTC.

History of School Counseling

In the late 1800's, the first public school guidance programs emerged (Paisley & Borders, 1995). These programs were aimed at promoting character development, teaching socially appropriate behaviors, and were primarily concerned with vocational education.

The launching of Sputnik by the Soviet Union in 1957 has been credited with providing the impetus for rapid growth in the school guidance and counseling profession (Myrick, 1987). Shortly thereafter, the United States Congress passed the National Defense Act of 1958. This act recognized the value of school guidance and counseling programs and provided funding for the preparation of school counselors. At that time, the counselor's job was to encourage high school students to attend college. There was a particular emphasis on promoting math and science majors. Unfortunately, many of these school counselors received inadequate training and no clearly defined role existed for the school counseling position. Consequently, many found themselves performing roles such as: schedule changers, test coordinators, administrative assistants, resident substitute teachers, or disciplinarians (Myrick, 1987).

Beginning in the 1950's, school counselors met individually with their student populations to discuss future plans (Stanciak, 1995). Over the years, as the number of administrative tasks increased, the number of students able to be served on an individual basis decreased. Many students only saw their school counselor for a cursory registration check.

The American School Counselor Association (ASCA) was formed in 1958 as a division of what is currently known as the American Counseling Association (ACA) (Myrick, 1987). The membership of this professional organization has been influential through the publishing of role statements, position papers, and ethical standards (Paisley & Borders, 1995). These publications have encouraged the focus of school counseling to broaden. Today, school counseling programs encompass more than the traditional educational and vocational decision making. The focus has shifted to include personal growth, specialized services to target populations, and developmental programs. Indeed, the current focus is on comprehensive developmental programs which promote healthy development for all students.

Role of the High School Counselor

Today's students encounter many challenges. Statistics from the 1988 United States Census indicate that in one day an average of:

- *2,795 teenagers become pregnant
- *1,106 of those teens later have abortions
- *372 miscarry
- *1,027 babies are born drug- or alcohol-exposed in utero
- *211 children are arrested for drug abuse
- *437 are arrested for drinking and drunken driving
- *10 die from gunshot wounds
- *30 are wounded by gunfire
- *1,512 teens drop out of school
- *1,849 are abused or neglected
- *6 commit suicide
- *3,288 run away from home. (Sears and Coy, 1991, p.1)

It is clear from these statistics that students are bringing very serious personal problems with them to school. The counselor's function is to help

students cope with those stresses which are interfering with the students' academic performance (Coy, 1991). In order to meet these new challenges, school counselors have developed comprehensive developmental counseling programs that allow them to face the demands on their time. School counselors have had to decide how to spend their time and energy to provide assistance to as many students as possible.

Comprehensive developmental counseling programs are designed to help students focus on their educational, career, social and personal strengths as well as to produce responsible and productive members of society (Gysbers & Henderson, 1994). According to O'Bryant (1991), school counseling programs are based upon the following five major premises:

1. Guidance and counseling support the instructional program, thereby aiding in the development of a positive learning climate for students.
2. Guidance is an important part of the child's total educational process - pre K through adulthood.
3. The counseling program is developmental, preventive, and remedial.
4. A comprehensive counseling program encompasses broad areas of concentration whose primary components are orientation and articulation, developmental (educational/vocational), appraisal, administrative, adjustive, follow-up, and research and evaluation.
5. Every student has unique innate abilities, and when properly nurtured has the capacity to reach unlimited potential. (p. 2)

Sears and Coy (1991) have argued that in order to be effective, developmental counseling programs must focus on personal and social skills, educational skills, and career development skills:

1. **Personal-Social Skills.** Students will (a) gain self-awareness and improve self-esteem; (b) make healthy choices and effective decisions; (c) assume responsibility for their own behavior; (d) respect individual differences and cooperate; and (e) learn to resolve conflicts.

2. Educational Skills. Students will (a) acquire study and test-taking skills; (b) seek and use educational information; (c) set educational goals; and (d) make appropriate educational choices.
3. Career Development Skills. Students will: (a) analyze interests, aptitudes, and skills; (b) recognize effects of career stereotyping; (c) form a career identity; and (d) plan for their future careers. (p. 3)

School counselors are trained to serve their student clients through individual counseling, group counseling, group guidance, consultation with others who may be working directly with the student, and coordination of services. In addition, counselors are involved with information giving and assessing students. Information giving, especially in the areas of career and educational information, is a very important and valued part of the school counselor's role (Cole, 1991). Because of its importance, school counselors must keep up to date on career and educational information in order to help students select courses and determine their vocational interests.

VonVillas (1995) has indicated that school counselors must become more involved in helping students select courses. She believes that too many students select courses in an academic or general track without taking long range personal goals into consideration. Along these same lines, Feller, Daly and Smeltzer (1994) have identified a new set of "basic skills" which students must acquire to be successful. Beyond reading, writing and arithmetic, these skills include:

learning to learn; effective verbal and nonverbal communication; adaptability (including creative thinking and problem solving); personal management (including self esteem, goal setting/motivation, and personal/career development); group effectiveness (including personal skills, negotiation and teamwork); influence (including organizational effectiveness and leadership); the ability to understand technology; the ability to apply scientific knowledge to work situations; and the ability to balance and manage family and work. (p. 1)

Feller et al. contend that schools which emphasize the importance of these basic skills, recognize the valuable role that school counselors have in helping students plan their course of study. Students must be assisted in selecting the most appropriate sequence of academic and vocational courses with their goals for postsecondary education and employment in mind.

Clearly, in addition to serving the personal and social needs of students, school counselors are responsible for assisting students with their high school course selections and career decisions. Because of this role, it is relevant to examine the perceptions school counselors have toward curricular offerings. In the current study, the perceptions of Virginia school counselors toward JROTC were examined.

School Counseling in Virginia Public Schools

In order to receive a full endorsement in school counseling from the Virginia Department of Education there are several requirements (Virginia Department of Education, 1993, §8.4). Secondary school counselors in Virginia must have:

1. Earned at least a master's degree. The school counselor must have completed an approved program in school guidance and counseling;
2. Must have completed two years of full time teaching or school guidance and counseling experience; and
3. Must have completed a specified number of hours of coursework including training in individual counseling, group counseling, appraisal, and career development. In addition, for the endorsement at the secondary level, the

school counselor must have at least 200 clock hours of supervised internship at a high school setting.

The Virginia Department of Education (VADOE) (1994) has established standards and regulations for guidance and counseling which help determine the role of the school counselor in Virginia. Each school is required to hire the appropriate number of certified school counselors. In Virginia, the ratio of students to high school counselor cannot exceed 350:1. High school guidance and counseling services are to be offered to all students in order to assist students in selecting appropriate courses of study and to develop a program of studies that results in graduation. According to the VADOE, these services may involve: planned activities that promote personal, social, educational and career development; consultation with teachers and parents; and counseling. At least 60% of the school counselor's time must be devoted to counseling.

In addition, the Virginia State Board of Education (1996) recently revised its regulations regarding guidance and counseling programs. These regulations parallel the focus of the comprehensive developmental counseling programs discussed earlier. All Virginia public school guidance and counseling programs are required to make available to all students the following services:

- a) Academic guidance, which assists students and their parents to acquire knowledge of the curricula choices available to students, to plan a program of studies, to arrange and interpret academic testing, and to seek post-secondary academic opportunities;
- b) Career guidance, which helps students to acquire information and plan action about work, jobs, apprenticeships, and post-secondary educational and career opportunities;
- c) Personal/social counseling, which assists students to develop an understanding of themselves, the rights and needs of others, how to

resolve conflict and to define individual goals reflecting their interests, abilities, and aptitudes. (p.1)

These services may take the form of individual counseling, small group counseling, or group guidance activities.

In order to graduate from high school, students in Virginia public schools must pass the Literacy Passport Test and successfully complete at least 21 credit hours as specified:

Discipline Areas	Units of Credit
English	4
Mathematics	2
Laboratory Science	2
Math or Science	1
History and Social Sciences	3
Health and Physical Education	2
Fine Arts or Practical Arts	1
Electives	6
Total Units of Credit	21

For the purposes of this study, it is important to note that in some Virginia school divisions, the additional credit in Math or Science may be met by completing a sequence of courses in JROTC (Virginia Department of Education, 1994). In other words, in some schools in Virginia, JROTC is a part of the curriculum that can be used to satisfy graduation requirements, not just as an elective, but in lieu of a Math or Science credit. Because school counselors are responsible for assisting students in selecting courses, it becomes very important to assess school counselor's perceptions about JROTC in Virginia Public Schools.

Summary

Despite the fact that JROTC has been in the public schools since 1916, very little research has been conducted to assess its effectiveness, or ascertain how school personnel view the program. Most research studies which have been conducted have focused on desired learning outcomes. Results have been mixed and somewhat contradictory. Other studies have shown that high school principals, as well as teachers regard JROTC in a generally favorable manner. From these studies, there is at least some suggestion that JROTC does offer benefits to students who enroll in the program.

In addition to these studies, the President of the United States, as well as the Department of Education, has supported JROTC. Along with military officials, they have claimed that JROTC offers many positive benefits to students who enroll in the program.

Opponents to JROTC have become more vocal over the past few years and have formed coalitions to stop the expansion of JROTC in the public schools. Their opposition stems from the lack of evidence substantiating claims of benefits to students.

School counselors' views of JROTC has not been documented. School counselors have the responsibility to help students focus on their educational, career and personal strengths. They are involved with information giving to students regarding career and educational information. For this purpose, the school counselor must be up-to-date on curriculum offerings in order to help students select the most appropriate sequence of courses with the students long range goals in mind. Furthermore, the claims of effectiveness by JROTC

personnel and others is not without controversy. Therefore, it is important to examine the school counselor's perceptions towards JROTC. The manner in which school counselors view the JROTC program in relation to benefits to students may have a direct influence on whether they recommend this particular sequence of courses to their students.

Chapter 3

METHODOLOGY

Population

The population for this study was all current school counselors in Virginia public high schools where JROTC is offered as an elective. Currently, there are 92 JROTC units in Virginia. Of these 92, 88 JROTC units are located in public high schools. Over 300 school counselors are employed in these high schools.

Instrumentation

The instrument in this study was a questionnaire containing a demographic survey and a combination of questions including: true/false, Likert-type, checklist, and open-ended questions. This questionnaire was created by the investigator. Various sources were used to generate questions including: official JROTC literature, past research studies conducted on JROTC, and United States Department of Education correspondence. Content validity was assessed by requesting feedback from certain individuals (Appendix A). According to Dillman (1978), the questionnaire should be submitted to three types of people: trained professionals; potential "users" of the data; and persons drawn from the same population as those who were surveyed. For these reasons, the questionnaire was reviewed by the five member doctoral committee; JROTC instructors; and high school counselors who are in schools where JROTC is offered. High school counselors who were part of the review process were not asked to participate in the actual study. Their responses were used only to gain

feedback about the questionnaire. In the case of review by JROTC instructors, in order to avoid bias, it was necessary to receive feedback from representatives of each of the four military branches (Air Force, Army, Marines, Navy) which sponsor JROTC units in Virginia.

The questionnaire (Appendix B) was divided into sections as follows:

Research Question 1. What knowledge do high school counselors have about the relationship between JROTC and the military?

Part A of the questionnaire contained true/false questions aimed at ascertaining the school counselor's knowledge about JROTC programs. This section contained factual statements regarding the relationship of JROTC with the military. School counselors were asked to circle true or circle false for each stem item.

Research Question 2. What are school counselors' beliefs and attitudes about JROTC's benefits to students in their schools?

Part B of the questionnaire contained five point Likert-type scale questions. The stems for these questions were generated from JROTC documents (Army Junior ROTC Program, 1996). There were two Likert-type scales for each stem item. One scale reflected school counselors' beliefs, the other scale reflected school counselors' attitudes. School counselors were asked to rate each stem item on both scales.

Beliefs. Beliefs can be defined as school counselors' perceptions of present reality (Dillman, 1978). Beliefs represent the information or knowledge that school counselors have about JROTC (Fishbein & Ajzen, 1975). To assess beliefs about JROTC, school counselors were asked how much they agreed or

disagreed with a statement about JROTC. A five point Likert-type scale varied from strongly disagree (1) to strongly agree (4). A fifth point, "Don't Know" (DK) was also included on this scale.

Attitudes. Attitudes can be defined as school counselors' perceptions about the value or importance of certain aspects of JROTC (Fishbein & Ajzen, 1975; Dillman, 1978). To assess attitudes, school counselors were asked to rate the importance of each statement about JROTC. The five point Likert-type scale varied from not important (1) to very important (5).

Research Question 3. To what extent do school counselors recommend JROTC to students assigned to them?

Part C of the questionnaire contained stems describing characteristics of students and two columns within which to check responses. School counselors were asked to place a check in the box in the first column next to the characteristics of students with whom they work. They were asked to place a check in the box in the second column for students with whom they have indicated they work and to whom they would recommend JROTC.

Research Question 4. For which students do school counselors think JROTC is an appropriate elective?

Part D of the questionnaire contained open-ended questions asking school counselors to whom they would most recommend JROTC. Counselors were asked to describe the characteristics of students for whom JROTC is most beneficial and for which students JROTC is not a feasible elective. This section also included an open-ended prompt for school counselors to make any additional comments about the JROTC program at their school.

Demographic Data. Part E of the questionnaire requested information about the respondent's characteristics, as well as general information related to JROTC. These were fill-in-the-blank and forced-choice questions. The purpose of this section was to collect information regarding the various attributes of the sample (Dillman, 1978).

Interviews. Once all surveys were returned to the investigator, school counselors were selected for interviews. The original intent was to select six sites on the following basis: three schools whose counselors show a high degree of agreement with the objectives of JROTC; and three schools whose counselors show a high level of disagreement with JROTC objectives. However, there were no schools identified in which counselors showed a high level of disagreement with JROTC objectives. Therefore, interviews were conducted with the Director of Guidance from only those schools with a high level of agreement.

Pilot Study

The original pilot questionnaire was administered to four school counselors who were employed in a Virginia high school where JROTC is offered. It was also reviewed by four JROTC instructors, representing each branch of the military. The following changes were made as a result of this feedback: 1. The word "qualified" was added to stem item number 20 in Part B; 2. Two stem items (W. and X.) were added to Part C; and 3. In the demographics section, Part E, the word "military base" was changed to "military installation" in question 11.

One school counselor and two JROTC instructors made additional comments about the questionnaire:

In this area, people view JROTC as a military program, and don't want their children in the military.

The more school counselors work with JROTC, the more they know about the program- the more positive their attitude is. We depend on school counselors who don't know much about JROTC. The true/false questions at the beginning will help evaluate misperceptions.

JROTC competes with team sports and other extracurricular activities (like student council) for students. Counselors have a lot to do with the kind of students we get.

Data Collection Procedure

A letter requesting permission to survey school counselors regarding their perceptions of the JROTC program (Appendix C), a copy of the questionnaire, and a stamped postcard (Appendix D) addressed to the researcher were sent to 48 superintendents representing all of the school districts in Virginia which have JROTC programs. In those districts where permission was received, the questionnaire, along with a cover letter (Appendix E), was sent to each school counselor via a district contact person.

The cover letter described the usefulness of the study, emphasized the importance of responding, and reassured participants of the confidentiality of responses (Dillman, 1978). In addition, a small token reward for participation (a tea bag) was placed in the envelope. A researcher-addressed stamped envelope was included for replies. One week later, a postcard reminder was sent (Appendix F). It served as a thank-you to those who had already responded and as a follow-up reminder for those who had not.

Interview Procedure

The purpose of the interview was to obtain a richer understanding of the data gathered by the questionnaire and add new information which might be relevant to the study. As was mentioned in the two previous chapters, and suggested by the pilot data, the JROTC instructor relies on the support of the school counselor in order to maintain a viable unit. The school counselor's role includes helping students select courses and form a plan of study (Virginia Department of Education, 1994). JROTC Senior Instructor Colonel Carl Rydell (personal communication, September 3, 1996) has suggested that team building between JROTC instructors and school counselors increases the likelihood that school counselors might perceive the JROTC program more positively. The importance of the role of the school counselor was reiterated by two other JROTC instructors during pilot testing. For this reason, the interview protocol was developed to focus on perceptions school counselors have about their role in relation to JROTC, and their involvement in working with JROTC instructors (Appendix G). Thus, the interviews helped elaborate data on the four research questions of interest to this study.

Interviews were open-ended and the structure was predetermined by the investigator. The investigator probed answers. According to Ely (1984; cited in Ely, Anzul, Friedman, Garner & Steinmetz, 1995), the interviewer should know the areas to be explored and ensure that this occurs. The interviewer should provide focus, direction, be sensitive to clues, probe, question, and amalgamate statements. Interviews were conducted by telephone and were audio-taped with permission from the school counselor. One interview question (Tell me what you can about

the goals, objectives and purpose of JROTC) was removed from the protocol because of an interviewee's comment that it was redundant with the questionnaire.

Initially, the researcher intended to compare responses by school counselors for similarities and differences between those schools in which counselors have shown a relatively high level of agreement with the objectives of JROTC, and those which have shown a relatively high level of disagreement with JROTC objectives on the previous questionnaire. However, it was not possible to identify schools which had counselors who displayed disagreement with JROTC objectives.

Method of Analysis

All data were reported in summary form without reference to specific schools, school systems, or school personnel. Data analysis were relational and descriptive.

Section One. For Part A, the number of true and the number of false responses were summed across all respondents.

Section Two. For Part B, Likert-type scale responses were assigned a number for each category (e.g., 1 for strongly disagree, 2 for disagree, etc.). For ease of interpretation, as well as to make both scales compatible with each other for comparison purposes, responses were coded in the following manner:

<i>Beliefs</i>	Strongly Disagree			Strongly Agree	Don't Know
Original Value	1	2	3	4	DK
Recoded Value	-2	-1	+1	+2	0

<i>Attitudes</i>	Not Important			Very Important	
Original Value	1	2	3	4	5
Recoded Value	-2	-1	0	+1	+2

Means and standard deviations were computed over all respondents for items on each of the Likert-type scales. Internal-consistency reliability was computed using Cronbach's alpha. Using alpha, the estimated reliability for each of the measures of beliefs and attitudes was reported. Item-total correlations were computed for beliefs and for attitudes. The correlation between beliefs and attitudes was also computed (Pedhazur & Schmelkin, 1991).

Section Three. For Part C, the number of boxes checked in the first column and the number of boxes checked in the second column was summed across all respondents.

Section Four. For Part D, similarities and differences were determined among the open-ended responses. Commonalities among responses were coded as themes, and response frequencies were calculated.

Section Five. The data from Part E were reported in summary form without reference to the specific schools.

Interviews. Interview sites were selected based on a composite score for all counselors within each school who responded to the questionnaire. This composite score was determined for each school by averaging the Likert-type scale scores measuring beliefs and attitudes in Part B of the questionnaire. Since the scale ranged from -2 to +2, a higher composite score was defined as a positive score equal or closest to +2. Any score greater than 0 would signify some level of agreement with JROTC objectives. A low composite score was defined as one which was a negative score equal or closest to -2. Any score less than 0 would signify some level of disagreement with JROTC objectives. Thus, a higher composite score corresponded to a relatively high level of agreement with JROTC objectives, and lower composite score corresponded to a relatively high level of disagreement with JROTC objectives. The highest score possible was a +2 and the lowest score possible was a -2. In the case of a tie composite score between more than three schools, interview sites were determined by a random selection among the tied scores. Data from the interviews focused on similarities and differences between respondents. Commonalities among responses were grouped together as themes, and rates of response frequencies were calculated.

Chapter 4

RESULTS

Introduction

The purpose of the present chapter is to present and analyze data concerning the perceptions held by school counselors towards JROTC in Virginia public schools. Results from the questionnaire and follow-up interviews are presented.

Response Rates

A total of 48 school superintendents were contacted to request permission to survey school counselors in 88 high schools which offer JROTC as an elective. Of the 48 school division superintendents contacted, 37 replied yes, 4 replied no, 3 replied after the deadline, and 2 did not respond. Questionnaires were mailed out to 201 school counselors. A total of 140 questionnaires were returned, for a return rate of 69.7%. Fourteen of these questionnaires were returned after the deadline; thus data analysis is based on 126 returned questionnaires.

Results from the Questionnaire

Part E - Demographics

Part E of the questionnaire provided demographic data about the respondents' characteristics, as well as general information about the respondents' schools. The number of respondents varied for this section, since

some school counselors chose to leave this section blank, while others skipped questions.

A majority of the school counselors reported that they were female (69.4%). The average number of years employed as a school counselor at their present high school was 8.9 years, with a range from one week to 30 years. The average number of years they had been employed as a school counselor in any school which offered JROTC was 7.6 years, with a range from one month to 31 years. The number of years JROTC has been offered at the high school averaged 9.1 years with a range from one year to 30 years. The total number of students in JROTC averaged 120.8 students, and ranged from 20 students to 300 students. The total enrollment at each high school averaged 1369.9 students, and ranged from 279 students to 2850 students (see Table 1).

A majority of respondents were employed in a high school which offered Army JROTC (45.0%), followed by Navy JROTC (35.8%). Most respondents indicated that their school was located less than 30 miles from the nearest military installation (60.3%), followed by 14.7% who indicated that their high school was located over 150 miles away from the nearest military installation. Seventeen (13.6%) school counselors indicated that they had served in the military (see Table 2).

Only two counselors indicated that they had consulted with anyone while completing Part A, Part B, Part C, or Part D of the questionnaire. One counselor (0.8%) consulted with a JROTC instructor, and one counselor (0.8%) consulted with another counselor.

Table 1. Means and Ranges for Counselor Demographic Variables, Part E.

Variables	Mean	Low	High
Number of school counselors employed at the school (N=125)	4.1	1	9
Number of years employed as a school counselor at this high school (N=124)	8.9	1 week	30
Number of years employed as a school counselor in a school which offered JROTC (N=122)	7.6	1 month	31
Number of years JROTC has been offered at school (N=92)	9.1	1	30
Total number of students in JROTC (N=101)	120.8	20	300
Total Enrollment (N=119)	1369.9	279	2850

Table 2. Frequencies and Percentages for Counselor Demographic Variables, Part E.

Variables	Frequency	Percent
Gender (Number of Respondents (N) = 124)		
Female	86	69.4
Male	38	30.6
Military Branch (N = 120)		
Air Force	21	17.5
Army	54	45.0
Marine	2	1.7
Navy	43	35.8
Distance to the Nearest Military Installation (N = 120)		
Less than 30 miles	70	60.3
30 to 60 miles	10	8.6
60 to 100 miles	9	7.8
100 to 150 miles	10	8.6
Over 150 miles	17	14.7
Consulted with Anyone About Questionnaire (N = 123)		
No	121	98.4
Yes		
Any JROTC instructor	1	0.8
Another counselor	1	0.8
Other	0	0
Prior Military Experience (N = 125)		
Yes	17	13.6

Part A - Knowledge About JROTC and the Military

Part A of the questionnaire was aimed at answering research question 1: What knowledge do high school counselors have about the relationship between JROTC and the military? Five true statements about JROTC were presented. Respondents (N = 126) were asked to indicate whether the statement was true or false. The number of true and the number of false responses were summed across all respondents and converted into percentages (see Table 3). Statement number five, regarding the relationship between JROTC and advanced promotion upon enlistment or advanced placement in college ROTC, received the greatest number of incorrect false responses (15.9%). An additional 3.2% of respondents either indicated that they did not know, or skipped the question. This response rate was followed by statement number 1, in which 12.7% of respondents incorrectly circled false to the statement: *JROTC is not a recruitment program for the military*. Statement number 2 received the third highest number of incorrect false responses (8.7%) to the statement: *Although some graduating cadets pursue military training, the majority will not*. Statement 3 and statement 4 received 0.8% and 1.6% incorrect false responses, respectively.

Table 3. Percent of Counselors Indicating Whether the Statement About the Relationship Between JROTC and the Military is True or False, Part A.

ITEM	True	False
1. JROTC is not a recruitment program for the military.	87.3%	12.7%
2. Although some graduating cadets pursue military training, the majority will not.	91.3%	8.7%
3. Participation in JROTC incurs no military obligation.	99.2%	0.8%
4. JROTC is not intended to apply pressure to students to join the military.	98.4%	1.6%
5. For students who choose to enter the military, JROTC earns them advanced promotion upon enlistment or advanced placement in college ROTC.	81.0%	15.9%

Part B - Beliefs and Attitudes About JROTC

Items in Part B of the questionnaire were designed to answer research question 2: What are the school counselors beliefs and attitudes about JROTC's benefits to students in their schools? This section of the questionnaire contained 30 Likert-type scale questions. Respondents were asked to rate each stem item on two scales: one assessing belief, the other assessing attitude.

Mean and Standard Deviations - Part B

Mean and standard deviations for both scales can be seen in Table 4.

Beliefs. The highest mean rating for belief items occurred on three separate statements: 3. *Students in JROTC are trained to work as team members*; 14. *JROTC instills teamwork*; and 21. *JROTC teaches the principles that underlie good citizenship*. Additionally, five statements received the next highest mean rating (1.7): 1. *JROTC students are taught self-discipline skills*; 2. *JROTC students develop leadership skills*; 12. *JROTC instills responsibility*; 15. *JROTC provides extracurricular activities that build a student's self-confidence*; and 29. *Students in JROTC gain an understanding of the importance of high school graduation to a successful future*.

Table 4. Counselor Ratings for Beliefs and Attitudes About JROTC, Part B.

ITEM	Belief		Attitude	
	Mean	Standard Deviation	Mean	Standard Deviation
Students in JROTC:				
1. are taught self-discipline skills	1.7	0.7	1.8	0.5
2. develop leadership skills	1.7	0.7	1.7	0.6
3. are trained to work as team members	1.8	0.4	1.7	0.5
4. are trained to make decisions	1.6	0.7	1.6	0.7
5. are trained to motivate themselves and others	1.6	0.6	1.4	0.8
JROTC:				
6. is a valuable addition to any student's educational program	1.2	1.0	0.7	1.0
7. motivates students to learn in all their classes	0.9	1.1	1.0	1.0
8. fosters a disciplined and constructive learning environment in JROTC classes	1.5	0.7	1.3	0.7
9. fosters a disciplined and constructive learning environment throughout the school	1.0	1.1	1.1	1.0
10. instills time management skills	1.2	0.9	1.2	0.8
11. instills planning and organizing skills	1.3	0.9	1.3	0.8
12. instills responsibility	1.7	0.6	1.7	0.6
13. instills goal setting skills	1.5	0.9	1.5	0.7
14. instills teamwork	1.8	0.5	1.6	0.6
15. provides extracurricular activities that build a student's self-confidence	1.7	0.6	1.5	0.7

table continues next page

Note. Coded scores were: -2, -1, 0, +1, +2

ITEM	Belief		Attitude	
	Mean	Standard Deviation	Mean	Standard Deviation
16. enhances the student's involvement with peers	1.3	0.8	1.2	0.8
17. enhances the student's involvement with the school	1.3	0.9	1.2	0.8
18. enhances the student's involvement with the community	1.0	1.0	1.0	0.9
19. helps students compete for ROTC scholarships	1.3	0.9	1.0	0.9
20. positions qualified students advantageously to win appointments to one of the military service academies	0.8	1.2	0.7	1.0
21. teaches the principles that underlie good citizenship	1.8	0.5	1.6	0.7
22. provides practical experience in leadership skills with the ability to live and work with others	1.5	0.7	1.5	0.8
23. teaches the ability to think logically and communicate effectively both orally and in writing	1.1	0.9	1.3	0.8
Students in JROTC:				
24. gain an appreciation of the importance of physical fitness in maintaining good health	1.4	0.8	1.3	0.8
25. gain knowledge of the dangers of substance abuse	0.9	1.0	1.3	0.9
26. develop techniques for resisting pressures to try drugs	0.8	0.9	1.3	0.8
27. develop mental management techniques including goal setting, visualization, and positive self-talk	1.1	0.9	1.1	0.8
28. gain knowledge of educational and vocational opportunities	1.3	0.8	1.3	0.8
29. gain an understanding of the importance of high school graduation to a successful future	1.7	0.5	1.7	0.6
30. become familiar with the history, purpose, and structure of the military service	1.6	0.7	1.0	1.0

The lowest mean rating for beliefs (0.8) occurred on the following two stem items: 20. *JROTC positions qualified students advantageously to win appointments to one of the military service academies*; and 26. *Students in JROTC develop techniques for resisting pressures to try drugs*. Additionally, two other statements averaged a rating of 0.9: 7. *JROTC motivates students to learn in all of their classes*; and 25. *Students in JROTC gain knowledge of the dangers of substance abuse*.

Attitudes. The highest mean rating for attitude (1.8) occurred on one statement: 1. *Students in JROTC are taught self-discipline skills*. Additionally, 4 statements were rated 1.7: 2. *Students in JROTC develop leadership skills*; 3. *Students in JROTC are trained to work as team members*; 12. *JROTC instills responsibility*; and 29. *Students in JROTC gain an understanding of the importance of high school graduation to a successful future*.

The lowest mean rating for attitude (0.7) occurred on two statements: 6. *JROTC is a valuable addition to any student's educational program*; and 20. *JROTC positions qualified students advantageously to win appointments to one of the military service academies*. The next lowest mean rating for attitude (1.0) occurred on the following four items: 7. *JROTC motivates students to learn in all their classes*; 18. *JROTC enhances the student's involvement with the community*; 19. *Helps students compete for ROTC scholarships*; and 30. *Students in JROTC become familiar with the history, purpose, and structure of the military service*.

Frequency of Responses - Part B

Beliefs. The percent of counselors selecting each rating for belief items can be seen in Table 5. Most counselors (84.5%) strongly agreed with the statement: 3. *Students in JROTC are trained to work as team members.* Other statements which most counselors strongly agreed were: 2. *Students in JROTC develop leadership skills* (82.1%); 14. *JROTC instills teamwork* (80.5%); 21. *JROTC teaches the principles that underlie good citizenship* (78.1%); and 15. *Provides extracurricular activities that build a student's self-confidence* (78.0%). The highest percent of "Don't Know" responses was recorded on the following statements: 26. *Students in JROTC develop techniques for resisting pressures to try drugs* (35.8%); 25. *Students in JROTC gain knowledge of the dangers of substance abuse* (28.5%); and 27. *Students in JROTC develop mental management techniques including goal setting, visualization, and positive self-talk* (21.1%). More counselors (19.6%) disagreed with statement number 20 than any other statement: 20. *JROTC positions qualified students advantageously to win appointments to one of the military service academies.* Many school counselors also disagreed with the following two statements: 7. *JROTC motivates students to learn in all their classes* (17.9%); and 9. *JROTC fosters a disciplined and constructive learning environment throughout the school* (16.3%).

Table 5. Percent of Counselors Selecting each Rating for Beliefs About JROTC, Part B.

ITEM	Strongly Disagree		Strongly Agree		Don't Know
	1	2	3	4	DK
Students in JROTC:					
1. are taught self-discipline skills	1.6	0.8	20.3	75.6	1.6
2. develop leadership skills	2.4	0.8	13.8	82.1	0.8
3. are trained to work as team members	0	0	15.5	84.5	0
4. are trained to make decisions	0	3.3	30.0	65.0	1.6
5. are trained to motivate themselves and others	0	1.6	33.3	62.6	2.4
JROTC:					
6. is a valuable addition to any student's educational program	1.6	9.8	37.4	47.2	4.0
7. motivates students to learn in all their classes	3.3	14.6	41.5	35.8	4.9
8. fosters a disciplined and constructive learning environment in JROTC classes	0	2.4	31.7	61.8	4.1
9. fosters a disciplined and constructive learning environment throughout the school	3.3	13.0	36.6	39.8	7.3
10. instills time management skills	0	10.6	44.7	40.7	4.1
11. instills planning and organizing skills	0	7.3	36.6	52.9	3.3
12. instills responsibility	0	1.6	23.6	74.8	0
13. instills goal setting skills	0	7.3	27.6	62.6	2.4
14. instills teamwork	0	1.6	7.9	80.5	0
15. provides extracurricular activities that build a student's self-confidence	0	2.4	17.0	78.0	2.4

table continues next page

ITEM	Strongly Disagree		Strongly Agree		Don't Know
	1	2	3	4	DK
16. enhances the student's involvement with peers	0.8	4.1	42.3	47.2	5.7
17. enhances the student's involvement with the school	0.8	7.3	42.3	47.2	2.4
18. enhances the student's involvement with the community	0.8	9.8	45.5	35.0	8.9
19. helps students compete for ROTC scholarships	0.8	6.5	42.3	47.2	3.3
20. positions qualified students advantageously to win appointments to one of the military service academies	4.9	14.7	34.2	35.8	10.6
21. teaches the principles that underlie good citizenship	0	0.8	20.3	78.1	0.8
22. provides practical experience in leadership skills with the ability to live and work with others	0	3.3	29.3	63.4	4.1
23. teaches the ability to think logically and communicate effectively both orally and in writing	0.8	6.5	46.3	38.2	0.8
Students in JROTC:					
24. gain an appreciation of the importance of physical fitness in maintaining good health	0.8	4.1	32.5	56.9	5.7
25. gain knowledge of the dangers of substance abuse	0	7.3	27.7	36.6	28.5
26. develop techniques for resisting pressures to try drugs	0.8	4.9	28.5	30.1	35.8
27. develop mental management techniques including goal setting, visualization, and positive self-talk	0	4.1	39.0	35.8	21.1
28. gain knowledge of educational and vocational opportunities	0	4.9	39.0	45.5	10.6
29. gain an understanding of the importance of high school graduation to a successful future	0	0.8	22.0	75.6	1.6
30. become familiar with the history, purpose, and structure of the military service	0	1.6	24.4	68.3	5.7

Attitudes. The percent of counselors selecting each rating for attitude items can be seen in Table 6. Most counselors (80.3) rated as very important item number 1. *Students in JROTC are taught self-discipline skills.* Other statements rated as very important by most counselors were: 2. *Students in JROTC develop leadership skills* (76.9); 3. *Students in JROTC are trained to work as team members* (75.2%); 29. *Students in JROTC gain an understanding of the importance of high school graduation to a successful future* (72.7%); and 21. *JROTC teaches the principles that underlie good citizenship* (71.8%). The top three highest number of neutral responses (3) were recorded on the following statements: 20. *JROTC positions qualified students advantageously to win appointments to one of the military service academies* (36.8%); 6. *JROTC is a valuable addition to any student's educational program* (31.6); 19.

JROTC helps students compete for ROTC scholarships (27.4%); and 30. *Students in JROTC become familiar with the history, purpose, and structure of the military service.* More counselors (10.7%) indicated that statement 6 was not important, at least to some degree: *JROTC is a valuable addition to any student's educational program.* Many counselors (9.4%) also indicated that statement 20 was also, to some degree, not important: *JROTC positions qualified students advantageously to win appointments to one of the military service academies.*

Table 6. Percent of Counselors Selecting each Rating for Attitudes About JROTC, Part B

ITEM	Not Important		Very Important		
	1	2	3	4	5
Students in JROTC:					
1. are taught self-discipline skills	0	0	4.3	15.4	80.3
2. develop leadership skills	0	0.9	3.4	18.8	76.9
3. are trained to work as team members	0	0	4.3	20.5	75.2
4. are trained to make decisions	0	1.7	6.8	22.2	69.2
5. are trained to motivate themselves and others	0	2.6	11.1	25.6	60.7
JROTC:					
6. is a valuable addition to any student's educational program	3.4	6.8	31.6	30.8	27.4
7. motivates students to learn in all their classes	0.9	5.1	23.1	32.5	38.5
8. fosters a disciplined and constructive learning environment in JROTC classes	0	1.7	10.3	43.6	44.4
9. fosters a disciplined and constructive learning environment throughout the school	0	1.7	4.3	22.2	29.9
10. instills time management skills	0	2.6	16.2	36.8	44.4
11. instills planning and organizing skills	0	2.6	12.8	35.0	49.6
12. instills responsibility	0	0.9	4.3	21.4	73.5
13. instills goal setting skills	0	0.9	7.7	34.2	57.3
14. instills teamwork	0	0.9	6.0	24.8	68.4
15. provides extracurricular activities that build a student's self-confidence	0	0	12.0	24.8	63.3

table continues next page

ITEM	Not Important			Very Important	
	1	2	3	4	5
16. enhances the student's involvement with peers	0	1.7	18.8	37.6	41.9
17. enhances the student's involvement with the school	0	1.7	21.4	35.0	41.9
18. enhances the student's involvement with the community	0.9	2.6	25.6	36.8	34.2
19. helps students compete for ROTC scholarships	0	3.4	27.4	33.3	35.9
20. positions qualified students advantageously to win appointments to one of the military service academies	0	9.4	36.8	25.6	28.2
21. teaches the principles that underlie good citizenship	0	0.9	7.7	19.7	71.8
22. provides practical experience in leadership skills with the ability to live and work with others	0	3.4	7.7	27.4	61.5
23. teaches the ability to think logically and communicate effectively both orally and in writing	0.9	0.9	13.7	34.2	50.4
Students in JROTC:					
24. gain an appreciation of the importance of physical fitness in maintaining good health	0	2.6	14.5	34.2	48.7
25. gain knowledge of the dangers of substance abuse	0	2.6	18.8	22.2	56.4
26. develop techniques for resisting pressures to try drugs	0	0.9	21.4	29.1	48.7
27. develop mental management techniques including goal setting, visualization, and positive self-talk	0	1.7	25.6	34.2	38.5
28. gain knowledge of educational and vocational opportunities	0	0.9	15.4	34.2	49.6
29. gain an understanding of the importance of high school graduation to a successful future	0	0	6.0	21.4	72.7
30. become familiar with the history, purpose, and structure of the military service	0	6.0	27.4	28.2	38.5

Correlations

The total correlation between the two scales, beliefs and attitudes, was calculated to be .652. Coefficient alpha for beliefs was $\alpha = .93$; coefficient alpha for attitude items was $\alpha = .95$. Item-total correlations were conducted for each item on each scale (see Table 7).

Beliefs. For the belief scale, the following items were the most highly correlated with the total score: 11. *JROTC instills planning and organizing skills* (.757); 10. *JROTC instills time management skills* (.715); 13. *JROTC instills goal setting skills* (.725); 22. *JROTC provides practical experience in leadership skills with the ability to live and work with others* (.742); and 23. *JROTC teaches the ability to think logically and communicate effectively both orally and in writing* (.717). The following belief items were least correlated with the total score: 30. *Students in JROTC become familiar with the history, purpose, and structure of the military service* (.371); 3. *Students in JROTC are trained to work as team members* (.423); 2. *Students in JROTC develop leadership skills* (.438); 28. *Students in JROTC gain knowledge of educational and vocational opportunities* (.446); 14. *JROTC instills teamwork* (.452); and 6. *JROTC is a valuable addition to any students educational program* (.465).

Table 7. Item-Total Correlations for Belief and Attitude Items, Part B

ITEM	Item-Total Correlation (Belief)	Item-Total Correlation (Attitude)
Students in JROTC:		
1. are taught self-discipline skills	.542	.624
2. develop leadership skills	.438	.676
3. are trained to work as team members	.423	.653
4. are trained to make decisions	.638	.671
5. are trained to motivate themselves and others	.666	.713
JROTC:		
6. is a valuable addition to any student's educational program	.465	.389
7. motivates students to learn in all their classes	.650	.621
8. fosters a disciplined and constructive learning environment in JROTC classes	.635	.745
9. fosters a disciplined and constructive learning environment throughout the school	.685	.645
10. instills time management skills	.715	.715
11. instills planning and organizing skills	.757	.725
12. instills responsibility	.677	.717
13. instills goal setting skills	.725	.717
14. instills teamwork	.452	.698
15. provides extracurricular activities that build a student's self-confidence	.545	.607

table continues next page

ITEM	Item-Total Correlation (Belief)	Item-Total Correlation (Attitude)
16. enhances the student's involvement with peers	.666	.727
17. enhances the student's involvement with the school	.609	.709
18. enhances the student's involvement with the community	.593	.698
19. helps students compete for ROTC scholarships	.581	.608
20. positions qualified students advantageously to win appointments to one of the military service academies	.513	.638
21. teaches the principles that underlie good citizenship	.502	.622
22. provides practical experience in leadership skills with the ability to live and work with others	.742	.789
23. teaches the ability to think logically and communicate effectively both orally and in writing	.717	.743
Students in JROTC:		
24. gain an appreciation of the importance of physical fitness in maintaining good health	.669	.790
25. gain knowledge of the dangers of substance abuse	.610	.582
26. develop techniques for resisting pressures to try drugs	.505	.562
27. develop mental management techniques including goal setting, visualization, and positive self-talk	.510	.562
28. gain knowledge of educational and vocational opportunities	.446	.583
29. gain an understanding of the importance of high school graduation to a successful future	.566	.524
30. become familiar with the history, purpose, and structure of the military service	.371	.438

Attitudes. For the attitude scale, the following items were most highly correlated with the total score: 24. *Students in JROTC gain an appreciation of the importance of physical fitness in maintaining good health (.790)*; 5. *Students in JROTC are trained to motivate themselves and others (.713)*; 8. *JROTC fosters a disciplined and constructive learning environment in JROTC classes (.745)*; 10. *JROTC instills time management skills (.715)*; 11. *JROTC instills planning and organizing skills (.725)*; 12. *JROTC instills responsibility (.717)*; 13. *JROTC instills goal setting skills (.717)*; 17. *JROTC enhances the student's involvement with the school (.709)*; 22. *JROTC provides practical experience in leadership skills with the ability to live and work with others (.789)*; and 23. *JROTC teaches the ability to think logically and communicate effectively both orally and in writing (.743)*. The following belief items were least correlated with the total score: 6. *JROTC is a valuable addition to any student's educational program (.389)*; and 30. *Students in JROTC become familiar with the history, purpose, and structure of the military service (.438)*.

Part C - Checklist of Student Characteristics

Part C of the questionnaire was designed to answer research question 3: To what extent do school counselors recommend JROTC to students assigned to them? For this section, the number of boxes checked in the first column were summed across all respondents (N = 125) and converted into percentage of respondents. Likewise, the number of boxes checked in the second column was summed across all respondents and converted into a percent in relation to the number of persons who had checked the first box on the same item (see Table 8).

Table 8. Percent of Counselors Who Work with and Would Recommend JROTC to their Students, Part C.

STUDENT CHARACTERISTICS	Work With:	Would Recommend JROTC:
A. Are in a Regular Diploma Program	100 %	99.2%
B. Are in the Advanced Studies Program	99.2%	96.0%
C. Are in Special Education	98.4%	83.7%
D. Are in band	97.6%	82.0%
E. Have no interest in entering the military	100 %	68.8%
F. Are participating in an "At-Risk" Program	91.2%	89.5%
G. Are defined as "At-Risk", but not in a program	93.6%	91.5%
H. Are a member of a minority	97.6%	95.9%
I. Have a large number of discipline referrals	95.2%	79.0%
J. Have poor attendance rates	96.0%	70.0%
K. Plan on attending a four year college or university	99.2%	94.4%
L. Plan on pursuing a technical career	98.4%	95.1%
M. Are not planning on attending any form of postsecondary education	98.4%	95.9%
N. Have GPA's above 3.5	97.6%	91.0%
O. Have GPA's between 3.0 and 3.5	99.2%	96.8%
P. Have GPA's between 2.0 and 3.0	99.2%	98.4%
Q. Have GPA's below 2.0	99.2%	91.9%
R. Are not United States citizens	65.6%	62.2%
S. Have a physical disability	87.2%	45.0%
T. Have been in trouble with juvenile authorities	94.4%	80.5%
U. Speak a second language	84.0%	85.7%
V. Are female	100 %	99.2%
W. Participate in extra-curricular team sports	100 %	94.4%
X. Are a member of the student council	96.0%	96.7%

Work with. In the first column, respondents were asked to indicate the characteristics of students with whom they worked. Response frequencies for column one ranged from 65.6% to 100%. All respondents (100%) indicated that they worked with students with the following characteristics: A. *Are in a Regular Diploma Program*; E. *Have no interest in entering the military*; V. *Are female*; and W. *Participate in extra-curricular team sports*. The lowest frequency of response (65.6%) was associated with stem R: *Are not United States citizens*. The next lowest response rates occurred for the following student characteristics: U. *Speak a second language* (84.0%); and S. *Have a physical disability* (87.2%). All other stem items had response frequencies which ranged from 91.2% to 99.2%.

Would recommend JROTC. In the second column, respondents were asked to indicate if they both worked with students who fit the stated characteristic and for whom they would recommend JROTC. Response frequencies in the second column ranged from 45.0% to 99.2%. The highest response frequencies (95.0% or greater) occurred on the following student characteristics: A. *Are in a Regular Diploma Program* (99.2%); V. *Are female* (99.2%); P. *Have GPA's between 2.0 and 3.0* (98.4%); O. *Have GPA's between 3.0 and 3.5* (96.8%); X. *Are a member of the student council* (96.7%); B. *Are in the Advanced Studies Program* (96.0%); H. *Are a member of a minority* (95.9%); M. *Are not planning on attending any form of postsecondary education* (95.9%); and L. *Plan on pursuing a technical career* (95.1%). Response frequencies in the second column were lowest for the following student characteristics: S. *Have a physical disability* (45.0%); R. *Are not United*

States citizens (62.2%); E. Have no interest in entering the military (68.8%); and J. Have poor attendance rates (70.0%). All other stem items had response frequencies which ranged from 79.0% to 94.4%.

Part D - Open-Ended Responses

Part D of the questionnaire addressed research question 4: For which students do school counselors think JROTC is an appropriate elective? This section contained three open-ended questions: 1) In your opinion, what are the characteristics of students for whom JROTC is most beneficial? why?; 2) In your opinion, for which students is JROTC not a feasible elective? why?; and 3) Other comments about any aspect of JROTC at your school. Data from each of these questions are described below along with sample responses from school counselors.

Question 1. In your opinion, what are the characteristics of students for whom JROTC is most beneficial? Why?

There were 105 responses to question number 1. Categories and frequency of responses are shown in Table 9. Responses with the greatest frequency of responses occurred for students who: 1) are interested in entering the military; 2) need leadership skills or want to exercise leadership roles; 3) need discipline or self-discipline; 4) desire or need structure; and 5) are low in self-esteem.

Table 9. Frequency of Responses for Common Themes About Characteristics of Students for Whom JROTC is Most Beneficial, Part D.

ITEM	Frequency of Responses
Interested in entering the military	26
Need leadership skills or want to exercise leadership	25
Need discipline or self-discipline	24
Desire or need structure	24
Low in self-esteem	12

Military Interests. The most frequently mentioned student characteristic, appearing in 26 counselor responses, was interest in the military. Comments from school counselors included references to entering the military directly after high school, pursuing a military career after college, and entering a military academy:

Those students who are goal oriented and they have decided that they want a military career.

Students with a desire to enter the military or military academy.

Those who either are interested in entering the military after high school or who do not plan on further education after high school. The classes are set up as a beginner station to prepare for a military life style and these groups are most likely to enter the military.

Students from military families who get along with and/or admire their parents. Any student who may be thinking of a military career is given the opportunity to gain military experience in JROTC and is then better able to determine if it is for him or her.

Those contemplating enlisting in the military due to enlistment, promotion incentives. Some college bound students needing an incentive for ROTC college programs.

Leadership. Twenty-five school counselors stated that students who are either lacking in leadership abilities, or who need an opportunity to practice leadership skills would benefit most from JROTC:

Many JROTC students are average students as far as ability and social standing. They are students who are not in "student positions" based on student elections/selections. Many are shy, introverted students. JROTC has proven to be beneficial to these types of students because they get to lead....

Those students who have not had leadership opportunities or many occasions for recognition.

Students with average skills and no prior record of leadership often become more self-confident and emerge as JROTC leaders.

Those who are already goal oriented and serious can learn leadership skills and be role models for others.

Students who are quiet and need an opportunity to command. These are potential leaders who usually allow the loudest kids to be the leader.

Students from the inner city who need opportunities to experience leadership....Regular students who want to exercise leadership....

Discipline. Many counselors (24) mentioned that students who are lacking in discipline or self-discipline would benefit most from JROTC:

[JROTC] seems to benefit the students requiring discipline actions at and above the average rate.

Students seeking self-discipline and motivation do well in JROTC.

Structure. Twenty-four school counselors also said that students who desire structure, or need structure in their lives benefit from JROTC:

The structure, individual attention and opportunities for success motivate those students most often lost in more traditional classroom settings.

Students who don't have a structured home life seem to really enjoy the program.

Those students who have no idea what they want to do, and they need some structure and assistance in setting goals for themselves.

Students who need structure to help them get things in order.

Students who like structure....Some students who need structure find it in JROTC and do well....

Self-esteem. Twelve school counselors reported that students with low self-esteem benefit most from JROTC:

It has been my experience to witness students gain a self-esteem that they had never had before.

I've seen great improvement in youngsters who have enrolled in terms of self-esteem....

Question 2. In your opinion, for which students is JROTC not a feasible or appropriate elective? Why?

There were a total of 85 school counselors who responded to question 2. Categories and frequency of responses are shown in Table 10. The greatest frequency of responses occurred for students who: 1) are physically, mentally, or emotionally disabled; 2) are in an academically challenging program; 3) have excessive absences or tardies; 4) are discipline problems; 5) have no respect for authority; and 6) are nonconformists.

Disabilities. Nineteen school counselors responded that JROTC any not be appropriate or feasible for students who have either a physical, mental or emotional handicap. Of these 19 counselors, 14 specifically referred to physical limitations:

The physical requirements of JROTC would make the course inappropriate for some students with physical disabilities.

Table 10. Frequency of Responses for Common Themes about for Which Students JROTC is Not a Feasible or Appropriate Elective , Part D.

ITEM	Frequency of Responses
Physically, mentally, or emotionally disabled	19
In an academically challenging program of studies	18
Have excessive absences or tardies	13
Are discipline problems	10
Have no respect for authority	10

Severe learning or physical or emotional disabilities because of the structure of the program and the guidelines they have to follow.

It is my opinion that students with severe physical limitations not take JROTC as an elective in high school. Also students with severe emotional problems should be screened closely to determine the appropriate placement. The reason I think these two groups should be screened is because of the physical activity required for JROTC program. Also students with emotional difficulties may not be prepared to deal with peers who might be in leadership positions.

Academics. Eighteen school counselors said that JROTC may not be a feasible or appropriate elective for students in an advanced academic program. Fifteen of these responses referred to the lack of time and flexibility in these student's schedules. An additional four of these responses referred to the lack of interest shown by these students:

It is feasible for all students, but we need more periods in the day for college bound students to be able to fit it in with all their required electives, i.e., foreign language, advanced sciences, etc..

Students who are aiming for admittance to the top competitive colleges. [They] must enroll in as many academically challenging courses as possible. Many of these colleges do not look favorably on this type of elective.

The student that has planned and prepared himself academically will not pursue JROTC. Their parents are looking at the colleges and universities that are offering awards or scholarships that will fulfill their dreams and aspirations for their child. In my opinion, this program is not considered by this caliber of student. This is based on the previous and current students that are in the JROTC program here.

Students who have excessive course loads and extracurricular activities. If a student needs to take 5 academic courses and is in band, he or she may find it difficult to fit it into their schedule. Sometimes a student has to make choices between programs.

Attendance. Thirteen school counselors stated that JROTC may not be feasible or appropriate for students with excessive absences or tardies:

If the program cannot improve the attendance during the first grading period, then students would not be appropriately placed in JROTC for their absences hinders class teamwork and "breaks down" the structure of classroom platoons, etc.

Discipline Problems. Ten school counselors stated that JROTC may not be appropriate for students who are discipline problems:

Students who are continual discipline problems can and are sometimes withdrawn from JROTC when behavior interferes with the leadership and team skills being taught and when they cannot be motivated to improve personal matters.

Respect. Ten counselors reported that JROTC may not be appropriate for students who demonstrate a lack of respect for authority:

Students who resist authority and refuse to follow rules or compromise to solve problems. The military demands obedience of rules and the ability to accept and respond to the authority of others, higher in ranks.

Nonconformists. Ten school counselors said that JROTC may not be appropriate for students who are nonconformist:

I don't recommend students who have a unique dressing style or hair style (long hair) to JROTC because it involves them having to make adjustments to their appearance.

JROTC is probably not a good choice for students who tend to be nonconformists, who prefer to wear their hair their way, etc..

Question 3. Below you will find space to provide other comments and feelings about any aspect of JROTC at your school. Please feel free to make either positive or negative comments about the program.

There were 92 responses to question 3. Ninety one responses contained positive statements about the JROTC program. Categories and frequency of responses are shown in Table 11. Among the most popular themes which emerged were: 1) benefits to students; 2) instructors; 3) benefits to the school; and 4) miscellaneous concerns.

Benefits to students. Twenty-nine school counselors stated that they had witnessed benefits to students who have participated in the JROTC program at their school.

The JROTC program has "turned around" the lives of several students who would have dropped out of school by now if they had not been involved in this program. These students clearly demonstrate improved leadership, teamwork and academic skills.

JROTC has enhanced many students self-esteem, promoted leadership skills, motivated students to be better citizens, provided a positive assistance in school discipline, taught the student body military courtesy, and has cooperated with all other academic departments and assisted with extracurricular activities.

I think the program has helped quite a few students. It has given them a place to stand out and shine. Its made a difference in how they see themselves and how they're seen by others.

Table 11. Frequency of Responses for Common Themes about Any Aspect of JROTC, Part D.

ITEM	Frequency of Responses
Benefits to Students	29
JROTC Instructors	28
Benefits to the School	27
Concerns About the JROTC Program	14

These young men and women learn discipline, leadership, teamwork and a sense of self. I think every student should experience a JROTC program for at least one semester in high school.

It has enhanced our school program and given many of our students a great sense of belonging to a special group. It has given many marginal students a second chance by fostering self-discipline and getting them focused on school and their futures.

Instructors. Twenty-eight school counselors used this question to mention something about the instructors of the program. Twenty-seven of these responses contained positive statements and one response included a negative statement about JROTC instructors:

The personal interest of the instructors: a) fostered positive relationships with parents and community, b) provided more opportunities for more students to become involved in civic affairs and fraternal organizations, c) provided ROTC scholarship information for cadets, d) provided competitive events with other schools and among peers, e) provided field trips and travel to military installations and college/universities with ROTC programs, f) provided resource persons as classroom speakers.

The instructors personality greatly determines whether students want to participate.

Our program has excellent leadership. The teachers are well respected and this rubs off on the students.

I have to commend the JROTC instructors who in the past two years have built the program from 98 to 160+ students.

We have the best teachers for this program. They do an excellent job with our students in JROTC.

My extremely positive view of JROTC reflects the excellence and seriousness of purpose of our JROTC instructors.

We have two very strong role models for teachers who care about the students and the effectiveness of the program.

Is not very disciplined in their instruction other than drilling.

Benefits to school. Twenty-seven school counselors stated that the JROTC program enhances the school environment and curriculum offerings:

JROTC is a vital part of the educational program which makes a positive difference in the lives of students.

JROTC has been a very positive elective at my high school. It has afforded many students the opportunity of a career after high school rather than going to college first.

Given students an opportunity to develop and demonstrate leadership skills they would never either try or would not develop in other subjects and school activities.

It has been a positive addition to our school and has improved morale and school spirit among many.

I feel that the JROTC program has benefited the entire student body because of the improved spirit the JROTC program has promoted by giving many students the feeling that they belong. I have been pleasantly surprised at the positive impact the JROTC program has had on our school in only its third year of existence.

This program has done great things for our school environment.

Concerns. Fourteen school counselors made statements expressing concern over one or more aspects of the JROTC program:

I would like to see our program more racially balanced. Currently, it is heavily African American.

Our program is perceived as a black experience. Very few of our white students participate.

The only problem I see is that JROTC does not want and will not work well with "troublemakers". These students probably need the JROTC experience the most.

It is very difficult to convince higher level students to enroll in JROTC.

We have a good program. We could have a great program if a higher caliber student could be recruited. Prospective ROTC scholarship candidates do not take JROTC due to scheduling problems- demands of a college prep curriculum.

My only concern is that JROTC remains an elective and never becomes a requirement for students. It is very important that the military and its philosophy should be a choice to learn and understand and not be forced on as a mandatory way of life.

JROTC can be a very excellent program. However, the leadership is critical to the success of the program. Poor leaders can destroy a program.

The students who are in it love it, but it is not for everyone.

Back Cover Comments: Is there anything else you would like to tell us about your perceptions of JROTC? If so, please use this space for that purpose.

Sixteen school counselors made comments on the back cover. Five school counselors commented on the worthiness of the program and stated that they would recommend the program to other schools. Four school counselors said they thought the program was great or excellent. Six school counselors had other statements:

If run properly JROTC can be a super character building course that develops leadership skills and creates better citizens. However, in my setting, that is not the case. Our teachers do not like to have JROTC students in their classes.

Our JROTC program is designed to provide: study skills , organization skills, skills in following directions, reading maps, strength in resisting peer pressure (to participate in activities that do not promote positive growth); positive values are instilled; goal setting and coping skills to deal with obstacles that may interfere with reaching goals are included; responsibility to oneself and to the team is stressed; Instructors provide

after school time for cadets to practice drills but also to make time to "listen" to students and their problems and to assist with "tutoring" if a student seeks it; Instructors work closely with teachers and counselors of the cadets....Sometimes I feel that the work the instructors do with our cadets is an extension of the Guidance and Counseling Services Department.

I would like to see the personnel in the JROTC program be involved in morning and afternoon tutoring.

We've had a JROTC student to place in national competition.

We started a JROTC program and had a big response. However, the original leader was not good and he killed the program.

I was skeptical of the JROTC program until I saw the success of ours. These kids are getting valuable skills and they take pride in what they are doing.

Interviews

Three school sites within which counselors indicated a high level of agreement with JROTC objectives were selected. The Director of Guidance at each of these schools was interviewed.

In your opinion what is the role of the school counselor in relation to JROTC?

At this school, what role does the school counselor play in helping students select JROTC as an elective?

All three counselors said that students tend to choose JROTC on their own. Students are introduced to JROTC as early as middle school, when JROTC

instructors visit their classrooms. Other students are influenced by peers who take JROTC.

We're such a small school that it's pretty clear in terms of a lot of the things that the program does. A lot of students tend to get influenced by the mere fact of the visibility of it, as well as their peers being in it.

Our JROTC folks go to the middle school and recruit, they put on performances. They make themselves visible to the community and to the students.

There are times, however, when the school counselors will make recommendations or encourage certain students to take JROTC. Two counselors reported that they try to insure a "good match" between the student's characteristics and what JROTC can offer them in terms of benefits. Implicit in their statements was the idea that the JROTC program may offer specific benefits which correspond to a student's needs. This process is carried out on an individual basis:

Making the right match for the student because there are a number of students here that I think benefit from it, some that need help with whether it be discipline issues, or whether it be getting a focus.

We recommend it just like we do all electives. If we saw a need in a student for something that JROTC could offer them, like self-discipline, we would recommend it.

In what way, if any, do you interact with the JROTC instructors at this school?

All three school counselors had interactions with JROTC instructors. Most interactions tended to be informal and based on individual cases. Counselors said they often consult with JROTC instructors about JROTC students. Interactions were described as positive and collaboration often proved to be effective in helping students overcome difficulties.

If students are having particular issues in the class, I talk to the instructors about it. They're very involved in the school so I'd say if they have any questions about a student they will tend to call me right away. I do hear from them a lot.

We don't meet on an organized basis, but we're talking all the time. We have great communication with the two men in the program that lead our young people. The four counselors here work hand in hand with them. A lot of times if we're having trouble with a student in another area [discipline, tardies, absences]...if it happens to be a youngster who is in the JROTC program, we have that little leverage, because we can go to the First Sergeant or the Colonel and say will you help us with this, and they do.

Two counselors said that they interacted with JROTC instructors when scheduling concerns presented themselves. School counselors said that the JROTC instructors are very invested in making sure that they have enough students for a viable program:

They're certainly very influential in terms of making sure that they can get as many students in their program as possible. Certainly, during the summer time last year, we became very good buddies [counselor laughs].

Do you have any additional comments about the relationship between school counseling and JROTC?

All three school counselors mentioned that they had found similarities between school counseling and JROTC. Similarities mentioned included: 1) helping ninth graders transition into high school; 2) motivating students; 3) postsecondary planning; 4) preparing students for college; 5) career assessment; and 6) goals and objectives of the program.

We have a transition program that helps with the transition of young people from our middle school to the high school, before they get into the ninth grade. The military folks play a big hand in making that transition happen.

It never comes across that it's a place for preparation for the military, but more so just in terms of helping students figure out what they want to do.

A lot of times they help in counseling, they talk to kids about getting their grades up.

High Level of Disagreement Interviews

It was the intent of this researcher to conduct interviews with three school counselors who showed a relatively high level of disagreement with the objectives of JROTC. However, two schools or individuals who rated the JROTC program low on Part B of the questionnaire, or who made negative comments in the open-ended questions could not be identified. The demographic question relating to the name of the high school was skipped by these respondents. In another case, where one school counselor at the school showed disagreement,

other counselors at the same school gave the program the highest possible rating. This inconsistency within the school resulted in a relatively positive composite score. Therefore, no high disagreement interviews were conducted.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Introduction

The purpose of this study was to examine the perceptions of school counselors towards JROTC in Virginia public schools. This chapter contains a summary of the data, conclusions, and recommendations for further study.

Summary

The following research questions were addressed in this study:

1. What knowledge do high school counselors have about the relationship between JROTC and the military?
 2. What are school counselors' beliefs and attitudes about JROTC's benefits to students in their schools?
 3. To what extent do school counselors recommend JROTC to students assigned to them?
 4. For which students do school counselors think JROTC is an appropriate elective?
-
1. **What knowledge do high school counselors have about the relationship between JROTC and the military?**

Although a majority of the school counselors who responded to the questionnaire were able to correctly identify the relationship between JROTC

and the military, there were many school counselors who were either unsure or incorrect about the relationship between JROTC and the military. For example, in Part A of the questionnaire, many school counselors indicated that JROTC is a recruitment program for the military (12.7%) and that the majority of graduating cadets pursue military training (8.7%). In addition, almost 20% of all respondents were not aware that JROTC earns students advanced promotion upon enlistment or advanced placement in college ROTC.

Interviews. At least one interviewee mentioned that JROTC is not viewed as a place of preparation for the military. All three interviewees mentioned that they viewed JROTC as an elective which provided specific benefits to certain students.

2. What are school counselors' beliefs and attitudes about JROTC's benefits to students in their schools?

Beliefs. Overall, school counselors indicated agreement with all the statements reflecting JROTC's benefits to students on the questionnaire. The highest rating of agreement was recorded for statements involving the following topics: teamwork, good citizenship, self-discipline skills, leadership skills, responsibility, self confidence, and the importance of a high school graduation to a successful future. At least 75% of all respondents said that they "Strongly Agreed" with statements related to these topics.

School counselors agreed least with the following topics on the questionnaire: positioning qualified students to win appointments to one of the military service academies, developing techniques for resisting pressures to drugs, motivating students to learn in all their classes, and gaining knowledge of the dangers of substance abuse. The two topics associated with resisting drugs and the dangers of substance abuse also received the greatest number of "Don't Know" responses. More school counselors indicated that they disagreed with the statement regarding positioning students to win appointments to military service academies than with any other statement.

Attitudes. Overall, school counselors indicated that all of the benefits to students of JROTC as stated in the questionnaire reflected important aspects of the JROTC program. They rated the following topics as most important: self-discipline skills, leadership skills, learning to work as team members, responsibility, and gaining an understanding of the importance of high school graduation to a successful future. At least 70% of respondents indicated that these topics were "Very Important".

Respondents rated the following topics on the questionnaire as least important: JROTC is a valuable addition to any student's educational program, and JROTC positions students advantageously to win appointments to one of the military service academies. Both of these statements also received the greater percent of neutral responses, as well as the greater number of responses marked toward the "Not Important" (i.e., either 1 or 2 was circled) end of the scale.

Open-ended responses and interviews. In the open-ended portion of the questionnaire, many school counselors stated that they had witnessed specific benefits to students. Among these benefits were: improved leadership, teamwork, academic skills, self-esteem, motivation, self-discipline, and getting focused.

All three interviewees mentioned specific benefits to students including: goal-setting, self-discipline, getting focused, motivation, and career exploration.

3. To what extent do school counselors recommend JROTC to students assigned to them?

School counselors indicated the characteristics of students with which they worked and to whom they would recommend JROTC. At least 95% of the school counselors who indicated they worked with students with a specific characteristic indicated that they would recommend JROTC to students who are: in the regular diploma program or the advanced diploma program, female, have GPA's between 2.0 and 3.5, a member of a minority, interested in pursuing a technical career or not planning on attending any form of postsecondary education, and/or a member of the student council.

Between 30% and 55% of school counselors who indicated they worked with students with a specific characteristic responded that they would not recommend JROTC to students who are: physically disabled, not United States Citizens, not interested in entering the military, or who have poor attendance rates.

Taken together, a possible profile of a student most likely to be recommended to JROTC might be: a physically-abled African-American female with a GPA between 2.0 and 3.5 who attends school on a regular basis and is interested in entering the military upon graduation.

Open-ended responses. At least two counselors were concerned about the lack of a racially balanced program. They mentioned that students at their schools viewed JROTC as a "black experience".

4. For which students do school counselors think JROTC is an appropriate elective?

On the open-ended questions, school counselors responded that JROTC is most beneficial for students who: are interested in the entering the military, need leadership skills or want to exercise leadership roles, need discipline or self-discipline, desire or need structure, and are low in self-esteem.

School counselors responded that JROTC may not be a feasible or appropriate elective for students who: are physically, mentally, or emotionally disabled, are in an academically challenging program, have excessive absences or tardies, are discipline problems, have no respect for authority, or are nonconformists.

For students in an academically challenging program, some school counselors responded that it was difficult trying to convince higher level students

to enroll, while others pointed out that scheduling conflicts prohibited those who might be eligible for ROTC scholarships to join.

Summary of Other Comments

Many school counselors made additional comments about JROTC which were not related to any of the specific research questions. These comments included the following topics: 1) positive statements about instructors; 2) benefits to the school; and 3) the worthiness of the program.

School counselors viewed instructors as vital to the success of the JROTC program at their schools. Most of these responses credited the JROTC instructors with the success of the program. One school counselor noted that: "the leadership is critical to the success of the program. Poor leaders can destroy a program".

Several school counselors mentioned that they had seen an increase in school spirit and school morale since the introduction of a JROTC program at their school. Six school counselors described their school as having a "sense of pride" because of the program.

A majority of the school counselors remarked that the program was "excellent", "a very positive addition", and/or "a worthy program". School counselors' own sense of pride about the program was reflected in statements such as: "we have an excellent program which has won many awards", "our JROTC is an honor unit with distinction" and "we've had a JROTC student to place in national competition".

Summary of Interviews

Because there were only three interviews conducted, it is not intended that results from the interviews be generalized across all school counselors in Virginia public schools. Instead, they are used only to help understand results obtained from the questionnaire.

Three relevant issues were addressed in the interviews: 1) the role of the school counselor in helping students select JROTC as an elective; 2) interactions between school counselors and JROTC instructors; and 3) the relationship between school counseling and JROTC.

Interviewees stated that although many students elect to take JROTC on their own, there are times when the school counselor will make recommendations or encourage certain students to take JROTC. These recommendations are made on an individual basis and are designed to insure a "good match" between the student and the program. This match is made based on the school counselors' perceptions about what benefits JROTC may offer. School counselors try to match students whose needs correspond to benefits they may gain from participation in JROTC.

Interviewees reported that they often had positive interactions with JROTC instructors which proved to be effective in helping students overcome difficulties. These school counselors also reported that they work closely with JROTC personnel to insure that enough students enroll in the course to maintain a viable program.

All three school counselor interviewees mentioned that there were similarities between JROTC and school counseling: 1) helping ninth graders

transition into high school; 2) motivating students; 3) postsecondary planning; 4) preparing students for college; 5) career assessment; and 6) goals and objectives of the two programs.

Conclusions

1. A majority of school counselors are knowledgeable about the relationship between JROTC and the military.
2. Although JROTC is not intended to be a direct recruitment program for the military (Coumbe & Harford, 1996), many school counselors indicated that they perceive it as a recruitment program. In addition, over 30% of school counselors indicated that they would not recommend JROTC to students who have no interest in joining the military.
3. School counselors agree that JROTC does provide benefits to students as stated in the questionnaire.
4. School counselors have indicated that all of the stated benefits to students in the questionnaire are important aspects of the JROTC program.
5. Many of the claims of benefits to students by JROTC (Lutz & Bartlett, 1995) are substantiated by reports from school counselors on open-ended questions.
6. Public schools in Virginia may not be utilizing JROTC programs to their full potential. School counselors consistently rated the statement: *JROTC positions qualified students to win appointments to one of the military service academies*, very low on both the beliefs and attitude scale. In addition, close to 20% of school counselors are unaware that JROTC earns

students advanced promotion upon enlistment or advanced placement in college ROTC. This under-utilization where scholarships and appointments are concerned may be due to lack of knowledge on the part of school counselors, or lack of interest on the part of academically advanced students. However, many school counselors noted that it is difficult for academically advanced students to fit JROTC into their schedules.

7. JROTC is not "for everyone". School counselors have identified students with characteristics for whom they would recommend JROTC and students with other characteristics for whom they would not recommend JROTC.
8. Approximately 38% of school counselors who indicated they worked with non-United States Citizens said that they would not recommend JROTC to them. From the data, it is not clear why they would not recommend JROTC to this population. It is important to note that, according to the most recent version of Title 10, Section 2031, Chapter 102, "citizens or nationals of the United States, or aliens lawfully admitted to the United States for permanent residence" are eligible to participate and are included in the total number of students necessary to maintain a viable unit.
9. Perceptions about JROTC within the same high school are not necessarily uniform across all school counselors at that school.
10. JROTC instructors are positively regarded by school counselors. Many school counselors indicated that the success of the program is contingent upon the leadership. Instructors can "make or break" the program.

11. From the interviews, there is limited evidence that school counselors play a role in helping students select JROTC as an elective.
12. From the interviews, there is limited evidence that school counselors help JROTC instructors insure that enough students enroll in the program to maintain a viable unit.
13. From the interviews and open-ended responses, there is limited evidence that there may be similarities between the goals and objectives of school guidance and counseling programs and the JROTC program.
14. School counselors' perceptions of benefits to students in this study are consistent with earlier outcome-based research which has suggested that students benefit in leadership, citizenship and self-esteem (Seiverling, 1973; Hawkins, 1988; Roberts, 1991/1992; Bachmann, 1994; Rivas, 1995).
15. The perceptions of school counselors towards JROTC are consistent with studies conducted by Boykins (1992/1993) and Harrill (1984). Boykins found that teachers' responses were positive and focused on self-discipline, self-esteem and peer influence. In his study, Harrill found that principals "indicated a favorable attitude toward the various aspects of the program and identified the following benefits of Army JROTC participation: development of self-discipline, provision of a source of identification, [and] growth of leadership ability..." (p. iv).

Recommendations for Practice

1. School counselors could utilize JROTC to its full potential. In order to do this, school counselors need to become more knowledgeable about the

relationship of JROTC to advanced promotion upon enlistment, advanced placement in college ROTC, and appointments to military service academies. In addition, school counselors should work with parents, students, JROTC instructors, and school administrators to recruit more advanced students into the JROTC program, and make it more feasible to fit JROTC into these students' schedules.

2. Along with increasing their own knowledge base, school counselors need to consult with JROTC instructors to devise methods to better inform students and parents about JROTC programs. JROTC instructors have access to information resources such as newsletters, course descriptions and other official JROTC documents. Information about JROTC is also available on the Internet.
3. School counselors could broaden their attitudes about which students might benefit from participation in the program, especially non-United States Citizens, students not interested in entering the military, and the physically disabled. Based on this study, there is evidence that JROTC benefits students in a variety of ways. It is possible that students within these less often recommended categories may also benefit from participation in JROTC.
4. Based on the results of this study, there is evidence that school guidance and counseling programs have many similar goals and objectives. School counselors could work with JROTC instructors to coordinate programs and eliminate overlap in services to students.

5. Counselor education programs should stress the importance of becoming knowledgeable about school electives such as JROTC. This content could be stressed in career education courses or during school internships

Recommendations for Future Research

Further study might include investigation into the following areas:

1. In this study, school counselor's perceptions of which students should be recommended to the program were identified. What types of students do JROTC instructors believe should be recommended to their programs?
2. JROTC's role in substance abuse prevention was among the topics with which school counselors agreed least. This response may be due to a lack of knowledge as indicated by the large number of "Don't Know" responses to these same items. To what extent is JROTC successful in preventing substance abuse among cadets?
3. Several references to at-risk student behaviors were mentioned by school counselors including: poor attendance, excessive tardies, discipline problems, and lack of motivation. JROTC has been praised by President George Bush and others for its role in helping at-risk students get "back on track". However, some school counselors stated that JROTC may not be a feasible elective for these types of students. To what extent does JROTC work effectively with at-risk students?
4. Why do students select JROTC as an elective? What are their reasons for participating in the program?

5. There was at least some suggestion from open-ended responses, interviews, and personal communication (Rydell, September 3, 1996) that there may be similarities between the goals and objectives of school counseling and JROTC. In what ways, if any, are JROTC and school counseling similar? Could school counselors collaborate with JROTC in order to make their workload more manageable? Would one program be more beneficial to a particular type of student than another?
6. In this study, it was not possible to identify schools which showed a high level of disagreement with the objectives of JROTC. Further research needs to be conducted on why school counselors at the same school might have opposing views about the same JROTC program.
7. How does JROTC compare with other curricular courses in terms of benefits to students? In what ways is JROTC similar or different than extracurricular activities in terms of benefits to students?
8. This study was concerned only with school counselor's perceptions of JROTC programs. What other programs in the school might school counselors use to help students?
9. To what extent are school counselors knowledgeable about other elective programs in their school? To what extent does this knowledge benefit students and/or the school in general?

Concluding Remarks

Four research questions were addressed in this study. From this research, it is clear that school counselors are knowledgeable about the relationship between

JROTC and the military. School counselors agreed with the claims of benefits to students by JROTC literature and documents. They indicated that these benefits are an important aspect of the JROTC program. School counselors were able to identify specific characteristics of students for whom they would and would not recommend the program. They also indicated that JROTC is an appropriate and feasible elective for certain students, but not for all students.

REFERENCES

- Army Junior ROTC Program. (1996). [Online]. Available HTTP: <http://www.netrix.net/fhsgen/rotc.html>.
- American Friends Service Committee. (1996). Does JROTC belong in our schools? Philadelphia, PA: Author.
- Bachmann, J. E. (1994). The effect of participation or non-participation in a Junior Reserve Officers' Corps (JROTC) program on leadership behavior and self-esteem among JROTC and non-JROTC high school juniors. (Doctoral dissertation, University of San Francisco, 1994). Dissertation Abstracts International, 55-05A, 1235.
- Bogden, C. A. (1984). The perceived value of JROTC. Dissertation Abstracts International, 45-06A, 1709.
- Boykins, R. (1992). The relationship among leadership, empowerment, and academic achievement for Black students: A case study of the South Mountain High School JROTC program. (Doctoral dissertation, University of Arizona, 1993). Dissertation Abstracts International, 53-11A, 3743.
- Cole, C. G. (1991). Counselors and administrators: A comparison of roles. NASSP Bulletin, 75 (534), 5-13.
- Coumbe, A. T. & Harford, L. S. (1996). U.S. Army Cadet Command: The 10 year history. Fort Monroe, VA: Office of the Command Historian, U.S. Cadet Command.
- Coy, D. R. (1991). The role of the counselor in today's schools. NASSP Bulletin, 75 (534), 15-19.
- Department of Education (1991, August). Comments on Army JROTC. (Available from Alex Woods, Department of the Army, 3rd Brigade, Fourth Region, USA ROTC Cadet Command, Presidio of San Francisco).
- Dillman, D. A. (1978). Mail and telephone surveys: The total design method. New York: John Wiley & Sons.
- Ely, M., Anzul, M., Friedman, T., Garner, D., & Steinmetz, A. M. (1995). Doing qualitative research: Circles within circles. New York: The Falmer Press.

- Feller, R., Daly, J., & Smeltzer, T. (1994). School counselor role in planning and integrating basic skills. Greensboro, NC: Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED 378 462)
- Fishbein, M. & Ajzen, I. (1975). Belief, attitude, intention and behavior: An introduction to theory and research. Reading, MA: Addison-Wesley.
- Gysbers, N. C. & Henderson, P. (1994). Developing and managing your school guidance program. Alexandria, VA: American Counseling Association.
- Harrill, J. B. (1984). Attitudes held by host principals toward Army JROTC in the third region. (Doctoral dissertation, University of Northern Colorado, 1984). Dissertation Abstracts International, 45-11A, 3243.
- Hawkins, C. A. Jr. (1988). An analysis of selected learning outcomes involving Junior Reserve Officers' Training Corps (JROTC) cadets and non-JROTC students. (Doctoral dissertation, University of Virginia, 1988). Dissertation Abstracts International, 50-03A, 658.
- Hitchner, K. W. & Tiffit-Hitchner, A. (1987). A survival guide for the secondary school counselor. West Nyack, NY: The Center for Applied Research in Education, Inc..
- Johnston, R. (1996). A tougher mission for JROTC. Teacher Magazine, 7 (4), 16.
- Lutz, C. & Bartlett, L. (1995). JROTC: Making soldiers in public schools. The education Digest, 61, 9-14.
- Myrick, R. D. (1987). Developmental guidance and counseling: A practical approach. Minneapolis, MN: Educational Media Corporation
- O'Bryant, B. J. (1991). Getting the most from your school counseling program. NASSP Bulletin, 75 (534), 1-4.
- Paisley, P. O. & Borders, D. (1995). School counseling: An evolving specialty. Journal of Counseling & Development, 74 (2), 150-153.
- Pedhazur, E. J. & Schmelkin, L. P. (1991). Measurement, design, and analysis: An integrated approach. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Rivas, R. O. (1995). Development of self-esteem and learning skills in students participating in the Army Junior Reserve Officers Training Corps (JROTC). (Doctoral dissertation, Loyola University, 1995). Dissertation Abstracts International, 56-05A, 1648.

- Roberts, W. E. (1991). Leadership, citizenship and self-reliance: A comparison of Army Junior Reserve Officers' Training Corps (JROTC) high school senior cadets and non-JROTC high school seniors. (Doctoral dissertation, University of San Francisco, 1992). Doctoral Abstracts International, 52-12A, 4213.
- Sears, S. J. & Coy, D. R. (1991). The scope of practice of the secondary school counselor. Ann Arbor, MI: Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED 328 830)
- Seiverling, R. F. (1973). A study to measure the effectiveness of Junior Reserve Officers' Training Corps (JROTC) programs in Pennsylvania's public secondary schools. (Doctoral dissertation, The Pennsylvania State University, 1973). Dissertation Abstracts International, 35-01A, 112.
- Stanciak, L. A. (1995). Reforming the high school counselor's role: A look at developmental guidance. NASSP Bulletin, 79 (570), 60-63.
- United States Department of Defense (1968). ROTC programs for secondary educational institutions. Washington, DC: U.S. Department of Defense.
- United States Government Printing Office (1995). United States Code: 1994 Edition (Vol. 3, pp. 932-933). Washington, DC: Author.
- Virginia Department of Education (1993). Licensure regulations for school personnel. Richmond, VA: Author.
- Virginia Department of Education (1994). Standards and regulations for public schools in Virginia. Richmond, VA: Author.
- Virginia State Board of Education (1996). Regulations regarding school guidance & counseling programs in the state of Virginia. Richmond, VA: Author.
- VonVillas, B. A. (1995). The changing role of high school guidance: Career counseling and school-to-work. NASSP Bulletin, 79 (573), 81-86.

APPENDIX A - PILOT TEST QUESTIONS

1. Do you see any problems with any particular question? (If so, which ones?) What needs to be changed to make the question better?)
2. Are the instructions easy to understand?
3. Are the questions easy to understand?
4. Do you find any question(s) offensive?
5. Are there any questions which you would not feel comfortable answering?
6. Are there any questions that seem redundant to you?
7. About how long did it take you to read the cover letter? _____
8. About how long did it take you to complete the survey? _____
9. Is there any thing else you can tell me about the questionnaire? Is there anything I left out that you would like to see in the questionnaire? Please make any additional comments below.

Thanks for your help!!

School counselor____ JROTC Instructor: Air Force____ Army____ Marines____
Navy____

APPENDIX B - QUESTIONNAIRE

**PERCEPTIONS
OF
SCHOOL COUNSELORS
TOWARDS
JROTC
IN
VIRGINIA PUBLIC SCHOOLS**

Please fill in the following information to the best of your current knowledge. The information you supply on this questionnaire will be kept confidential. Data will be summarized in overall terms, rather than individual responses.

PART A. Listed below you will find statements related to JROTC. Please circle whether you think the statement is TRUE or FALSE.

1.	JROTC is not a recruitment program for the military	TRUE	FALSE
2.	Although some graduating cadets pursue military training, the majority will not	TRUE	FALSE
3.	Participation in JROTC incurs no military obligation	TRUE	FALSE
4.	JROTC is not intended to apply pressure to students to join the military	TRUE	FALSE
5.	For students who choose to enter the military, JROTC earns them advanced promotion upon enlistment or advanced placement in college ROTC	TRUE	FALSE

PART B. Listed below you will find statements related to JROTC. Please rate each item on both scales. In the first column, circle the number from 1 to 4 which indicates how much you Agree or Disagree with each statement. Circle DK if you "Don't Know". In the second column, circle the number from 1 to 5 which indicates to what extent you think the statement reflects an important aspect of the JROTC program.

	STRONGLY DISAGREE		STRONGLY AGREE	DK	NOT IMPORTANT		VERY IMPORTANT				
Students in JROTC:											
1.	are taught self-discipline skills	1	2	3	4	DK	1	2	3	4	5
2.	develop leadership skills	1	2	3	4	DK	1	2	3	4	5
3.	are trained to work as team members	1	2	3	4	DK	1	2	3	4	5
4.	are trained to make decisions	1	2	3	4	DK	1	2	3	4	5
5.	are trained to motivate themselves and others	1	2	3	4	DK	1	2	3	4	5
6.	is a valuable addition to any student's educational program	1	2	3	4	DK	1	2	3	4	5

		STRONGLY DISAGREE					STRONGLY AGREE					NOT IMPORTANT					VERY IMPORTANT				
		1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
7.	motivates students to learn in all their classes	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
8.	fosters a disciplined and constructive	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
9.	fosters a disciplined and constructive leaning environment throughout the school	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
10.	instills time management skills	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
11.	instills planning and organizing skills	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
12.	instills responsibility	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
13.	instills goal setting skills	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
14.	instills teamwork	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
15.	provides extracurricular activities that build a student's self-confidence	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
16.	enhances the student's involvement with peers	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
17.	enhances the student's involvement with the school	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
18.	enhances the student's involvement with the community	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
19.	helps students compete for ROTC scholarships	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
20.	positions qualified students advantageously to win appointments to one of the military service academies	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
21.	teaches the principles that underlie good citizenship	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
22.	provides practical experience in leadership skills with the ability to live and work with others	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
23.	teaches the ability to think logically and communicate effectively both orally and in writing	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

		STRONGLY DISAGREE					STRONGLY AGREE					NOT IMPORTANT					VERY IMPORTANT				
Students in JROTC:																					
24.	gain an appreciation of the importance of physical fitness in maintaining good health	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
25.	gain knowledge of the dangers of substance abuse	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
26.	develop techniques for resisting pressures to try drugs	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
27.	develop mental management techniques including goal setting, visualization, and positive self-talk	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
28.	gain knowledge of educational and vocational opportunities	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
29.	gain an understanding of the importance of high school graduation to a successful future	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					
30.	become familiar with the history, purpose, and structure of the military services	1	2	3	4	DK	1	2	3	4	5	1	2	3	4	5					

PART C. Listed below you will find statements related to student characteristics. Please place a check in the box in the first column if you work with students who possess the stated characteristic. In addition, place a check in the second column if you both work with students who fit the stated characteristic and for whom you would recommend JROTC.

STUDENT CHARACTERISTICS:		WORK WITH:	WOULD RECOMMEND JROTC:
A.	Are in a Regular Diploma Program	<input type="checkbox"/>	<input type="checkbox"/>
B.	Are in the Advanced Studies Program	<input type="checkbox"/>	<input type="checkbox"/>
C.	Are in Special Education	<input type="checkbox"/>	<input type="checkbox"/>
D.	Are in band	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|----|---|--------------------------|--------------------------|
| E. | Have no interest in entering the military | <input type="checkbox"/> | <input type="checkbox"/> |
| F. | Are participating in an “At-Risk” Program | <input type="checkbox"/> | <input type="checkbox"/> |
| G. | Are defined as “At-Risk,” but not in a program | <input type="checkbox"/> | <input type="checkbox"/> |
| H. | Are a member of a minority | <input type="checkbox"/> | <input type="checkbox"/> |
| I. | Have a large number of discipline referrals | <input type="checkbox"/> | <input type="checkbox"/> |
| J. | Have poor attendance rates | <input type="checkbox"/> | <input type="checkbox"/> |
| K. | Plan on attending a four year college or university | <input type="checkbox"/> | <input type="checkbox"/> |
| L. | Plan on pursuing a technical career | <input type="checkbox"/> | <input type="checkbox"/> |
| M. | Are not planning on attending any form of postsecondary education | <input type="checkbox"/> | <input type="checkbox"/> |
| N. | Have GPA’s above 3.5 | <input type="checkbox"/> | <input type="checkbox"/> |
| O. | Have GPA’s between 3.0 and 3.5 | <input type="checkbox"/> | <input type="checkbox"/> |
| P. | Have GPA’s between 2.0 and 3.0 | <input type="checkbox"/> | <input type="checkbox"/> |
| Q. | Have GPA’s below 2.0 | <input type="checkbox"/> | <input type="checkbox"/> |
| R. | Are not United States citizens | <input type="checkbox"/> | <input type="checkbox"/> |
| S. | Have a physical disability | <input type="checkbox"/> | <input type="checkbox"/> |
| T. | Have been in trouble with juvenile authorities | <input type="checkbox"/> | <input type="checkbox"/> |
| U. | Speak a second language | <input type="checkbox"/> | <input type="checkbox"/> |
| V. | Are female | <input type="checkbox"/> | <input type="checkbox"/> |
| W. | Participate in extra-curricular team sports | <input type="checkbox"/> | <input type="checkbox"/> |
| X. | Are a member of the student council | <input type="checkbox"/> | <input type="checkbox"/> |

6. How many years has JROTC been offered as an elective in your high school? _____

7. Please estimate the total enrollment at your high school. _____

8. Estimate the percent of the total enrollment of students in your student body who are a member of each racial or ethnic group. (If none, write 0)

_____ % AFRICAN AMERICAN
_____ % ASIAN
_____ % HISPANIC
_____ % NATIVE AMERICAN
_____ % WHITE
_____ % OTHER (please specify)

9. Please estimate the total number of students enrolled in all levels of JROTC at your high school. _____

10. Which military branch sponsors the JROTC program at your high school? (circle number)

- 1 AIR FORCE JROTC
- 2 ARMY JROTC
- 3 MARINE JROTC
- 4 NAVY JROTC

11. Estimate the distance to the nearest military installation. (Circle number)

- 1 LESS THAN 30 MILES
- 2 30 TO 60 MILES
- 3 60 TO 100 MILES
- 4 100 TO 150 MILES
- 5 OVER 150 MILES

12. Did you consult with anyone while completing PART A, PART B, PART C or PART D of this questionnaire? (Circle number)

- 1 NO
- 2 YES
 - (if yes) With whom did you consult?
 - 1 ANY JROTC INSTRUCTOR
 - 2 ANOTHER COUNSELOR
 - 3 OTHER (please specify job title)

13. If you have served in the military, please specify in which branch you served and the highest rank you achieved.

_____ Military Branch

_____ Highest Rank

Is there anything else you would like to tell us about your perceptions of JROTC? If so, please use this space for that purpose.

Your contribution to this study is greatly appreciated. If you want to receive a summary of results, print your name, address, and "results requested" on the back of the return envelope (NOT on this questionnaire). We will mail a summary to you at the conclusion of this study.

APPENDIX C - LETTER TO SUPERINTENDENTS

January 2, 1997

Dear _____:

I am a doctoral candidate in Counselor Education at Virginia Tech. The topic of my dissertation is high school counselors' perceptions of Junior Reserve Officers' Training Corps in Virginia public schools. For this research, I am requesting permission to administer a questionnaire to high school counselors in your division who are currently employed in a high school which offers Junior Reserve Officers' Training Corps (JROTC).

This proposed research will investigate school counselors' perceptions about the claims of benefits to students by JROTC. Also of interest will be for which types of students school counselors recommend JROTC, and which types of students they believe benefit most from JROTC. This focus was chosen because of the pivotal role school counselors play in helping students select courses and plan an appropriate sequence of study. The results will have implications for school counselors, school administrators, and JROTC instructors.

Confidentiality will be preserved. The participation of each school counselor will be voluntary. All data will be reported in summary form without reference to specific schools, school systems, or school personnel. Results will be reported in summary form in a dissertation, will be published in Dissertation Abstracts International, and will be available on-line. A summary of results may also appear as a journal publication.

Please complete and return the enclosed stamped, self-addressed postcard to me by Friday, January 10, 1997. Please indicate how you would prefer questionnaires to be distributed in your division. All questionnaires will be sent in one packet to either each principal at the JROTC host high school, or to a designated division contact person, whichever you prefer. Also, please check the box on the postcard if you want to receive a summary of the results from the study.

If you have any questions, please contact me at (540) 231-9634 or by E-mail at rperusse@vt.edu. My faculty doctoral committee advisor is Dr. Claire Cole Vaught; she can be contacted at (540) 231-5949, or by E-mail at vaughtc@vt.edu.

Thank you for your consideration.

Sincerely,

Rachelle Pérusse
Doctoral Candidate

APPENDIX D - POSTCARD TO SUPERINTENDENTS

1. The way to distribute questionnaires in this division is to send them to:

_____ Principal of each high school

_____ Division contact person: _____

2. I am unable to approve this survey _____

Signature: _____

School System: _____

Please place a check in the box if you want to receive a summary of the results.

APPENDIX E - COVER LETTER TO HIGH SCHOOL COUNSELORS

January 21, 1997

Dear High School Counselor:

In today's school curriculum, students are faced with a variety of options regarding which courses to take. As a former high school counselor, I know that students usually depend on their high school counselor to help them select courses. One of these course options is the Junior Reserve Officers' Training Corps (JROTC). The Junior Reserve Officers' Training Corps has been offered as an elective in public high schools for over 80 years. However, no one has examined how school counselors view JROTC, and for what students JROTC is a recommended elective.

You are one of a select group of Virginia high school counselors who work in a school that offers JROTC as an elective. Your opinion about the JROTC program will help other school counselors, school administrators, and JROTC personnel understand how JROTC is viewed and used by high school counselors. In order that the results be truly representative of Virginia high school counselors, it is important that each questionnaire be completed and returned. It is expected that the questionnaire will take you no longer than 20 minutes to complete. For your convenience, I have enclosed a stamped, self-addressed envelope. Please respond as promptly as possible so that your opinions may be represented in this study.

Complete confidentiality will be maintained. All results will be reported in summary form without reference to specific schools, school systems, or individual counselors. After you have mailed in your questionnaire, you are free to have your responses withdrawn by contacting me or my faculty advisor at the number listed below. If you want to receive a summary of the results from the study, please write your name, address and "results requested" on the outside of the return envelope.

If you have any questions, please contact me at (540) 231-9634 or by E-mail at rperusse@vt.edu. My faculty doctoral committee advisor is Dr. Claire Cole Vaught. If necessary, she can be contacted at (540) 231-5949 or by E-mail at vaughtc@vt.edu.

Thank you for your participation! I hope you will enjoy a cup of tea as you fill out the questionnaire.

Rachelle Pérusse
Doctoral Candidate

APPENDIX F - FOLLOW-UP POSTCARD TO COUNSELORS

January 28, 1997

Last week, a questionnaire about school counselors' perceptions of JROTC was mailed to you. You were sent the questionnaire because you are one of a select group of counselors who work in a school that offers JROTC as an elective. If you have already completed and returned the survey, THANKS! If not, I would appreciate it if you would complete the materials and return them to me as soon as possible. If for some reason you did not receive a questionnaire, please call me at (540) 231-9634. I will send you a replacement packet.

Thanks for your help!

Rachelle Pérusse
Doctoral Candidate

APPENDIX G - INTERVIEW PROTOCOL

Purpose: I am conducting research on the perceptions of school counselors towards Junior Reserve Officers' Training Corps (JROTC) in Virginia public schools. Previous to this interview, I conducted a survey of all high school counselors currently employed in a Virginia public high school where JROTC is offered as an elective. As you may know, not all relevant data can be captured in a questionnaire. You may be assured of complete confidentiality. Responses from this interview will be combined and contrasted to other similar interviews. All results will be reported in summary form without reference to specific schools, school systems, or individual counselors.

Instructions: I have a list of topics I want to cover with you. Please feel free to make any additional comments as necessary.

Topics to be covered:

1. In your opinion, what is the role of the school counselor in relation to JROTC?
2. At this school, what role does the school counselor play in helping students select JROTC as an elective?
3. In what way, if any, do you interact with the JROTC instructors at this school?
4. Do you have any additional comments about the relationship between school counseling and JROTC?

VITA

Rachelle Pérusse
DOB: 11/06/63

EDUCATION:

Virginia Tech Ph.D. Counselor Education	Blacksburg, VA	8/95 to Present
University of Georgia M.Ed. Guidance and Counseling	Athens, GA	1992
Georgia State University M.A. Psychology	Atlanta, GA	1988
University of Guelph B.Sc. Psychology	Guelph, Ontario, Canada	1986

AFFILIATIONS:

Virginia Counselors Association
Virginia School Counselors Association

COUNSELING EXPERIENCE:

1996-1997	Graduate Assistant, Virginia Tech Blacksburg, VA
1992-1995	School Counselor, Greene-Taliaferro Comprehensive High Greensboro, GA
1991-1992	Internship, School Counselor, Gwinnett High Lawrenceville, GA
1991	Practicum, Counselor, Regional Youth Development Center Athens, GA

PUBLICATIONS:

Pérusse, R. & Rumbaugh, D. M. (1990). Summation in the chimpanzee (Pan troglodytes): Effects of amounts, number of wells and finer ratios. *International Journal of Primatology*, 11, 425-437.

Davis, H. & Pérusse, R. (1988). Human-based social interaction can reward a rat's behavior. *Animal Learning and Behavior*, 16, 88-92.

Davis, H. & Pérusse, R. (1988). Numerical competence in animals: Definitional issues, current evidence and a new research agenda. *Behavioral and Brain Sciences*, 11, 561-579.

Davis, H. & Pérusse, R. (1988). Numerical competence: From backwater to mainstream comparative psychology. *Behavioral and Brain Sciences*, 11, 602-615.