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A Study of High School Students of Military Personnel and Their Perceptions of Support in a Rural Public School

Eileen Marie Farley

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A Study of High School Students of Military Personnel and Their Perceptions of Support
in a Rural Public School

By
Eileen Farley

A Dissertation Submitted to the
Gardner-Webb University School of Education
in Partial Fulfillment of the Requirements
for the Degree of Doctorate of Education

Gardner-Webb University
2017

Approval Page

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Abstract

A Study of High School Students of Military Personnel and Their Perceptions of Support in a Rural Public School. Farley, Eileen, 2017: Dissertation, Gardner-Webb University, Military Children/Hierarchy of Need/Highly Mobile Students/High School Military-Affiliated Students/Military Families

This study sought to understand the unique social and emotional characteristics of the high school military-affiliated students and student perceptions about the school's efficacy in meeting those social and emotional characteristics. To address the problem, this study looked at a high school in a rural community 20 miles outside of a large military base with a 25% military-affiliated population. The quantitative study surveyed students in the ninth and eleventh grades using a previously validated tool, the California Healthy Kids Survey, and the data were collected and analyzed by loglinear analysis. The data suggested that while the military students felt supported by the school, the school could do more to build capacity and provide community support for military-affiliated students. Specifically, the school could do more to support the highly mobile student, including the creation of a clearing house of records and the creation of a national set of graduation requirements. Also, the school could do more to support military-affiliated students by creating programs for them and hiring more military-affiliated staff.

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Chapter 1: Introduction

Statement of the Problem

Never in the history of the U.S. have military personnel been sent on so many deployments. Over 2.5 million military personnel have served during the Global War On Terror (GWOT), with 400,000 sent on more than three deployments and 20,000 facing five or more deployments (Adams, 2013, para. 3). The suicide rate of these veterans is estimated at between 41-61% higher than the general populace, according to a recent study by the Department of Veteran Affairs (2016). That number averages out to 20 suicides each day. Along with the stressors of multiple deployments are the physical and mental wounds the military parent suffers during the war. In a study by the Department of Defense (DoD, 2014), “one-third of all respondents reported having sought mental health counseling in the past year” and “39% of spouses and 30% of active duty service members reported feeling ‘stressed’ either most or all of the time” (p. 13).

When the military serves, it is often stated that the families serve along with them. The GWOT has also increased the stress on the children of military personnel. There are an estimated two million military-affiliated students in the U.S. whose parent(s) have been deployed according to Science Daily (2014). Military children experience an average of six to nine moves during their academic career, according to Ruff and Keim (2014). Most of these children attend public schools whose teachers and counselors have little to no understanding of the military subculture. The DoD has identified 214 public school districts that serve a significant portion of military students, identified at 4% of the total school population of the district, as noted by Astor et al. (2013).

Background

There is a lack of research on how school environments can help or hinder

military children and their families. As noted by Atuel, Esqueda, and Jacobson (2011), “The impact of the war on the schooling of students from military families remains largely unrecognized within civilian public school setting” (p. 1). Also, as stated by Cozza and Lerner (2013),

Most studies of military children have been limited by using small convenience samples—that is, groups of people who are easily accessible and available to the researchers, but who are not representative of the broader population—or by focusing on children’s deficits rather than their strengths. (p. 8)

However, since 2008, there has been research on the impact of deployments on military children. Military students suffer higher rates of substance abuse, bullying, violence, and gang affiliation than their school peers. Several studies (Bradshaw, Sudhinaraset, Mmari, & Blum, 2010; Kitmitto et al., 2011; and Mmari, Bradshaw, Sudhinaraset, & Blum, 2010) connected a lack of military cultural awareness and support by school staff to the unsuccessful integration of military children into the new school. Few studies have looked at the role of supportive school environments in promoting positive social and emotional academic outcomes among military-affiliated adolescents, according to Astor et al. (2012b).

Purpose Statement

This study sought to explore the unique social and emotional characteristics of high school military-affiliated students and how well a rural civilian high school could help meet the needs of these students, ensuring their academic and social success. The study was done using a quantitative method. The data were collected from a survey of ninth and eleventh graders in a high school within one district. The study focused on the feelings and mental health of military and nonmilitary students in a small rural county.

The results from this study may be useful in understanding the stressors facing high school military-affiliated students in the public setting.

Research Questions

1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?
2. To what extent do military-affiliated students in that county feel the school surveyed is supportive of them?
3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

Nature of the Study

Since the students spend so much of their time in school and the school climate can help or hinder student success, the survey focused on the perception of support offered by one high school with 25% military affiliation. As noted by Atuel et al. (2011), “recent studies have shown that supportive school environments can potentially serve as a protective factor that shields students from depression, feelings of alienation, anxiety and school failure” (para. 1). The researcher sought to examine the needs of the children of military families and gathered student perceptual data through a survey of ninth and eleventh graders. The survey consisted of a 5-point Likert scale survey administered to the ninth and eleventh graders. The survey has been validated by extensive use at the University of Southern Californian with mostly U.S. Navy families.

Key Terms and Definitions

Active duty. Military personnel who are enlisted full-time in any of the five branches of service, Army, Air Force, Navy and Marines and Coast Guard.

Base. The military term for the federal property that houses the Army and

support personnel and the operations and military material to facilitate these operations. The term “Base” is used primarily for Navy operations, while “Post” is for Army operations.

DoD. The DoD was created in 1949 and oversees the five military branches, bases, and security operations. Each branch oversees different areas of operations, with some overlapping responsibilities. The deployment schedules of each branch vary greatly depending on the operation.

Dependent. The child or spouse of a military personnel who is dependent on the military personnel for basic needs. This could also be an elderly parent or relative.

Deployments. “Deployments are the temporary assignment overseas or in the United States (such as after Hurricane Katrina): during these assignments the deployed are separated from their loved ones” (Allen & Staley, 2007, p. 82). The deployment can last anywhere from a few weeks to 18 months; it depends on the branch of service or the service member’s job and is usually separated into three parts, according to Astor et al. (2012a):

1. Predeployment (varies) – This is when the parent is notified that he or she will be leaving the family. The military personnel will sometimes withdraw emotionally from the family in anticipation of the upcoming separation. Also, as noted by Amen, Jellen, Merves, and Lee (1988, as cited by Astor et al., 2012a, p. 57), “Alternately, some children might begin to withdraw from their deploying parent as they try to brace themselves for daily life without him or her.”
2. Deployment (1 month to 18 months) – This is when the military parent is away from the family.

3. Postdeployment (3-6 months after deployment) – This is the return of the military parent, and the family is adjusting to their presence again.

GWOT. In the aftermath of September 11, 2001, the U.S. government declared a “war on terror.” This has led to U.S. troop deployment to Iraq, Iran, Syria, Yemen, Afghanistan, and several African countries.

Operation Enduring Freedom/Operation Iraqi Freedom (OEF/OIF). The military acronyms for the war in Afghanistan and Iraq, respectively.

Posttraumatic Stress Disorder (PTSD). According to the National Institute of Mental Health (2015),

PTSD develops after a terrifying ordeal that involved physical harm or the threat of physical harm. Nearly everyone will experience a range of reactions after trauma, yet most people recover from initial symptoms naturally. Those who continue to experience problems may be diagnosed with PTSD. People who have PTSD may feel stressed or frightened even when they are not in danger. (para. 2)

The person experiencing PTSD feels trapped in their memories. They do not have to suffer the traumatic harm personally; they could have just witnessed a traumatic event. It is estimated that approximately 300,000 of OEF/OIF veterans suffer from PTSD (Taniellan & Jaycox, 2008, p. 23).

Traumatic brain injury (TBI). “TBI is a condition in which a violent blow to the head causes a collision between the brain and inside of the skull,” as noted by Atuel et al. (2011, p. 3). These injuries have increased due to the use of Improvised Explosive Devices (IEDs). Approximately 320,000 of veterans from the OEF/OIF suffer from TBIs (Taniellan & Jaycox, 2008, p. 23).

Warrior ethos. The ideals of self-sacrifice and overcoming challenges are

embedded within the military culture.

Assumptions

The studied school has two high schools with a large military-affiliated population (25% and 32%) and two schools with a low military-affiliated population (4% and 2%). The district has a long history of educating military students in peace and war dating back to the early 1990s. The school system is the county's largest employer. The school studied is located in a rural area and over half of the students are on free and reduced lunch.

Scope and Delimitations

For the purpose of the study, the candidate surveyed only students at one of the four high schools in the surveyed county. The county is a southeastern rural school district with most workers employed within the school system. There is a large military base located outside of the county, and the federal government recently built a substantial military housing complex within the county school district. The military housing area currently has two elementary schools and one middle school. Since the DoD typically does not provide high schools to military installations in the United States, the high school students in the military housing attend two high schools in the rural county. One school (School C) currently has 32% and School A (the school researched) has 25% military-affiliated students enrolled, as shown in Table 1.

Table 1

Percentage of Military-Affiliated Students per High School

School	Percentage
School A	25%
School B	4%
School C	32%
School D	5%

The surveys included only one school with a high number of military-affiliated students (School A). Also, School A has a pattern of hiring former graduates. All three assistant principals in School A were graduates of that school. The school also has approximately 20% military-affiliated teachers on staff.

The survey was offered only to the ninth- and eleventh-grade population. The reason for choosing the ninth-grade level was it is the single most pivotal year for graduating success. According to the Breakthrough Collaborative (2011), “Research shows that ninth grade retention rates and failure rates are higher than any other grade. In fact, ninth grade students are three to five times more likely to fail a class than students in any other grade” (para.1). Eleventh graders were chosen due to the maturing that takes place between the ninth and eleventh grades.

Limitations

The limitations of the study were the short timeline framework for the dissertation program, the short turnaround for the survey to be conducted in the spring of 2017 due to the superintendent’s request, and the conducting of only one survey. Also, only ninth and eleventh graders were surveyed due to the variances in maturation rate of the age groups. Since the students were self-reporting, there is the limitation that they might not have been truthful.

There has been no longitudinal study conducted of all military children regardless of military branch, i.e., Army, Coast Guard. Another difficulty with surveying military children is the lack of student identifiers. As noted in Military Child Education Coalition (2012),

In order for schools to better serve their Military-connected population, specific,

quantifiable data such as parental Military and deployment status, transition history, and academic and behavior indicators would all enable district personnel to substantiate the need for resources and allocation of those resources to better serve and support the Military connected child. (p. 11)

The study did not address the students with special needs at either end of the spectrum: Individual Education Plans, Academically and Intellectually Gifted, Advance Placement, or homeschooled students. Military Child Education Coalition (2012) stated, The number of families home schooling their children has grown considerably in the United States over the past 11 years. The National Education Home Education Research Institute (NHERI), a private research organization, estimates between 1.73 and 2.35 million children were home schooled during the spring of 2010 in the United States. (pp. 11-12).

It was beyond the scope of this survey to have included the homeschooled students since the study addressed how public school systems could help meet the needs of the military child. Thus, another limitation was that the study did not include those military children in the private and charter school systems.

Significance

Highlighting the unique aspects of this subculture and researching their needs has the potential to develop policy at the district, state, and federal level. As President Obama (2011) stated in his Presidential Directive to Strengthen and Support Military Families, “With millions of military spouses, parents and children sacrificing as well, the readiness of our Armed Forces depends on the readiness of our military families” (para. 8). Thus, the significance of this study on research may inform practical and theoretical research on the unique military subculture and ways to assist those families whose

children attend public schools. Further, this study may help the district create specific programs to support military families within the high schools.

Summary

As opined by Atuel et al. (2011), “Civilian teachers, principals, and school support personnel have never been systematically trained at the pre-service university level to understand and appropriately respond to the intense experiences of children with deployed parents” (para. 1). School support personnel typically have no experience in dealing with military families or their children. Astor et al. (2012a) found the current model of interventions is only targeting at-risk students, yet the school reform research literature shows that supportive school climates promote well-being and can curb negative social and emotional outcomes such as depression and suicidal ideation. With such a large student population within this subgroup, it is imperative that their needs are studied and met.

Chapter 2: Literature Review

Introduction

This research sought to answer the following questions.

1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?
2. To what extent do military-affiliated students in that county feel the school surveyed is supportive of them?
3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

It is vital to research these questions in order to help schools support the military families. Little research has been done on the needs and characteristics of the high school military-affiliated student. As noted by Cole (2014),

Military culture is often unfamiliar to educators who regularly encounter military students and their families. Every school district in the United States has a child who is in some way connected with the military, and 80% of all military children attend public schools. (para. 2)

With the ever-increasing demands of the GWOT, public schools need to be aware of the stressors facing these children and their families in order to help the military-affiliated child be successful.

Theoretical Framework - Review of Theoretical & Empirical Literature

As stated by Demir (2015), “Students learn best in a nonthreatening environment according to humanism or hierarchy of needs. Students need to feel comfortable and safe in order to learn most effectively” (p. 10). This learning theory stating that children learn best in an environment they perceive as safe dates back to Maslow’s (1943) Hierarchy of

Needs. Maslow stated that there are five basic needs, and unless the basic needs of food, shelter, water, and safety are met, students will have a difficult time learning, as shown in the figure; however, according to Eaton (2012), “The iconic pyramid of what has become known as ‘Maslow’s Hierarchy of Needs’ is, arguably, a mutation or an interpretation of the original work” (para. 7). Although Maslow never used the pyramid in his work to denote the progression of self-achievement, it has been a widely accepted format to highlight the progression of needs.

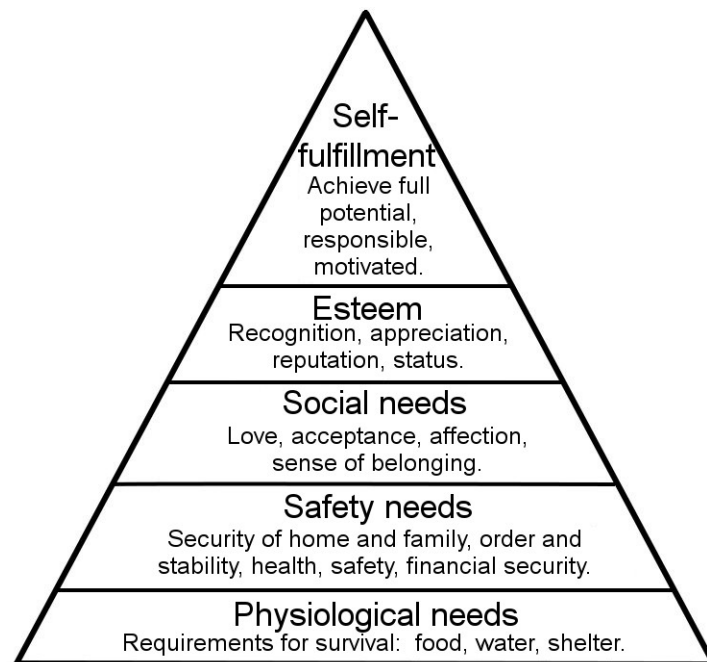


Figure. Maslow’s Hierarchy of Needs.

As one relates the chart to school children, according to Wininger and Norman (2010),

Maslow added that for children, this need includes having order and stability in life (e.g., a schedule or routine, a degree of predictability). If these first needs are fairly well gratified, then love–affection–belongingness (shortened in most texts

to love needs) needs emerge. Maslow suggested that a thwarting of love needs is the most common cause of maladjustment and psychopathology. Love needs are followed by esteem needs, which Maslow classified into two categories: the desire for achievement or adequacy and the desire for reputation or respect from others. (p. 35)

Relating this to military children, since military children move much more frequently than their nonmilitary counterparts, building a sense of community within the classroom and the school would help support them.

More recently, Tay and Dinear (2009, as cited in Berry, 2011) found in their study of 60,865 individuals from 123 nations that “When our basic needs (food, shelter etc.) are met, individuals in the study reported that their lives were better. They reported less negative feelings” (para. 5).

Also, as stated by Bilash (2009),

Being aware of Maslow’s Hierarchy is in the best interests of both the teacher and the students. A teacher should use her knowledge of the hierarchy to structure both the lesson plan and the classroom environment; ideally, the classroom would meet as many of the needs of students as possible, especially the safety, belonging and esteem needs. (para. 3)

To continue, looking at Maslow’s Hierarchy of Needs within the construct of developing a sense of community within the classroom, Villa, Thousand, Stainback, and Stainback (1992) stated that

In our society, especially in the field of education, it has been assumed that a child's sense of self-worth can be developed from a sense of personal achievement that is independent of the child's sense of belonging. If we concur with Maslow,

however, we see that self-worth can arise only when an individual is grounded in community. (para. 13)

Social and Emotional Needs of Adolescents

According to Martinez (2016), “There is increasing evidence that addressing children’s social and emotional needs has a positive impact on students’ performance, their attitudes about school and the relationships that take place in educational settings” (p. 1). Furthermore, education reform theorists believe that whole school prevention strategies can help address at-risk students; however, the dominant school-based intervention strategies only address a small number of at-risk students, as noted by Astor et al. (2013); yet there is a large body of school reform literature that focuses on supportive and caring school climates. Astor et al. (2013) stated that “This body of research suggests that caring and supportive k-12 school climates can promote positive academic, social, emotional, and psychological outcomes (Brand et al. 2003; Cohen et al. 2009; Eccles et al. 1993; Zullig et al, 2010)” (p. 4).

One such model, the Positive Youth Development, stated that “Thriving occurs when a young person’s strengths as an individual are coupled with the resources in his or her environment,” according to Easterbrooks, Ginsburg, and Lerner (2013, p. 103). This theory believes that children who have a positive outlook and a strong support network can face adversity and actually thrive with each challenge faced. The Positive Youth Development model called this “resiliency.” Easterbrooks et al. stated that there are “Seven C’s that exemplify this development of resiliency: Competence, Confidence, Character, Connection, Contribution, Coping and Control” (p. 104). Easterbrooks further noted that “adults that are available physically, socially and mentally can help children overcome adversity” (p. 104), thus schools that provide a supportive and nurturing

climate can help not only military children but all at-risk children.

Creating a School Climate that Supports Resiliency

There are four critical social-emotional components that influence achievement performance (academic and school attachment, teacher support, peer values, and mental health) in high school adolescents, according to Becker and Luthar (2002). Schools that focus on developing caring relationships and a sense of safety and promote a sense of well-being would theoretically help support students socially and emotionally (Astor, De Pedro, Gilreath, Esqueda, & Benbenishty, 2013). By helping students socially and emotionally, the schools would help build resilience in at-risk students.

There is a myriad of ways schools can help increase resilience in students. Three major ways to help students, according to Astor et al. (2013), are developing caring relationships, providing a safe environment, and creating a climate of belonging (p. 5).

Caring Relationships and Creating a Sense of Belonging

Easterbrooks et al. (2013) stated that teachers are in an ideal position to support resilience, in part because young people spend more than 30 hours each week in school. Classroom teachers . . . may be especially important for children in under-resourced communities, and for children who live far from their extended families, like many military connected children. (p. 105)

One way to foster caring relationships and build resilience in the students is for the teachers and faculty to learn about at-risk students' culture and background. Astor et al. (2013) found that

Culturally relevant pedagogy theorists say that racial minority students feel more connected to a classroom and school community when their cultures and histories

are represented in the curriculum, their languages are utilized in daily instruction and they are included in deciding classroom rules and procedures (Hernandez-Sheets, 2003, 2009; Ladson-Billings, 1994; Brand et al., 2003). (p. 6)

For example, children raised in poverty tend to have emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues, according to Jensen (2009). Teachers can help students in poverty by realizing the challenges these students face daily. Another example would be for teachers of military-affiliated students to attend military activities. Luby (2012) stated that “Social interaction and community outreach events held on military installations provides a unique opportunity for civilian providers to see the priority population where the group works and lives” (p. 73).

Furthermore, Payne (2005) opined that “A successful relationship occurs when emotional deposits are made to the student, emotional withdrawals are avoided, and students are respected” (p. 111). When teachers and administration show that they care enough about the students to learn about those students’ backgrounds and cultures, it shows that the school and faculty respect the students and care about them enough to invest time and effort into them.

One successful program that promotes caring relationships is the Big Brother, Big Sisters of America. This program matches screened and trained adult volunteers with at-risk children from single parent homes. Students who participate in this program are 27% less likely to initiate alcohol use, 33% less likely to hit someone, and 46% less likely to use drugs (Astor et al., 2012b). Another program that has promising results is the Midwestern Prevention Project (Project STAR). This program creates community and parent organizations to help prevent students from using drugs. Students who participated in this program showed a 40% reduction in drug use that was maintained

through the age of 23 (Astor et al., 2012b).

Safe Environment

Not only does a caring environment promote resilience in children, but it has been shown to decrease school violence. Astor et al. (2013) noted that supportive peer and teachers relationships facilitate trust in authority among adolescent students . . . , thereby preventing school violence (Flanagan & Stout, 2010; Hoy et al., 2002)” (p. 5). Students must feel that the rules and regulations are fair. If a school has overly punitive discipline policies, students are more likely to act out and commit more acts of bullying. In fact, at-risk students in these schools are more likely to drop out or wind up in prison, according to Astor et al. (2013).

There are a variety of successful research-based programs that help promote school safety. One such program, Project Towards No Drug Abuse (Project TND) showed an over 25% reduction in drug use and a 6% reduction in bullying (Astor et al., 2012b). Another successful program geared toward elementary-aged children is the Promoting Alternative Thinking Strategies (PATHS). This program uses the Social and Emotional Learning (SEL) theory that promotes student social and emotional well-being to help children be more successful in school. PATHS created a classroom curriculum that showed an 11% increase in student achievement (PATHS, 2017).

Hence, research shows that if students feel safe and supported within the school climate, they will perform better and achieve more. All children need to feel safe and have a sense of acceptance. If the school’s culture or climate is not welcoming to at-risk children, they may struggle to be successful.

Further, Military Child Education Coalition (2012) studied 11 different school districts near military bases and found that “Given the frequent location and deployments

experienced by military members and their families, it is imperative to understand the impact of transition and turbulence in military families in respect to the education of their children” (p. 5). There are so many unique stressors that military children face on a daily basis that a teacher and school aware of these needs can help individual students be more successful, both academically and socially.

Military Culture

Essentially, a way to ensure that students feel safe is to understand each student’s unique culture. According to the American School Counselor Association (ASCA), “Culture is a powerful and pervasive influence on students, stakeholders and school counselors’ attitudes and behaviors” (Cole, 2014, para. 1). As opined by Prosek and Holm (n.d.) in *The Professional Counselor Journal* outlining ethical conflicts treating military personnel, “The military population represents a group of people with a unique ‘language, a code of manners, norms of behavior, belief systems, dress, and rituals’ and therefore can be considered a cultural group (Reger et al., 2008, p. 22)” (para. 11); however, school personnel are often unfamiliar with the characteristics of the military subculture as noted by Atuel et al. (2011) in a policy brief published in the USC Center for Innovation and Research on Veterans & Military Families. Yet with the U.S. Military Base Realignment and Closure (BRAC), more civilian resources are needed to help support the military family. Cole (2014) stated that “80% of all military children attend public schools” (p. 497), making it imperative that teachers and counselors be familiar with the military culture.

Luby (2012) stated, “According to Defense Centers of Excellence (DCoE) (2009), to serve military communities better, qualified resource providers should be sensitive to and willing to learn about the military culture” (p. 67).

Furthermore, as Astor et al. (2012b) stated, “Currently, less than 1% of the population serves in the military. As a result, many members of civilian society are unfamiliar with military culture” (p. 5). With previous generations and wars like Vietnam or World War II, more people had family members in or knew someone in the military. Today’s unfamiliarity with the military culture could make it more difficult to teach or understand military-affiliated children. To begin with, the three major differences between the military and civilian culture are language, hierarchy, and the “warrior ethos” which relates to a sense of self sacrifice. Meyer, Writer, and Brim (2016) stated that “The sacrifice made by Service members requires a related sacrifice by their entire family, thus instilling a set of values and norms specific to military families” (p. 26). This sense of sacrifice and service to their country permeates the military culture.

Again, it is important to understand the military culture in order to understand the military-affiliated student. The three major aspects of the military culture that are very unique to them are the language, importance of hierarchy or rank of the military parent or guardian, and the warrior ethos. The major studies of these three variances are outlined below.

Language. One unique aspect of the military is the language and acronyms used within the culture. Cole (2014) said that

Encountering military culture has been compared to navigating a foreign country, with its language an important aspect of this navigation (Huebner, 2013; National Military Family Association, 2014). Each of the five military branches has its own set of terms and acronyms that relate to job title, position, location, services, time and resources for military service members and their families (U.S. Department of Veterans Affairs, 2014). (p. 498)

To better understand military children, it is important for school personnel to understand the military terms and acronyms that are part of their daily lives.

Hierarchy. One of the most prevalent aspects of military culture is the importance of hierarchy or rank of the service personnel. The military service member's rank not only denotes the amount of pay but also shows the amount of education that the service member typically holds. Huebner (2013) acknowledged that

A service member's rank can provide information about his or her education, income, and job description. For example, those in the enlisted ranks usually have no prior college degree. Commissioned officers have either completed a college Reserve Officers' Training Corps (ROTC), a degree from a U.S. service academy, or officer training school. (para. 13)

The other unique aspect of the military culture is that the service member's rank gives the family their social status within the military hierarchy. Cole (2014) noted that "The service member's rank impacts the family members' identity and sense of self, as the family identifies with their position in the military community (Drummet, Coleman, & Cable, 2003)" (p. 498). Also, the military has a vast control over the lives of the service members and their families. The military personnel are told where to live, where to work, and when they can and cannot travel (Cole, 2014).

Warrior ethos. The ideals of self-sacrifice and overcoming challenges are embedded within the military culture. Huebner (2013) declared that

One of the most important things to recognize when working with military service members or their families is what has been termed the "warrior ethos." Service members and their families pride themselves on their strength and ability to successfully confront challenge. The notion of asking for help or support often

carries with it the stigma of weakness. (para. 10)

This pride in overcoming challenges and the fear of appearing weak can hinder military children from seeking help if they feel the need for support.

On the other hand, the experiences military children have regarding travel and surviving the multitudes of deployments can build a sense of accomplishment and confidence in them. Astor et al. (2012a) cited Paden and Pezor (1993), noting that traveling and seeing various cultures is “unique . . . and] instead of leading to problems, adversity in military families can provide opportunities for children to mature” (p. 8). Ruff and Kleim (2014) cited Bradshaw et al. (2010) and stated, “Multiple transitions have been shown to equip military children with more adaptability, accelerated maturity, deeper appreciation for cultural differences, and strong social skills in comparison to their civilian peer” (p. 107). If military children have support, their unique experiences can build a sense of self-worth and maturity that is not seen in the civilian world.

Impact of GWOT on the Military Family

The GWOT has far reaching implications for the military family. Morgan and Ross (2013) stated that

military students who were in kindergarten during 9/11 are now high school juniors—their entire K-12 career may have occurred under the strain of parental separation and the anxiety over the potential loss or disability of a parent. Some military children will have friends who have experienced such losses. (para. 8)

Deployment

Another aspect that military children face is the deployment of a parent. Easterbrooks et al. (2013) commented, “Deployment means physical separation from a parent, altered routines, new responsibilities for children, and additional stress for

deployed parents and parents who remain at home” (p. 107). In addition, each part of the deployment cycle – predeployment, deployment, and reintegration of the deployed parent – brings its own unique set of stressors.

Children face a variety of challenges at all stages of deployment, as they prepare for the absence of one of their parents, adapt to the changes in the home . . . then re-adjust to the return of their parents months or even years later. (Gewirtz, Erbes, Polusny, Forgatch, & DeGarmo, 2015, para. 2)

Park (2011) noted that “Children of deployed parents, especially older youth and girls, reported more problems with school, family, and mental health” (p. 67). In another study, Jackson (2013) noted that

Adolescents with a parent or sibling who has been deployed are more likely than their nonmilitary peers to feel depressed, contemplate suicide and report poorer overall well-being, according to a USC study of 14,299 adolescents in California. More than 13 percent of those in the study had parents or siblings in the military. (para. 1)

Wounded Parents

Many military children worry about the wounding of their parent while deployed. Ruff and Keim (2014) stated that “The constant fear for a parent’s safety can negatively affect a child academically, emotionally, and behaviorally” (p. 106). Also, Atuel et al. (2011) avowed that “Living with fear that a parent . . . serving in the military is in danger can traumatize a child to the point where it significantly affects their ability to function in the school environment” (p. 3).

The care of the wounded military parent often falls on the spouse, typically the wife. Gewirtz et al. (2015) opined that “Reunion with an injured parent . . . may be

complicated by additional separation from the non-deployed parent who may spend substantial time in the hospital with the injured service member, resulting in reduced monitoring and communication with the children” (para. 10). Thus, the children suffer the loss, if only temporarily, of both their parents at an extremely stressful time.

One of the most significant injuries is TBI. With the GWOT, the number of TBIs is unprecedented in U.S. history. According to a 2008 study by the RAND Corporation, 19% of veterans have suffered TBIs (Taniellan & Jaycox, 2008). That translates to over 260,000 veterans from OIF and OEF who so far that have been diagnosed with TBI. “The rampant use of improvised Explosive Devices (IED) in Iraq and Afghanistan has resulted in many veterans returning with TBI . . . symptoms such as headaches, concentration problems, mood changes, depression, anxiety, and fatigue can significantly interfere with . . . relationships” (Atuel et al., 2011, p. 3).

Another problem with the increased military presence in the GWOT is the number of military personnel diagnosed with PTSD. As noted by the Veterans Statistics: PTSD, Depression, TBI, Suicide (2015),

A review of 29 studies that evaluated rates of PTSD in those who served in Iraq and Afghanistan found prevalence rates of adult men and women previously deployed ranging from 5% to 20% for those who do not seek treatment, and around 50% for those who do seek treatment. (p. 1)

PTSD can profoundly impact the entire family, not just the military personnel suffering with this disorder. As noted by Astor et al. (2012b), “Parents with PTSD may avoid certain subjects or situations that are reminders of the violence or trauma they experienced. They may constantly appear on edge or about to explode with anger” (p. 51). These behaviors are upsetting to the children, and they may feel that anger is

directed at them. Some researchers suggest that the children will then begin to exhibit symptoms of trauma themselves, otherwise known as Secondary PTSD (Galovski & Lyons, 2003). In addition, service members are often unwilling to seek help for PTSD for fear it will negatively impact their career.

Death of a Parent

Approximately 7,000 military and 7,800 contractors have died in the GWOT, and 44% of them had children. This number does not include the 22 veterans who commit suicide every day. That relates to thousands of children who have suffered the loss of a parent due to the current war (Cost of War, 2015). Furthermore, according to Atuel et al. (2011),

The military has a specific procedure for notifying family members upon the death of a service member. Schools may not be among the first to know if a parent has died. This is one reason why it is essential for schools to have a plan in place for responding to a parent's death. (p. 3)

In order to create a sense of safety and belonging, the schools must understand the reality of anxiety and stress the service member's children experience on a daily basis.

Impact on Military High School-Aged Children

Frequent moves. One negative aspect of the military lifestyle is the frequent moving. As Park (2011) noted, "Secondary military children move up to three times more than their civilian counterparts do" (p. 66). Ruff and Keim (2014) said that this means, "On average, military children move and change schools 6-9 times from the start of kindergarten to high school graduation (Astor, 2011; Berg, 2008; Kitmitto et al., 2011; Sherman & Glenn, 2011)" (p. 103). These frequent moves can add stress to military children. Research shows that "students can suffer psychologically, socially, and

academically from mobility” (Rumberger, 2003, p. 8). When children move, they have to create new peer relationships. Frequent moves interrupt relationship building skills and can impact their academic success. Isernhagen and Bulkin (2011) cited Reynolds et al. (2009), reporting that “mobile students’ weaker peer relationships increase their risk for underachievement” (p. 20).

Bradshaw et al. (2010) confirmed the problems facing the high school military-affiliated students in the public school system by stating that

Of particular concern are the adolescents in military families, because they must adapt to normative developmental stressors (e.g., puberty, formation of peer relationships, parent/child relationships, increasing academic demands; Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001), as well as cope with the stress of frequent military-related relocations (Kelley, Finkel, & Ashby, 2003), which in turn may negatively affect their adjustment to the new school environment. (para. 3)

Negative perception of mobility. There is also the perception that highly mobile students can disrupt the learning and achievement of their nonmobile classmates.

Isernhagen and Bulkin (2011) stated that “Teachers in highly mobile classes blamed mobility for their inability to effectively preserve the learning environment and deliver quality instruction (Bruno & Isken, 1996; Kerbow, 1996; Lash & Kirkpatrick, 1990; Sanderson, 2003a)” (p. 18). Isernhagen and Bulkin (2011) stated that “Each move to and from the classroom disrupts the ebb and flow of classroom routines” (p. 22). Also, most studies done on high-mobility children focus on homeless children. According to Astor et al. (2012b), “Even some of the practices recommended by some experts to reduce mobility – such as urging parents to avoid school changes – don’t apply to military.

They don't have the option" (p. 13).

Loss of credits. When the high school military children move, they are often faced with new graduation requirements that can delay graduation. As noted by Park (2011), "Due to different school and state requirements for course credits and course materials, frequent moves pose additional challenges for academic achievement and graduation by transferring students" (p. 67). Astor et al. (2012a) stated, "If course(s) or exams taken in one state are not accepted in another, students may not meet the requirements for graduation – even though they were on track in their previous school" (p. 15).

One program that could help highly mobile students is a nationally based set of graduation standards and curriculum. The DoD has created a unified curriculum that is used throughout all of the DoD schools in the world. As noted by Astor et al. (2012b), "When military children attend one of the 194 Department of Defense Education Activity (DoDEA) schools around the world . . . they are taught the same curriculum and are assessed using the same tests, which allows for comparisons among students" (p. 28). Therefore, if there was a national set of standards and curriculum, that would help highly mobile students retain their credits. Furthermore, Astor et al. (2012b) stated that

if all U.S. states adopt the Common Core standards, this would address many of the obstacles that military children moving between installations in the United States currently face, such as repeating or missing academic material and transferring credit for courses taken. (p. 29)

The frequent moves can be more difficult for military children who have special needs. Due to the delay in transcripts, changes in AIG programs, and lack of national graduation standards, military children face uncertainty when moving from one district to

another, regardless if that district is in the same state. Research cited by Isernhagen and Bulkin (2011) reflected that “The challenge is greater when mobile students were also special education students. Personnel from one school shared that they often had to wait for special education placement due to the need for access to records” (p. 20).

Thus, another way to help highly mobile and military-affiliated students would be a national clearinghouse of records. Astor et al. (2012b) opined that “Los Angeles Unified School District utilizes a secured online system to track current and past individualized educational program (IEP) . . . More school districts – especially those serving highly mobile students – should implement such a model” (p. 31).

Social reintegration. When military children move, they must create new friendships and assimilate into the new social climate. Relying on their previous extracurricular activities may be difficult to do. Students may have excelled at an activity or program not available at the new school. Astor et al. (2012b) noted that “students who participate in sports or other extracurricular activities . . . often lose out on these activities when they relocate because they have missed try-outs or auditions or because they do not meet eligibility criteria in their new school” (p. 14).

Children involved in sports also can have problems when they move into a new area. If the students are active in sports, Mmari et al. (2010, as cited by Ruff and Keim, 2014) found that “military children often experience discrimination when they participate in athletics at the new school. Athletic coaches were reluctant to put military students on teams or in starting positions, as doing so could disrupt the team dynamics” (p. 105).

For example, leadership programs like student government associations can prove challenging to the newly arrived military children. Ruff and Klein (2014) revealed that “New military students may find that student government elections either happened

before they entered the school or rely heavily on established popularity” (p. 105), yet all of these extracurricular activities and programs help students integrate into the new social setting. Rossen and Carter (2011, as cited by Ruff & Keim, 2014, p. 105) claimed that “Limited access to these activities can lead to additional mental health concerns for the military student, as a decline in participation in such activities can cause further withdrawal and depressive symptoms.”

Self-harm. Furthermore, various studies have shown that there is a higher risk of self-harm with more frequent residential changes (Qin, Mortensen, & Pedersen, 2009); yet the prevailing thought was that the military subculture helped to prevent military children from suffering from suicidal tendencies and that the increased moving actually improved their social competence, according to Marchant and Medway (1987). More recent studies have shown that is not the case anymore. DeBenedette (2014) stated that “The military children who moved in 2008 were significantly more likely to have a mental health care visit in 2009 than military children who did not move. This was true for outpatient visits, emergency room visits and psychiatric hospitalization” (para. 5). Also, in Millegan, McLay, and Engel (2012), the data showed that middle and high school students had a more difficult time moving than the elementary-aged child. Millegan et al. studied over one half of a million military-affiliated students in 2008 and found that

Age was a powerful predictor of mental health visits to the emergency room or for hospital stays. Children aged 6-11 years and 12-17 years had relatively similar odds of outpatient mental health care, 17% and 16.6%, respectively. However, emergency mental health visits were roughly four times as high in those aged 12-17 years (.8%) as those aged 6-11 years (.2%). (p. 278)

This could be due to the importance of peers to the adolescent. Also, at the high school level, students are preparing for their futures; and switching schools can lead to the loss of credits, having to repeat courses, or losing a beloved program such as art or theater.

This change in the research findings could be due in part to a bias in previous research. The previous research surveyed parent perceptions of their children's well-being, while the Millegan et al. (2012) study focused on visits to a mental health expert or an emergency room up to 1 year after a move. Another explanation for the change could be the increased demands on the military family with the GWOT. Parents are deploying more frequently and for longer periods of time.

Summary

In summation, there are several ways schools can help meet the social and emotional needs of high school students. Schools that provide a caring, nurturing, and safe environment and help students feel like they belong can help promote well-being for all students. Some ways to provide a caring and nurturing environment are train staff in the unique social and emotional needs of various at-risks students, create programs that foster safe and nurturing environments, and create and maintain fair and positive rules and regulations.

There are several issues currently facing military children attending public schools. With the increased demands on the military family regarding the GWOT, children worry about their parents being wounded or dying. This stress can produce anxiety, PTSD, Secondary PTSD, and negative behaviors. With regard to the military subculture, educators need to be aware of the military acronyms and unique language. They also need to understand the importance of the military hierarchy on the entire family.

The key concern with military school-aged children, other than anxiety over the safety of the deployed parent, is the demands the frequent moves make on the child.

There are several key issues dealing with the high mobility, including the schools' and teachers' negative perceptions of highly mobile children, the loss of credits, social integrations, and increased risk of self-harm.

Chapter 3: Methodology

Introduction

The purpose of this study was to investigate the unique characteristics of high school military-affiliated students and to determine if the needs of high school military-affiliated children in a rural county in the Southeastern U.S. populated by a large military base are different from the characteristics of other high school students in that county. The following chapter is a descriptive accounting of the research methodology and the type of study selected for the research into the military children attending public schools. This section also contains the background of the setting and reasoning for the determination of the targeted population. The explanation of the methods used to analyze and code the data is also included. The study was quantitative in nature.

Research Questions

1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?
2. To what extent do military-affiliated students in that county feel the school surveyed is supportive of them?
3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

This quantitative study was conducted by gathering and analyzing a 5-point Likert scale survey administered by an electronic, self-administered software (Survey Monkey) via the Internet. The ninth and eleventh grade homeroom teachers at School A were to administer the survey to students whose parents provided their permission for their child to partake in the survey. School A has 17 ninth-grade homerooms and 13 eleventh-grade

homerooms. The data were analyzed using a loglinear analysis comparing the two different grade levels and the military- and nonmilitary-affiliated students as indicated in Table 2 below. The questions, the school, grade level, and military affiliation were all nominal variables, according to Lund (2017). The survey links were set up where ninth graders received one link and eleventh graders received another link.

Setting

The survey took place in a rural Southeastern school district with K-12 grade schools. The state school districts are divided by county, and the county surveyed has 17 elementary schools, six middle schools, four high schools, and one alternative school. The district has a population of approximately 130,000, and over 20,000 students are enrolled in the public school system. The demographics of the county's population are 53% White, 25% Black, 16% Hispanic, 1% Asian, and 3% two or more races. Table 2 highlights the percentages of military-affiliated students per school, as previously shown in Table 1, Chapter 1. The information was obtained in an interview with the county's superintendent (Personal communication, March 15, 2016).

Table 2

Percentage of Military-Affiliated Students per High School

School	Percentage
School A	25%
School B	4%
School C	32%
School D	5%

Also, the number of veterans living in the county is 12,165, and the median house is appraised at \$135,400. Almost 20% of the population holds a Bachelor's degree or higher, and the median income is \$46,353. The largest employer in the county is the public school system.

Research Methodology

The study was evaluated according to a quantitative research methodology. Creswell (2014) noted that “Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables . . . can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures” (p. 4). Furthermore, the research was quasi-experimental in design. Butin (2010) defined quasi-experimental surveys as “A very common model in the social sciences, allowing the researcher to answer critical questions about the relationship between variables” (p. 85). The instrument used is one of more than seven different California Healthy Kids Surveys. These surveys are administered each year since 2010 and have various specialized formats. The survey used was the Military format which is shown in Appendix A. The survey was administered online using Survey Monkey. Permission was sought and obtained by the candidate to the WestEd Corporation for use of their survey. The permission form is shown in Appendix B.

The data were disaggregated into the military and nonmilitary student responses. The data were further analyzed by grade level. The survey answered student perceptions of the three research questions.

Research Questions

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3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

Population and Sample

The study focused on high school student perceptions of school support. Research has shown that there is a difference between lower (ninth) and upper (eleventh) levels of high school student views of the military (Bradshaw et al., 2010; Mmari et al., 2010; Sherman & Glenn, 2011; Strobino & Salvaterra, 2000). Therefore, the survey targeted both the ninth and eleventh grade high school students. The survey was done during the remediation period and only took approximately five minutes to complete, thus the study procedures did not interfere with the day-to-day routine of the schools involved. The study did not involve any coercion or discomfort to the students. Students also had the option to opt out at any time during the survey.

School A has approximately 20 students in each homeroom. Therefore, School A could have 280 ninth-grade responders and 260 eleventh-grade responders. Of a potential pool of 540 responses, in order to have a statistically sound sample size according to Fowler's (2009) confidence interval, the number of responses should be at least 270, according to Appendix C. That would achieve a +/- 5% margin of error. School A returned over 280 permission slips; 250 participants noted that both parents and students wanted to have the student participate. Approximately 20% of the surveys returned denied parent and/or student permission.

Instrumentation and Data Collection

A survey was the preferred method for this study since it had a rapid turnaround of data collection. It was cross-sectional with the data obtained on 1 day. The study was administered online versus paper and pencil. Research shows that online surveys are more efficient (Nesbary, 2000; Walt, Atwood, & Mann, 2008). Also, as stated by Walt et al. (2008), "Researchers report that survey data collected online appears to have less

missing or nonsensical data than paper-and-pencil surveys do (Nesbary, 2000)” (p. 5). Since the survey was asking students to give their perceptions of school support, it was important to avoid nonsensical data. Also, “electronic surveys, however, may change in appearance depending on the respondent’s computer settings (Dillman, 2000)” (Walt et al., 2008, p. 3). Therefore, all students took the survey on Chrome Notebooks to eliminate any differences in the appearance of the survey.

The data were obtained from the California Healthy Kids Survey, Military Form as shown in Appendix A. It was a 5-point Likert scale series of questions asking students if they are military affiliated and their perceptions of school and peer support for their parents’ role in the military. The Military Form Survey has been conducted in California, surveying over 6,000 students in the San Diego area alone. As noted by Astor et al. (2012a), “The survey provides policymakers and educators with valuable information on school climate and student trends” (p. 84). The California Healthy Kids Survey (2002) has been given to every school district in California since 1985. The Military Module was created “by USC researchers in partnership with eight military connected school districts near San Diego and WestEd, the research and service agency that administers the CHKS for the California Department of Education” (Astor et al., 2012a, p. 84). The San Diego area is home to five different military bases hosting primarily Navy and Marine forces. The five bases are Camp Pendleton Marine Corps base, Naval Base Coronado, Marine Corps Air Station Miramar, Naval Base Point Loma, and the Space and Naval Warfare Systems Commands Systems Center Pacific (Astor et al., 2012a).

According to Gilreath, Estrada, Pineda, Benbenishty, and Astor (2014), the surveys used

were developed during the first year of the Building Capacity project with MC

school experts, select representatives from the Department of Defense Education Activity (DoDEA), the U.S. Department of Education, WestED, researchers, students, parents, teachers, and principal advisory boards. The modules were pretested and pilot tested and were slightly modified on the basis of the feedback received. (p. 14)

The survey was also validated by a USC School of Social Work team led by Dr. Ron Avi Astor and was evaluated by an independent evaluation team from Bar-Ilan University in Israel led by Dr. Rami Benbenishty and Dr. Alana Siegel (Gilreath et al., 2014). The survey showed both content validity and predictive validity; however, in the last report of the “Welcoming Practices” report, Benbenishty and Siegel (2016) stated that after the third year of using the survey, the response rate dropped. Since the researcher was only going to apply the survey one time, this was not a problem. Permission was sought and obtained by the candidate to the WestEd Corporation for use of their survey. The permission form is shown in Appendix B.

The survey was uploaded to Survey Monkey, a software program that is user friendly and has the ability to determine if there are any statistical variances between groups. The Survey Monkey also employs “skip logic,” whereby if, for example, a student states they are nonmilitary, the survey will direct them to the nonmilitary portion of the survey.

Data Collection Procedures

The researcher received permission to conduct the study from the superintendent, as shown in Appendix D. The following step-by-step procedures were utilized.

1. The school was identified as School A for the purpose of the study and to remove any identifying characteristics. The two different grade levels were

noted as Grade Level 9 and Grade Level 11.

2. A letter and permission slip for each parent and student were sent to each potential participant's parents by the principal of the school. The parents had 2 weeks to give their permission for their students to take the survey (informed consent), per the superintendent. All letters returned to the school were collected by the office secretary. The permission letter for parents/students is in Appendix E. The homeroom teachers kept track of the participants. The researcher did not receive any of the letters, which helped to keep the participants confidential.
3. To further protect the identity of the participants, the survey did NOT ask the students their names or genders. To protect any military-affiliated students, the survey did not ask the participants to state in which branch of the military the parent(s) serve or at what base the parent(s) are stationed.
4. The survey was administered during the remediation period. Students whose parents opted out, of course, did not participate in the survey.
5. Survey results were collected through the Survey Monkey website and analyzed using a loglinear analysis by the candidate. Aggregated group data, descriptive statistics, and statistical analyses were utilized and reported as K-Way, Chi-Square, and cross tabulation tables. The SPSS, according to Creswell (2014), "will generate the results and report them back to the researcher as descriptive statistics or graphed information" (p. 160).

Confidentiality Procedures

Each participant's response was considered confidential. The students were not asked their name or gender to protect their identity. Furthermore, military-affiliated

students were not asked their parent's name, branch of the military they are affiliated with, or the base where the parent is stationed. The students were not asked their address. The researcher did not handle any of the letters at any point, nor did the researcher administer any portion of the survey.

Data Analysis

The study was conducted in a single event on 1 day in May 2017. The potential number of respondents was 540. School A has 260 eleventh graders and 280 ninth graders. The researcher collected the data using Survey Monkey software and analyzed the collected data using the SPSS software and ran a loglinear analysis. The questions were grouped according to their purpose, and then a loglinear analysis was run on each set of data. Table 3 addressed each research question and what survey questions responded to that research question.

Table 3

Variables, Research Questions, and Items on the Survey

Variable	Research Question	Items on Survey
Military Affiliation	1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?	Survey questions 1 through 11 address this issue.
Student Perception	2. To what extent do military-affiliated students feel the schools are supportive of them?	Survey questions 12 through 21 address this.
Grade Level	3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?	Students will receive different links to access their grade level's survey. The responses will then be analyzed according to school and grade level.

The results of the survey were analyzed by a loglinear analysis. According to Lund (2017), when testing for an association with multiple nominal variables, a loglinear analysis is appropriate. The reason the researcher used loglinear analysis is that there are multiple variables, and running a *t* test repeatedly for each variable has a statistically higher chance of error, according to Urdan (2010, p. 107). Thus, there is a lower chance of error with the loglinear analysis. The loglinear analysis allows one to incorporate multiple variables into the same analysis to understand the associations that might exist between all three variables (Lund, 2017).

The next step was to see if the differences in the groups are statistically significant. After running the loglinear analysis, if there was a statistically significant difference, the researcher conducted a Chi-Square test to compare only two variables. If the Chi-Square test showed a significance of less than .05, the model does fit the data and, therefore, was statistically significant. Then, a Cross Tabulation Table was created to see the exact data for the trend. The researcher contrasted the answers of the military-affiliated children and nonmilitary-affiliated children.

The data of perception of school support were compared between the two different grade levels. Furthermore, the survey asked students to comment on their independence level, number of chores they have to do, and whether they wanted to volunteer compared to their peers. The data also showed whether the school was perceived to meet the needs of the students and if the military-affiliated students had unique social and emotional characteristics. These data will be useful to the district, since students who feel supported are more successful in school, according to Maslow's Hierarchy of Needs.

Ethical Consideration

Before any surveying began, permission from the Institutional Review Board (IRB) was obtained (see Appendix F). Also, the superintendent of the school district gave his permission for the study to be completed in his district. The permission is shown in Appendix D.

Role of the Researcher

The candidate was a teacher at one of the schools surveyed; however, all surveys were through ninth- and eleventh-grade homerooms, and the candidate was a tenth-grade homeroom teacher. To further distance herself, the candidate had the survey coded through a survey website (Survey Monkey), and the schools' ninth- and eleventh-grade homeroom teachers administered the survey. Also, the district supervisor in charge of grants and research notified the two principals and explained the purpose and the schools' role in conducting the survey. While the candidate was a military wife and mother of military-affiliated children who attended public high schools, it had been over 20 years since the candidate's spouse was involved in the military. The GWOT has changed the military experience significantly due to the more frequent and longer deployments required of the active duty personnel.

Summary

The researcher used a quantitative research design. The survey instrument was online with all responders using the same type of Chrome Notebooks. The school sent out the permission letters for the survey. There were no identifying questions on the survey other than the military affiliation and grade level attended by the responders. The school was referred to as School A to further protect the identity of the students. The researcher did obtain IRB approval prior to administering the survey. The students were

able to opt out of the survey at any time. Also, the survey was conducted during the remediation period to eliminate any classroom distractions.

The quantitative research was done using the loglinear analysis since there were so many nominal variables. The reason the researcher used loglinear analysis was that there are multiple variables, and running a *t* test repeatedly for each variable has a statistically higher chance of error, according to Urdan (2010, p. 107). Thus, there was a lower chance of error with the loglinear analysis. In addition, the loglinear analysis can analyze any statistically significant relationship between three or more variables.

Once the Survey Monkey survey was completed, the researcher ran the survey results through the SPSS software program. First, the researcher entered the data obtained from Survey Monkey into the SPSS software. Then, the data were run through a loglinear analysis which is ideally suited for all of the variables that the 5-point Likert scale survey provided. The loglinear analysis ran the data through a series of statistical tests to determine the best fit or saturated model (Lund, 2017). After the loglinear analysis had been run, the statistically significant variables were run through a Chi-Square test. According to Urdan (2010), “One of the most commonly used nonparametric tests is the Chi-Square (χ^2) test of independence. This test is appropriate for use with data from two categorical nominally scaled variables” (p. 161). The results were displayed in table format.

Chapter 4: Results

Introduction

The problem under investigation was the perception of military and nonmilitary students and school support. The survey answered student perceptions of all three research questions.

Research Questions

1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?
2. To what extent do military-affiliated students in that county feel the school surveyed is supportive of them?
3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

The purpose of this chapter is to analyze the data collected. The survey took place in a Southeastern state in a rural county. One school was surveyed, School A, with a large percentage of military population (25%). The principal at School A decided to have the students report to a computer lab rather than go through homeroom. This might have further reduced the number of students who completed the survey. Another unexpected result was the number of forms that were turned in stating the students could not take the survey. Since the form clearly stated students who did not return the forms would not be eligible, it was interesting to note that 20% of the surveys returned stated that either the parent or student did not want to take the survey. School A had a fairly high response rate, allowing for significant data for analysis. The total number of surveys answered by the ninth-grade homerooms was 122, while 128 eleventh graders filled out their surveys.

Another side note was the overall number of military-affiliated students who returned the surveys. In the 2003 Rand monograph report by Schonlau, Fricker, and Elliot (2002), they noted the differences in response rates between military and nonmilitary respondents to a DoD survey involving over 36,000 potential responders. Since the topic dealt with military issues, the military-affiliated personnel responded at a higher rate than the nonmilitary as shown in Table 4.

Table 4

Military versus Nonmilitary Survey Response Rate

Population	Overall Response Rate
U.S. Military and spouses	42%
Civilians	37%

Since this survey asked students if they are military affiliated and rated the student perceptions of their school's support, the survey, based on the Rand report, should have a higher percentage of military responses versus nonmilitary; however, based on the results in a military survey in Table 4, the difference should be only about 10%. Actually, the data showed that for the ninth graders, there was a 42% response rate for the military, and for the eleventh graders there was a 40.65% return rate. The school reported a 25% military affiliation based on federally connected forms; so, either the federally connected forms are not being turned in at a 100% response rate, or there was a substantially higher rate of return for the survey from military personnel.

Data Analysis

The surveys were administered on May 12, 2017, through Survey Monkey. The data were then coded into the SPSS software. The grade level and military/nonmilitary were coded in as having a 1, 2 cell range, while the other survey questions were coded in a 1, 2, 3, 4 or 1, 2, 3, 4, 5 cell range. All variables were treated as nominal variables.

Loglinear analysis, according to Lund (2017),

is used to understand (and model) associations between two or more categorical variables (i.e., nominal or ordinal variables). However, loglinear analysis is usually employed when dealing with three or more categorical variables, as opposed to two variables, where a chi-square test for association is usually conducted instead. (para. 1)

Furthermore, the survey questions were then grouped by research questions and analyzed with the loglinear analysis. According to Cox (n.d.), based on notes taken from Simkiss, Ebrahim, and Waterson,

The logarithm of the cell frequency is estimated by means of a linear equation (function in mathematical terminology). The loglinear model so developed starts with all the one-way, two-way, and higher order associations. . . . In practice, one commences the analysis by including all the variables. This is referred to as the saturated model. (para. 1)

The loglinear report tested “goodness-of fit” for the most parsimonious model. The Partial Association test had all variables entered for each research question; however, for clarity, a Chi-Square test was run to compare only two variables. If the Chi-Square test showed a significance of less than .05, the model did fit the data and, therefore, was statistically significant. Then a Cross Tabulation Table was created to see the exact data for the trend.

Research Question 1

What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools? The survey questions used to answer this research question were the following.

- W7. I feel that I have more responsibilities at home (like chores) than my friends.
- W8. I have traveled a lot and have seen many interesting places.
- W9. I am more independent than many of my friends.
- W10. I know how to solve problems in my life better than most of my friends.
- W11. I am more interested in volunteering and helping others than are many of my friends.
- W14. I have a hard time paying attention in school.
- W17. Other students in school do not really understand my family life.
- W18. I have a hard time making friends because I have to change schools often.
- W19. In the last 5 years, how many times did you change your school because your family had to move?
- W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

The loglinear analysis was done on all of the above questions; however, since questions W18-20 discuss moving and the impact of moving, they were run through a separate loglinear analysis. Any K-Way Effect below .05 was statistically significant, thus a Chi Square at .000 shows the data were statistically significant. Then, each question was run through a Chi-Square table with the results below each question.

The loglinear results for the student's emotional needs (Questions W7-W11, W17) are below in Tables 5 and 6. Again, since the Goodness of Fit was under .05, it shows that the data were statistically significant. Each question was then run through a Chi-Square analysis and was discussed below the loglinear analysis results.

Table 5

Goodness of Fit Test on Questions W7-11, W14, W17

	Chi Square	df	Sig.
Likelihood Ratio	.000	0	.000
Pearson	.000	0	.000

Note. A significance less than .05 is statistically significant.

Table 6

K-Way on Questions W7-11, W14, W17

K-Way and Higher	1	8191	885.905	1.000	16300.000	.000	0
Order Effects	2	8173	763.065	1.000	29571.034	.000	2
	3	8035	298.282	1.000	750.100	1.000	20
	4	7449	1.950	1.000	.999	1.000	6
	5	5949	.000	1.000	.000	1.000	2
	6	3591	.000	1.000	.000	1.000	2
	7	1377	.000	1.000	.000	1.000	2
	8	243	.000	1.000	.000	1.000	2

Note. A K-Way Effect less than .05 is statistically significant.

W7. I feel that I have more responsibilities at home (like chores) than my friends. When this was run through the Chi-Square test, the nonmilitary felt they had substantially more responsibilities than their peers, as shown in Table 7. Since School A was in a rural farming community, that might account for the difference. Table 8 is the cross tabulation.

Table 7

Chi-Square Test for Military/Nonmilitary Responsibility

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	14.987 ^a	4	.005
Likelihood Ratio	16.886	4	.002
Linear-by-Linear Association	3.346	1	.067
N of Valid Cases	232		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.72.

Note. An asymptotic significance less than .05 is statistically significant.

Table 8

Cross Tabulations for Military/Nonmilitary Responsibility

	More Responsibility					Total
	Not at all true	A little true	Pretty much true	Very much true	Don't know	
Military	34	18	30	14	4	100
Nonmilitary	36	16	38	42	0	132
Total	70	34	68	56	4	232

W8. I have traveled a lot and have seen many interesting places. When the military/nonmilitary was run through a Chi Square, there was a statistical variance, which was to be expected. School A was near a large Army installation, and many of the service men had been stationed in Germany, England, and Alaska. Table 9 shows the Chi-Square test, and Table 10 shows the breakdown between military and nonmilitary travel.

Table 9

Chi-Square Test/Travel

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	11.797 ^a	4	.019
Likelihood Ratio	12.524	4	.014
Linear-by-Linear Association	4.768	1	.029
N of Valid Cases	246		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .88.

Note. An asymptotic significance less than .05 is statistically significant.

Table 10

Cross Tabulation on Travel and Military/Nonmilitary

	Not at all true	A little true	Travel Pretty Much true	Very much true	Don't know	Total
Military	18	32	14	44	0	108
Nonmilitary	26	56	24	30	2	138
Total	44	88	38	74	2	246

W9. I am more independent than many of my friends. There was no statistical significance by grade level or military/nonmilitary to this question, as shown in Tables 11 and 12.

Table 11

Chi-Square Test by Grade Level/Independent

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	7.702 ^a	4	.103
Likelihood Ratio	9.258	4	.055
Linear-by-Linear Association	.887	1	.346
N of Valid Cases	238		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.92.

Note. An asymptotic significance less than .05 is statistically significant.

Table 12

Chi-Square Military/Nonmilitary/Independent

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	8.256 ^a	4	.083
Likelihood Ratio	8.396	4	.078
Linear-by-Linear Association	.050	1	.823
N of Valid Cases	238		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.65.

Note. An asymptotic significance less than .05 is statistically significant.

W10. I know how to solve problems in my life better than most of my friends. This question showed the research stating that military children gain self-confidence as they mature and, compared to their peers, is validated by this survey, as shown in Tables 13 and 14. The difference was marked when running a Chi Square between military/nonmilitary as seen in Table 13 below.

Table 13

Chi Square Test for Problem Solving

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	23.434 ^a	4	.000
Likelihood Ratio	23.862	4	.000
Linear-by-Linear Association	12.393	1	.000
N of Valid Cases	224		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.14.

Note. An asymptotic significance less than .05 is statistically significant.

Table 14

Cross Tabulation of Problem Solving Military/Nonmilitary

Count	Problem Solver					Total
	Not at all true	A little true	Pretty Much True	Very Much True	Don't Know	
Military	2	12	26	52	4	96
Nonmilitary	10	26	54	30	8	128
Total	12	38	80	82	12	224

Therefore, over half of the military children responded that it was “Very Much True” that they were better problem solvers than their peers, while only 10% of the nonmilitary responded in a like manner.

W11. I am more interested in volunteering and helping others than are many of my friends. Since the Chi-Square test results were greater than .05, there was no statistical significance in the data as shown in Table 15.

Table 15

Chi-Square Test for Volunteering

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	6.237 ^a	4	.182
Likelihood Ratio	8.553	4	.073
Linear-by-Linear Association	.520	1	.471
N of Valid Cases	212		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.94.

Note. An asymptotic significance of less than .05 is statistically significant.

W14. I have a hard time paying attention in school. There was no statistical significance between grade level or military/nonmilitary as shown in the Chi-Square tests in Tables 16 and 17 below.

Table 16

Chi-Square Test for Grade Level/Pay Attention

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	1.572 ^a	3	.666
Likelihood Ratio	1.576	3	.665
Linear-by-Linear Association	.722	1	.396
N of Valid Cases	246		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.88.

Note. An asymptotic significance of less than .05 is statistically significant.

Table 17

Chi-Square Test for Military/Nonmilitary/Pay Attention

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	4.300 ^a	3	.231
Likelihood Ratio	4.491	3	.213
Linear-by-Linear Association	.086	1	.769
N of Valid Cases	246		

a. 1 cell (12.5%) has expected count less than 5. The minimum expected count is 4.31.

Note. An asymptotic significance of less than .05 is statistically significant.

In Table 18 below, the Cross Tabulation showed that most students had no trouble or very little trouble paying attention in school.

Table 18

Cross Tabulation by Grade Level

	Pay Attention				Total
	Not at all	A little	Pretty much true	Very much true	
Ninth grade	42	50	22	6	120
Eleventh Grade	52	46	24	4	126
Total	94	96	46	10	246

W17. Other students in school do not really understand my family life.

There was no statistical difference between the military/nonmilitary respondents, as shown in Table 19.

Table 19

Chi-Square Test Military/Nonmilitary/Peer Understanding

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	.506 ^a	3	.918
Likelihood Ratio	.507	3	.917
Linear-by-Linear Association	.022	1	.881
N of Valid Cases	208		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.88.

Note. An asymptotic significance of less than .05 is statistically significant.

The next set of questions dealt with moving and school. The survey questions were

W18. I have a hard time making friends because I have to change schools often.

W19. In the last 5 years, how many times did you change your school because your family had to move?

W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

The loglinear analysis was done on all of the above questions. The results are shown in Tables 20 and 21 below. Any K-Way effect Chi Square below .05 was statistically significant, proving the hypothesis did adequately fit the data, thus a Chi Square at .000 showed the data were statistically significant. Then each question was run through a Chi-Square table with the results posted below each question.

Table 20

Goodness-of-Fit Test Questions W18-20

	Chi Square	df	Sig.
Likelihood Ratio	.000	0	.000
Pearson	.000	0	.000

Note. A significance of less than .05 is statistically significant.

The K-Way Test also showed a statistical significance in the data, as shown in

Table 21.

Table 21

K-Way Table Questions W18-20

K-Way							
K-Way	1	255	1187.215	.000	5361.288	.000	0
	2	244	670.962	.000	1918.380	.000	2
	3	198	146.203	.998	173.531	.894	8
	4	108	21.735	1.000	16.122	1.000	20
	5	27	.348	1.000	.179	1.000	4

Note. A K-Way of less than .05 is statistically significant.

Since the loglinear analysis showed a statistical significance, the data were run through Chi-Square analysis to determine what variables were statistically significant.

W18. I have a hard time making friends because I have to change schools often. When the question is broken down by military/nonmilitary, the Chi-Square results showed a statistical significance of .007, which is lower than .05, as shown in Table 22.

Table 22

Chi-Square Military/Nonmilitary/Making Friends

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	12.224 ^a	3	.007
Likelihood Ratio	12.263	3	.007
Linear-by-Linear Association	7.013	1	.008
N of Valid Cases	246		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.27.

Note. An asymptotic significance of less than .05 is statistically significance.

When a Cross Tabulation was run, as shown in Table 23, the results showed that 40% of the military children had difficulty making friends compared to approximately 12% nonmilitary.

Table 23

Cross Tabulation Military/Nonmilitary/Making Friends

	Not true	A little true	Pretty much true	Very much true	Total
Military	70	18	12	8	108
Nonmilitary	114	8	12	4	138
Total	184	26	24	12	246

W19. In the last 5 years, how many times did you change your school because your family had to move? Table 24 showcased the Chi-Square table for Military/Nonmilitary. The Chi Square was .001, which was smaller than .05, denoting a statistical significance.

Table 24

Chi-Square Table for Military/Nonmilitary/Changed Schools

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	14.029 ^a	3	.003
Likelihood Ratio	14.126	3	.003
Linear-by-Linear Association	5.926	1	.015
N of Valid Cases	244		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.28.

Note. An asymptotic significance of less than .05 is statistically significance.

When the Cross Tabulation was pulled, it was noted that the military children moved more frequently than the nonmilitary, which is to be expected; however, the nonmilitary respondents replied 16 times that they had moved three or more times in 5 years. The military students only had 14 people move that many times. The Cross Tabulation is shown in Table 25 below.

Table 25

Cross Tabulation Military/Nonmilitary/Changed Schools

Count	No change	Changed Schools			Total
		One time	Two times	Three times or more	
Military	42	34	18	14	108
Nonmilitary	84	24	12	16	136
Total	126	58	30	30	244

W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

When the credit loss was factored by military/nonmilitary, the Chi Square showed a statistical significance of .000, as indicated in Table 26 below.

Table 26

Chi-Square Military/Nonmilitary Loss of Credits

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	18.229 ^a	3	.000
Likelihood Ratio	18.354	3	.000
Linear-by-Linear Association	17.379	1	.000
N of Valid Cases	238		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.50.

Note. An asymptotic significance of less than .05 is statistically significant.

The Cross Tabulations showed the military children had 44 incidents with loss of credits compared to their nonmilitary counterparts' 24 incidents, as shown in Table 27.

That could be due to the district's policy of allowing students to move from one high school to another, whereas the military child would most likely be moving from another state or even country.

Table 27

Cross Tabulations for Loss of Credits Military/Nonmilitary

Count	Did not change schools	Lost Credits			Total
		No problems	Minor problems	Serious problems	
Military	42	18	38	6	104
Nonmilitary	84	26	22	2	134
Total	126	44	60	8	238

Summary for Research Question 1

One item that the survey revealed was the number of times the students in School A moved. Military students reported more frequently that they found it difficult to make friends due to the moves compared to their nonmilitary peers. Overall, all students surveyed in School A reported that almost half of all students changed schools one or more times. Twenty-three percent reported they moved two or more times, and over 10% stated they had moved three or more times. One note is that 16 nonmilitary students reported they moved three or more times compared to the 14 military. The statistical data and summary are tabulated in Table 28 below.

Table 28

Research Question 1 Summary

Survey Question	Statistical Significance	Summary
W7. I feel that I have more responsibilities at home (like chores) than my friends	Yes/.005	Nonmilitary felt they had more duties than their military peers.
W8. I have traveled a lot and have seen many interesting places.	Yes/.019	Military students have traveled more than nonmilitary students.
W9. I am more independent than many of my friends.	No/.103	There is no statistical significance between military and nonmilitary.
W10. I know how to solve problems in my life better than most of my friends.	Yes/.013	Military students overwhelmingly responded, "Very much true" to this question.
W11. I am more interested in volunteering and helping others than are many of my friends.	No/.182	There is no statistical significance between military and nonmilitary.
W14. I have a hard time paying attention in school.	No/.666	There is no statistical significance between military and nonmilitary.
W17. Other students in school do not really understand my family life.	No/.918	There is no statistical significance between military and nonmilitary.
W18. I have a hard time making friends because I have to change schools often.	Yes/.047	38 military responded "Yes" compared to 24 of their nonmilitary peers.
W19. In the last five years, how many times did you change your school because your family had to move?	Yes/.001	Military children moved more frequently than nonmilitary; however, nonmilitary respondents replied 16 times that they had moved three times or more compared to 14 military.
W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?	Yes/.000	The military students had 44 incidents with loss of credit compared to 24 nonmilitary.

Research Question 2

To what extent do military-affiliated students in that county feel the schools are supportive of them? The survey questions used to answer this research question were the following.

Q3. I feel proud of my family.

- Q4. My family is very close and we support each other.
- Q5. My family gets support from relatives and friends.
- Q6. I feel supported by other families in my community.
- Q13. Adults in this school respect my family.
- Q21. Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.

The loglinear analysis was done on all of the above questions. The results are shown in Tables 29 and 30 below. Any K-Way Effect Chi Square below .05 is statistically significant, proving the hypothesis does adequately fit the data; thus, a Chi Square at .000 shows the data are statistically significant. When the loglinear analysis showed the data were statistically significant, each question was run through a Chi-Square table with the results below each question.

Table 29

Goodness of Fit Test Questions W3-6, W13, W21

	Chi Square	df	Sig.
Likelihood Ratio	.000	0	.000
Pearson	.000	0	.000

Note. A significance less than .05 is statistically significant.

Table 30

K-Way Questions W3-6, W13, W21

	K	df	Likelihood Ratio	Pearson	Chi Square	Sig.	Number of Iterations
			Chi Square	Sig.			
K-way and Higher Order Effects ^a	1	16383	2001.278	1.000	33925.258	.000	0
	2	16363	1481.946	1.000	57353.613	.000	2
	3	16191	817.311	1.000	4430.688	1.000	20
	4	15363	15.039	1.000	7.950	1.000	20
	5	12933	1.287	1.000	.656	1.000	4
	6	8505	.000	1.000	.000	1.000	2
	7	3645	.000	1.000	.000	1.000	2
	8	729	.000	1.000	.000	1.000	2
	6	4860	.000	1.000	.000	1.000	0
	7	2916	.000	1.000	.000	1.000	0
	8	729	.000	1.000	.000	1.000	0

Note. df used for these tests have not been adjusted for structural or sampling zeros. Tests using these df may be conservative. A significance less than .05 is statistically significant.

a. Tests that K-Way and higher order effects are zero.

Q3. I feel proud of my family. According to the results in Tables 31 and 32, the Chi-Square table shows a statistical significance much more than .05, thus there is no real statistical significance between military and nonmilitary respondents. Most students were proud of their families.

Table 31

Chi-Square Table/Family Pride

		Value	Approximate Significance
Nominal by Nominal	Phi	.158	.104
	Cramer's V	.158	.104
N of Valid Cases		248	

Note. An approximate significance less than .05 is statistically significant.

Table 32

Cross Tabulations of Family Pride Military/Nonmilitary

Count	Proud Family				Total
	Not at all true	A little true	Pretty much true	Very much true	
Military	6	10	30	62	108
Nonmilitary	10	28	36	66	140
Total	16	38	66	128	248

Q4. My family is very close and we support each other. According to Tables 33 and 34, the Chi-Square tests are much more than .05, thus most students feel their family is very close and supportive.

Table 33

Chi-Square Test/Close Family

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	4.379 ^a	3	.223
Likelihood Ratio	4.468	3	.215
Linear-by-Linear Association	2.185	1	.139
N of Valid Cases	246		

a. 1 cells (12.5%) have expected count less than 5. The minimum expected count is 4.39.

Note. An asymptotic significance less than .05 is statistically significant.

Table 34

Cross Tabulations for Close Family

Count	Close Family				Total
	Not at all true	A little true	Pretty much true	Very much true	
Military	4	18	42	44	108
Nonmilitary	6	38	44	50	138
Total	10	56	86	94	246

Q5. My family gets support from relatives and friends. The Chi-Square test is much less than .05; therefore, the difference between military and nonmilitary responders is statistically significant, according to Table 35 below.

Table 35

Chi Square Test/Support from Relatives

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	22.967 ^a	4	.000
Likelihood Ratio	24.455	4	.000
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	244		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .87.

Note. An asymptotic significance less than .05 is statistically significant.

When noticing the Cross Tabulations, Table 36, it was apparent that military students did not feel supported by their relatives.

Table 36

Cross Tabulations of Relatives Support Military/Nonmilitary

Count	Relatives Support					Total
	Not at all true	A little true	Pretty much true	Very Much True	Don't know	
Military	16	12	34	44	0	106
Nonmilitary	4	36	56	40	2	138
Total	20	48	90	84	2	244

Q6. I feel supported by other families in my community. Table 37 shows a significance of .035, which is less than .05; thus, there was a statistical significance in the way students responded to this question.

Table 37

Chi-Square Test/Support from Other Families

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	8.617 ^a	3	.035
Likelihood Ratio	8.637	3	.035
Linear-by-Linear Association	.398	1	.528
N of Valid Cases	238		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.49.

Note. An asymptotic significance less than .05 is statistically significant.

Table 38 shows the Cross Tabulations, and it was apparent that while both the

military and nonmilitary students did not feel supported by their community, a greater percentage of the military students surveyed felt it is “Not at all true” that they received support from their community.

Table 38

Cross Tabulation/Community Support

	Community Support				Total
	Not at all true	A little true	Pretty much true	Very much true	
Military	26	40	28	10	104
Nonmilitary	18	74	28	14	134
Total	44	114	56	24	238

Q13. Adults in this school respect my family. The Chi Square was greater than .05, thus there was no statistical significance, according to Table 39. Table 40 did show that six nonmilitary respondents said that the adults did not respect their families, compared to zero military children.

Table 39

Chi-Square Test for Adult Respect

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	8.744 ^a	4	.068
Likelihood Ratio	11.645	4	.020
Linear-by-Linear Association	3.658	1	.056
N of Valid Cases	206		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .82.

Note. An asymptotic significance less than .05 is statistically significant.

Table 40

Cross Tabulations for Adult Respect

	Adult Respect					Total
	Not at all	A little	Pretty much true	Very much true	I don't know	
Military	0	16	32	36	0	84
Nonmilitary	6	34	38	42	2	122
Total	6	50	70	78	2	206

Q21. Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military. The Chi-Square test was over .05; therefore, there was no statistical significance between the ninth and eleventh graders. The wording of this question and answer choices were such that only military-affiliated children responded. The students felt overwhelmingly that the teachers do appreciate the sacrifices their families make, as shown in Tables 41 and 42 below.

Table 41

Chi-Square Test/Appreciation of Military/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	3.365 ^a	4	.499
Likelihood Ratio	3.401	4	.493

Note. An asymptotic significance less than .05 is statistically significant.

Table 42

Cross Tabulation/Appreciation of Military/Grade Level

	Not military	Not true	Teacher Respect			Total
			A little true	Pretty much true	Very much true	
Ninth grade	68	24	6	8	2	108
Eleventh grade	76	32	4	4	4	120
Total	144	56	10	12	6	228

Summary of Research Question 2

Most students, military and nonmilitary, felt that the adults in the school respected their families. Moreover, the military students felt overwhelmingly that the teachers appreciated their military sacrifices. The statistical data and summary are tabulated in Table 43 below.

Table 43

Research Question 2 Summary

Survey Question	Statistical Significance	Summary
Q3. I feel proud of my family.	No/.104	Most students are proud of their family.
Q4. My family is very close and we support each other.	No/.223	Most students feel their families are close and supportive.
Q5. My family gets support from relatives and friends.	Yes/.000	Military students feel they are not supported by their relatives.
Q6. I feel supported by other families in my community.	Yes/.035	While both the military and nonmilitary students do not feel supported by their community, a greater percentage of military students feel it is “Not at all true.”
Q13. Adults in this school respect my family.	No/.068	6 nonmilitary respondents said that the adults do not respect their families, compared to 0 military children.

Research Question 3

To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade? Of the survey questions asked, only the following had any data that were statistically significant due to grade levels.

- W6. I feel supported by other families in my community.
- W10. I know how to solve problems in my life better than most of my friends.
- W17. Other students in school do not really understand my family life.
- W18. I have a hard time making friends because I have to change schools often.
- W19. In the last 5 years, how many times did you change your school because your family had to move?
- W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

W6. I feel supported by other families in my community. Ninth graders felt much less support from other families in the community than their eleventh-grade peers.

The Chi-Square test is shown in Table 44 below.

Table 44

Chi-Square Test for Community Support/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	9.346 ^a	3	.025
Likelihood Ratio	9.534	3	.023
Linear-by-Linear Association	5.462	1	.019
N of Valid Cases	238		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.90.

Note. An asymptotic significance less than .05 is statistically significant.

The Cross Tabulation is shown in Table 45 below.

Table 45

Cross Tabulation for Community Support/Grade Level

Count	Cross Tabulation for Community Support by Grade Level				Total
	Not at all true	A little true	Pretty much true	Very much true	
Ninth Grade	30	52	28	8	118
Eleventh Grade	14	62	28	16	120
Total	114	56	24	238	

W10. I know how to solve problems in my life better than most of my friends. Running a Chi-Square test on grade levels showed a statistical significance, as shown in Table 46; thus, the freshmen were not as confident in solving problems as their junior peers. Even the 12 responders who stated they “didn’t know” highlighted this emotional uncertainty.

Table 46

Chi-Square Test on Problem Solving by Grade Levels

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	12.677 ^a	4	.013
Likelihood Ratio	17.309	4	.002
Linear-by-Linear Association	1.112	1	.292
N of Valid Cases	224		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.89.

Note. An asymptotic significance less than .05 is statistically significant.

Cross Tabulation is shown in Table 47 below.

Table 47

Cross Tabulation of Problem Solving by Grade Level

Count	Problem Solving					Total
	Not at all true	A little true	Pretty Much True	Very Much True	Don't Know	
Ninth Grade	6	20	38	38	12	114
Eleventh Grade	6	18	42	44	0	110
Total	12	38	80	82	12	224

W17. Other students in school do not really understand my family life.

There was a statistical significance between grade levels, since the test is .031, which is less than .05, as shown in Table 48 below.

Table 48

Chi-Square Test/Peer Understanding/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	8.847 ^a	3	.031
Likelihood Ratio	8.970	3	.030
Linear-by-Linear Association	2.482	1	.115
N of Valid Cases	208		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.00.

Note. An asymptotic significance less than .05 is statistically significant.

The cross tabulation showed that ninth graders felt their peers did not understand them, with 40% of responders stating that was “Very much true” compared to the eleventh graders 24% of responders. The breakdown of responses is shown in Table 49 below.

Table 49

Cross Tabulation of Lack of Peer Understanding/Grade Level

Count	Lack of Peer Understanding				Total
	Not at all	A little true	Pretty Much True	Very much true	
Ninth Grade	20	32	12	40	104
Eleventh Grade	26	30	24	24	104
Total	46	62	36	64	208

W18. I have a hard time making friends because I have to change schools often. There was a statistical significance between grade levels, as shown in the Chi-Square tests. Table 50 shows the Chi-Square results by grade level. Research shows that younger students typically have a more difficult time making friends, and this table verified this trend. Table 51 shows the Cross Tabulations by grade level. Twice as many ninth graders had a difficult time making friends as compared to their eleventh-grade counterparts.

Table 50

Chi-Square Test/Making Friends/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	7.934 ^a	3	.047
Likelihood Ratio	8.205	3	.042
Linear-by-Linear Association	3.866	1	.049
N of Valid Cases	246		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.76.

Note. An asymptotic significance less than .05 is statistically significant.

Table 51

Cross Tabulations/Making Friends/Grade Level

	Difficulty Making Friends				Total
	Not true	A little true	Pretty much true	Very much true	
Ninth Grade	82	12	18	6	118
Eleventh Grade	102	14	6	6	128
Total	184	26	24	12	246

W19. In the last 5 years, how many times did you change your school

because your family had to move? The Chi-Square table showed a statistical rate of .001, as shown in Table 52. That means there was a statistical significance in the data.

Table 52

Chi-Square Test/Moving/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	17.081 ^a	3	.001
Likelihood Ratio	17.435	3	.001
Linear-by-Linear Association	16.177	1	.000
N of Valid Cases	244		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.26.

Note. An asymptotic significance less than .05 is statistically significant.

Table 53 highlighted the Cross Tabulation for moving by grade level. It was interesting to note that the ninth graders moved considerably more than their eleventh-grade counterparts.

Table 53

Cross Tabulation/Moving/Grade Level

Count	Changed Schools				Total
	No change	One time	Two times	Three times or more	
Ninth Grade	48	26	20	22	116
Eleventh Grade	78	32	10	8	128
Total	126	58	30	30	244

W20. If you changed schools, did you have any difficulties because your

course credit earned at your previous school was not counted in your new school?

The Chi Square shows a statistical significance in the data, as shown in Table 54 below.

Table 54

Chi-Square Test/Loss of Course Credit/Grade Level

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi Square	12.721 ^a	3	.005
Likelihood Ratio	12.842	3	.005
Linear-by-Linear Association	9.612	1	.002
N of Valid Cases	238		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.90.

Note. An asymptotic significance less than .05 is statistically significant.

When looking at the Cross Tabulations, it is noted that ninth graders experienced more problems with their credits than the eleventh graders did. The Cross Tabulation results are in Table 55 below.

Table 55

Cross Tabulations/Credit Problems/Grade Level

Count	Did not change schools	Lost Credits			Total
		No problems	Minor problems	Serious problems	
Ninth Grade	48	26	38	4	116
Eleventh Grade	78	18	22	4	122
Total	126	44	60	8	238

Summary of Research Question 3

The results of the survey's data are tabulated in Table 56 below.

Table 56

Research Question 3 Summary

Research Question	Statistical Significance	Summary
W6. I feel supported by other families in my community.	Yes/.025	Over 50% MORE freshmen felt not supported by their community. Also 50% LESS stated that was “Very Much True.”
W10. I know how to solve problems in my life better than most of my friends.	Yes/.013	Approximately 15% fewer freshmen felt that they were better problem solvers than their friends. 12 freshmen stated they “Didn’t Know” compared to zero juniors.
W17. Other students in school do not really understand my family life.	Yes/.031	Ninth graders felt their peers did not understand them, with 40 responders stating that was “Very much true,” compared to the eleventh graders’ 24 responders.
W18. I have a hard time making friends because I have to change schools often.	Yes/.047	Twice as many ninth graders had a difficult time making friends when compared to their eleventh-grade counterparts.
W19. In the last 5 years, how many times did you change your school because your family had to move?	Yes/.001	It is interesting to note that the ninth graders moved considerably more than their eleventh-grade counterparts.
W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?	Yes/.005	Almost 50% more ninth graders experienced more problems with their credits than the eleventh graders.

Summary

Research Question 1. Overall, the survey highlighted some social and emotional characteristics unique to the military. Regarding their responsibilities, 30% of the

nonmilitary responders stated they had more responsibilities than their peers, while only 14% of the military stated they had more responsibilities. Since School A is located in a farming community, that might explain the data. Also, 60% of military students reported that they travel more frequently, compared to only 30% of the nonmilitary. Over 78% of the military students are confident of their problem-solving abilities compared to 60% of the nonmilitary. More military students (80%) felt supported by teachers than did their peers (60%). Military students also reported that while the school and community supported them, they did not feel supported by their relatives and friends. Sixteen percent of the military students responded they did not feel supported by their relatives, compared to 2% of nonmilitary students.

Research Question 2. According to the analysis of the data, most military and nonmilitary students are proud of their families and feel supported by their families. Interestingly enough, military children do not feel supported by their relatives. Furthermore, it is apparent that while both the military and nonmilitary students do not feel supported by their community, 25% of military students feel it is “Not at all true,” while only 10% of the nonmilitary students felt that way.

Research Question 3. The data exposed several problems for the ninth graders at School A. The freshmen reported they were not supported by families in the community, they were unsure if they were better problem solvers, and they were twice as likely to report they changed schools so many times that they had difficulty making friends. They also changed schools 30% more times than the juniors. Furthermore, when freshmen moved, they had a more difficult time aligning their school credits than their upperclassmen peers.

Chapter 5: Conclusions and Recommendations

Overview

This study was a quantitative study of a public rural high school near one of the largest Army bases in the country. The research data were obtained from a 1-day survey conducted in the late spring. There was a total of 250 surveys answered, with 122 ninth graders and 128 eleventh graders filling out the surveys.

Most Important Findings

The findings are detailed by research question. The three research questions are listed below.

1. What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools?
2. To what extent do military-affiliated students in that county feel the school surveyed is supportive of them?
3. To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade?

Research Question 1

What are the unique social and emotional characteristics of the military-affiliated children subgroup in public high schools? Overall, the surveys highlighted some unique military social and emotional characteristics. Regarding the responsibilities, the nonmilitary responders stated they had more responsibilities than their peers. The question targeted that the student felt they had more responsibilities (like chores) at home. Since School A is located in a farming community, that might explain the data.

Astor et al. (2012b) cited Paden and Pezor (1993), noting that traveling and seeing various cultures is “unique . . . [and] instead of leading to problems, adversity in military

families can provide opportunities for children to mature” (p. 8). The research showed that the military students did travel more than their nonmilitary peers. Over 60% of all military-affiliated students stated they had traveled and visited interesting areas. Only 30% of the nonmilitary students stated that they had traveled.

Positive Youth Development stated that “Thriving occurs when a young person’s strengths as an individual are coupled with the resources in his or her environment,” according to Easterbrooks et al. (2013, p. 103). This theory believes that children who have a positive outlook and a strong support network can face adversity and actually thrive with each challenge faced. The Positive Youth Development model called this “resiliency.” The military-affiliated students responded that they were better problem solvers than their peers (90% military responded, “Pretty Much True” and “Very Much True,” compared to 60% nonmilitary). This ties into research which stated that military children had built resilience. Hubner (2010, as cited by Park, 2011) stated that “adolescents who adapted well during parental deployments showed the ability to put the situation in perspective [using] positive reframing, effective coping skills and good relationships with family friends and neighbors” (p. 68). The military student responses to the survey showed that capacity for resiliency built as the students aged.

One interesting thing the survey revealed was the number of times the students in School A changed schools. Military students reported more frequently that they found it difficult to make friends due to the moves compared to their nonmilitary peers. In general, all students surveyed in School A reported that almost half of all students changed schools one or more times, with 23% reporting they moved two or more times, and over 10% stating they had moved three or more times. One unusual note is that 16 nonmilitary students reported they moved three or more times compared to the 14

military. This could be due to the district's lenient policy of allowing students to move from one high school to another. Another possibility is that the school has a 50% free and reduced lunch population. Also, the district has a policy of moving students from School C to School A when the other school's capacity has been reached. Later, when the school's enrollment went back to below capacity, students were allowed to return to their original school, thus they could have change schools twice in 1 year.

Research Question 2

To what extent do military-affiliated students in that county feel the school surveyed is supportive of them? Winger and Norman (2010) stated, "Maslow suggested that . . . Love needs are followed by esteem needs, which Maslow classified into two categories: the desire for achievement or adequacy and the desire for reputation or respect from others" (p. 35). Also, Payne (2005) opined that "A successful relationship occurs when emotional deposits are made to the student, emotional withdrawals are avoided, and students are respected" (p. 111). The survey results bore this research out. Military students felt their sacrifices are appreciated by their teachers. Military students also felt more supported by teachers than did their peers. School A has 20% military-affiliated faculty either as former active duty, current or former military reserves, or spouses of current or former active duty servicemen and servicewomen. Several teachers have their military awards, flags, and emblems prominently displayed in their rooms. The school also used Positive Behavior Interventions and Supports (PBIS) to create an atmosphere of respect and support. The majority of all students surveyed (over 70%) stated they felt supported by the faculty and all military-affiliated students surveyed reported that they felt teachers appreciated their sacrifices.

Research Question 3

To what extent do the social and emotional characteristics vary from ninth grade to eleventh grade? Ninth graders felt more support from other families in the community than their eleventh-grade peers. School A offers several events to help freshmen integrate into the school's culture. They hold a "Freshmen Camp" during the summer to familiarize students with the campus, and upperclassmen lead the camp. The school also has a Math I Boot camp to help freshmen with their end-of-course math tests. The ninth-grade assistant principal was chosen because of her active support of the freshmen. Students view her almost as a "mom." Of the ninth graders who responded, 56 stated that it was "Very Much True" that they felt community support compared to 22 of their eleventh-grade peers.

Application of the Results to Practice

One aspect of helping students is an understanding of their culture. Since 20% of the teachers at School A are military affiliated, that helps the military students feel supported. According to Luby (2012), "Another way to learn about the military culture is to attend military activities, including programs and military health conference" (p. 73). The principal at School A has attended numerous conferences at the nearby military installation. He has also requested a military counselor for the school; however, there is a shortage of military counselors, so they mostly work at the elementary level. Other ways School A supports the military is the Veteran's Day Parade the JROTC program holds every November 11. In April, the school wears purple on Fridays to support the Month of the Military Child.

Another aspect of School A that helps support military-affiliated children is the use of PBIS. Through the use of a remediation and support period built into the school's

daily schedule, Student Opportunities and Remediation (SOAR), students can attend clubs, play basketball, meet with guidance counselors, learn how to crochet, and/or attend targeted remediation to improve their grades. According to Trussell (2008), “effective schools have been found to exemplify a range of protective factors through instructional practices, curriculum, teacher perceptions, the ecology of the school and classroom, and the promotion of social competence” (p. 151). Students are given the freedom to choose where they go for the SOAR period, unless they have missing assignments or a failing grade. In this case they must use SOAR time to complete the work or retake tests. This positive reward system has helped students not only perform better in school, but it also allows for more social interactions according to their interests. Since teachers lead these SOAR courses, students also have focused interactions with the school’s staff. Several studies cited by Trussell (Garmezy, 1987, 1992; White-Hood, 1993) showed that

teachers who are interested in and spend time with at-risk students are serving as important protective factors. Mentors serve as a critical support for children who are at-risk. Children who have a significant attachment or bond with an adult tend to face their challenges more productively and are more likely to experience success. (p. 152)

The SOAR program at School A is one way to help support military children at that site.

One of the most notable results of the data was the mobility of School A’s entire population, not just the military-affiliated students. In fact, 16 of the nonmilitary students moved three or more times, compared to 14 of the military. According to Isernhagen and Bulkin (2011),

Schools that were successful in dealing with mobility had: a) solid transition programs for mobile students, b) administrative procedures that increased the

overall quality of the school, c) flexible classroom strategies, and d) collaborative support and effective communication. . . . Common steps in these transition programs included . . . connecting the student to peers. (p. 3)

School A has a Peer Tutoring program that connects new students to their peers. Upperclassmen are enrolled in a class called Peer Tutoring. They are trained to help new students. They escort the new students to their classes and introduce them to the new teacher and students. Furthermore, the Peer Tutoring students bring small groups into the Peer Tutoring lab for additional support. One peer tutor stated that she used the small group setting to help acclimate her new students to the new classroom.

Isernhagen and Bulkin (2011) stated that “Each move to and from the classroom disrupts the ebb and flow of classroom routines. Thus teachers of mobile students often need support from their colleagues and their administration” (p. 6). Again, the Peer Tutoring lab is a place where teachers can send small groups for remediation. Another practice is if new students are behind in a core class, they will be allowed to miss their elective classes for further remediation either in the Peer Tutoring lab or the core classroom.

In addition to the Peer Tutoring program, the principal and guidance counselors remind teachers at the beginning of every year to be welcoming to the new students. The teachers are instructed to have extra desks in the classroom so new students do not have to scramble for a place to sit. The principal also reminds teachers every year that new students feel intimidated and need a supportive environment.

With such a highly mobile student population, there are processes and policies that could help support the mobile students. According to Astor et al. (2012b), “The education community can learn from practices and policies designed to meet the needs of

other students facing frequent transitions” (p. 27). Some suggestions are

- (a) Utilizing a contact or liaison person with connections to other agencies that can help solve problems.
- (b) Adopting a district-wide policy stating how military students will be served and supported.
- (c) A state-wide system of documenting student academic records.
- (d) Unified course requirements and standards for graduation nationwide.

The national government’s move to Common Core was a policy created to help the highly mobile population, according to Astor et al. (2012a). Unfortunately, the state of North Carolina is debating the removal of some, if not all, Common Core components. Also, not all highly mobile students are military. The catastrophic Hurricane Katrina caused thousands of students to move to other school districts across the South. These moves created the need for schools to accommodate the new students and locate their academic records, something with which the military family is familiar (Astor et al., 2012a).

Finally, the federal government has several programs in place to help local schools support military children. One such program is called Specialized Training of Military Parents (STOMP). Although named for military parents, it also provides information for service providers. Another program called the Military HOMEFRONT provides resources for special needs children. A third program, Understanding the Special Education Process as a Military Parent, was created for military parents to navigate the different states’ regulations for special needs children. Furthermore, Astor et al. (2012b) created a series of books to help school counselors, teachers, and administrators support mobile students.

Questions for Further Research

According to Park (2011), “Over the years, studies of military children and families by psychologists have been isolated from and neglected by mainstream psychology. Most studies are done by researchers who are present or former military. Studies are too rarely published” (p. 65). Therefore, more research should be done on military children, especially since the U.S. is at war. There is a lack of studies done on the military child comparing their parents’ rank. Officers make substantially more money and, thus, would have access to more resources; yet few studies have analyzed the economic disparity among ranks and the resulting impact on military children.

Furthermore, there have been relatively few studies that analyze the impact of deployments by the different military branches. Luby (2012) stated,

Providers that understand the differences between the classifications will appreciate how this status may influence the stressors to which service members and their families may be exposed. For example, this status determines when, how often, and for how long a service member will deploy. (p. 70)

Since each branch has a different deployment cycle, it would stand to reason that the different branches would have more or less family stress depending on the frequency of deployments. For example, Army personnel stationed in Korea have a yearlong unaccompanied tour of duty. Then, some Special Forces face short deployments of 4-6 months, with a “work up” schedule that causes them to be deployed an average of 9 months of the year for several years. So, the Special Forces children would see their military parent more frequently but only for a short time. The stress cycles would be different. According to Park (2011), “Research on the effects of deployment on military children and families usually focuses only on the period of actual deployment.

Redeployment and post deployment are poorly understood and in need of greater explication” (p. 69). Therefore, another opportunity for research would focus on the entire deployment cycle rather than just the deployment itself.

As more women join the military, military children are faced with the deployment of their mothers, thus research into the impact of the mother’s deployment upon the military child would be relevant. According to Scott (2010),

It is estimated that nearly 30,000 single mothers have deployed to Iraq and Afghanistan. As more and more single and divorced parents serve in the military, there are a growing number of military members, often single or divorced mothers, who face court battles to retain or regain custody of their children upon redeployment. (para. 1)

Another area that has been neglected in the body of military children research is the impact of sibling deployment on the military children. According to Bank and Kahn (1982, as cited in Park, 2011), “Sibling relationships in general are among the most crucial in a person’s life” (p. 70).

Furthermore, robust studies on available programs supporting military children are scarce. According to Park (2011), “There is a significant shortage of evidence-based programs. Indeed many programs for military children and families are not evaluated at all. In the absence of evidence for their effectiveness, they are but well-intended interventions” (p. 69). Both qualitative and quantitative studies would be helpful in determining best practices for support of this subculture.

Finally, a longitudinal study would be helpful to follow students throughout their entire school careers, especially since the data reported in this study showed that moving negatively impacted the ninth graders more than the eleventh graders. It would be

interesting to find out if moving negatively impacts the middle grades more than the high school.

Summary

This study sought to explore the unique social and emotional characteristics of the high school military-affiliated students and whether a rural civilian public high school could help meet any needs that the students expressed. To address the problem, this study looked at a high school in a rural community 20 miles outside of a large military base, with a 25% military-affiliated population. The quantitative study surveyed students in the ninth and eleventh grade, and the data were collected and analyzed by loglinear analysis. This study determined that there are unique social and emotional dynamics among military-affiliated students in the rural setting. This study also showed that military-affiliated students need more support from relatives; they have more confidence in their problem-solving abilities than their peers; they enjoy the benefits of national and global travels; and they find it more difficult to make friends because they frequently change schools. Another problem area at the school is the high rate of mobility of all students. Both military and nonmilitary students changed schools at an alarming rate. This mobility is a challenge to student success.

At the same time, students felt teachers supported them and respected their families. Due to a PBIS format and a remediation period, teachers are able to support the needs of military children. Another factor which helps the students feel that teachers appreciate their families' sacrifice could be that the school consists of 20% former military-affiliated teachers and faculty; however, with such a highly mobile student population, there are programs and processes that could be put in place at School A. For example, DoD schools share common curriculum standards and requirements throughout

the world. This makes it easier for students to maintain credits while moving from one military installation to another. There are also many federal organizations that have been created to support the local school system in aiding military children.

These data led to the theme of building resilience within military-affiliated students and increasing community support within the schools. Some of the findings were the importance of supporting the highly mobile student, understanding the military subculture by hiring military-affiliated staff, recognizing the need for an accurate clearing house of records for highly mobile students, implementing a national set of graduation requirements, and incorporating programs that support military-affiliated students. The results were helpful in understanding the unique social and emotional characteristics of military-affiliated students and how a rural civilian public school could support these students.

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Appendix A

Healthy Kids Survey, Military Form

Here are some questions about you, your family, and the military.

You will be able to answer all of the questions even if no one in your family is in the military.

W1. Do you have someone in your family (like a parent, grandparent, brother, sister) who is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)?

- A) No
- B) Yes
- C) Don't know

W2. Who in your family is currently in the military (Army, Navy, Marines, Air Force, National Guard, or Reserves)? (You can mark more than one answer if you have more than one family member in the military.)

No one in my family is in the military

- A) Father
- B) Mother
- C) Brother or sister
- D) Grandparent or other relative
- E) Don't know

How true is each of these sentences about you and your family?

	Not At All True	A Little True	Pretty Much	Very Much True	Dont
W3. I feel proud of my family.	A	B	C	D	E
W4. My is very close and we support each other.	A	B	C	D	E
W5. My family gets support from relatives and friends. I feel supported by other families in my community.	A	B	C	D	E
W6. I feel that I have more responsibilities at home (like chores) than my friends.	A	B	C	D	E
W7. I have traveled a lot and have seen many interesting places.	A	B	C	D	E

- W9. I am more independent than many of my friends. A B C D E
- W10. I know how to solve problems in my life better than most of my friends. A B C D E

How true is each of these sentences about you and your family?

- | | Not At All True | A Little True | Pretty Much True | Very Much True | Don't Know |
|---|-----------------|---------------|------------------|----------------|------------|
| W11. I am more interested in volunteering and helping others than are many of my friends. | A | B | C | D | E |
| W12. When I grow up, I would like to join the military (Army, Navy, Marines, Air Force, National Guard, or Reserves). | A | B | C | D | E |
| W13. Adults in this school respect my family. | A | B | C | D | E |
| W14. I have a hard time paying attention in school. | A | B | C | D | E |
| W15. My parents help me with my school work. | A | B | C | D | E |
| W16. My parents come to school to meet my teachers or to attend events (like parent nights, sports events, plays, or concerts). | A | B | C | D | E |
| W17. Other students in school do not really understand my family life. | A | B | C | D | E |
| W18. I have a hard time making friends because I have to change schools often. | A | B | C | D | E |

W19. In the last five years, how many times did you change your school because your family had to move?

- A) I did not change schools
- B) Once
- C) Twice
- D) Three times or more
- E) Don't know

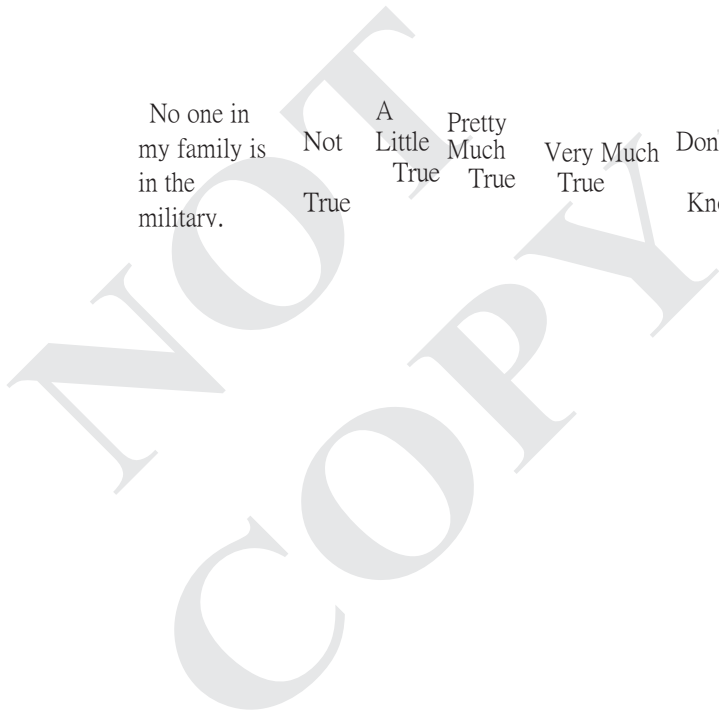
W20. If you changed schools, did you have any difficulties because your course credit earned at your previous school was not counted in your new school?

- A) I did not change schools.
- B) I did not have any problems.
- C) I had minor problems.
- D) I had serious problems when I changed schools.
- E) I don't know

W21. Sometimes I feel that my teachers do not appreciate the sacrifices my family makes for our country because we are in the military.

A B C D E F

No one in my family is in the military. Not True A Little True Pretty Much True Very Much True Don't Know



Appendix B
CHKS Permission



Licensing Agreement for Use of the California Healthy Kids Military Module

2016–17 School Year

Licensee: Eileen Farley

1. The Parties

This license agreement (“Agreement”) is entered into by and between the California Department of Education (“CDE”), a state agency, WestEd, a joint powers agency and authorized agent of CDE, and Eileen Farley (“Licensee”), collectively herein, “the Parties.”

2. License Scope

This Agreement governs the Licensee’s use of the California Healthy Kids Military Module (“CHKS Module”). This Agreement outlines terms and conditions the license granted by CDE to the Licensee for the Licensee’s authorized use of the CHKS Module, in exchange for the payment described herein. The license granted to the Licensee herein is limited, restricted to the Territory, non-exclusive, non-transferable, revocable license and not sub-licensable. Licensee shall use the Licensed Product only to administer a survey for its intended purpose of collecting survey data to 9th and 11th grade student participants in two similar high schools, one with a high military population (25%) and one with a low population (2%) in a rural south east school district. Licensee has estimated the sample size to be potentially 1,200 students, but the study will be done by informed consent. Therefore, the Licensee would like to see at least at 10% return so 120 students. Licensee understands and agrees that the licensing fee set forth herein has been determined by Licensee’s representation that the CHKS Module assessments will be administered to each Project participant one time per year and that the licensing fee set forth herein has been based upon the represented number of participants and frequency of administered assessments. As such, Licensee will notify WestEd if Licensee expects to administer CHKS Module assessments to a materially greater number of Project participants.

3. Territory

The territory is limited to within the legal borders of United States of America.

4. Term

The license granted is valid for one year beginning on [March 15, 2017] and ending on [March 15, 2018].

5. Licensed Product

The CHKS Module is administered by WestEd under contract on behalf of the CDE, who owns all right title and interest in the CHKS Module. The CHKS Module is one component of the California School Climate, Health, and Learning Survey system. The CHKS Module consists of a series of survey materials and assessments in electronic and paper form, which are designed to be administered to students at grades five, seven, nine and eleven in order to assess school climate, health risk and behaviors and related issues. At the heart of the CHKS Module is a research-based core that provides valid indicators for student engagement and achievement, safety, positive development, health and overall well-being.

6. Ownership and transfer

CDE owns all proprietary rights and interests in the CHKS Module, including its contents, copyrights and rights in data, whether in physical or electronic form. All of the CHKS Module components are proprietary. The purchase, sale, loan, assignment, transfer, license, sub-license, use, disclosure, dissemination and/or publication of the CHKS Module by any individual, person, organization, company, public or private entity, association or enterprise is strictly prohibited except with the prior, express permission of CDE stated in writing and signed by an authorized CDE official or representative.

7. License Fee

By no later than close of business on [April 14, 2017], the Licensee shall pay to WestEd, as the agent of CDE, the sum of Five Hundred (\$500) United States Dollars in exchange for the license granted to the Licensee described herein.

WestEd shall apply said funds to the CHKS program, pursuant to the program income provisions of its contract with the CDE.

8. Administration

- a. The CHKS Module shall be administered in by the Licensee in a manner designed to avoid the unauthorized dissemination, publication and copying of the CHKS Module.
- b. The Licensee will restrict at all times the access to, possession of, and use of the CHKS Module to only its authorized employees or agents; The Licensee will not, and will not allow any of its employees or agents to, use, communicate, copy, transmit, disseminate or publish the CHKS Module, or any component, thereof except for the purposes and in the manner specifically authorized by this Agreement;
- c. The Licensee will destroy all CHKS Module materials in its possession, including any paper and electronic survey questions, upon completion of its use of them pursuant to this Agreement. Such destruction should be witnessed by one other person who can later attest to the complete destruction of such materials occurred. Should the Licensee fail or refuse to destroy all CHKS Module materials in its possession as provided herein, CDE shall be entitled to liquidated damages in the amount of \$50,000.
- d. The Licensee understands and agrees that this Agreement does not transfer or assign, nor give rise to any right, title or interest of the Licensee or any other entity or person, in the CHKS Module, except for the License explicitly granted herein.

9. Authorized Use

The use of the CHKS Module is strictly limited to the project(s) described in section 1 above (hereafter, "the project"), and the uses listed below.

The CHKS Module may only be used for educational, academic, or social research and similar purposes in conjunction with the project.

The Licensee may copy or duplicate the CHKS Module only to the extent necessary to complete the projects, including the creation of assessment materials to be distributed to Project participants, for internal licensee distribution, for the administration of assessments, and to train the licensee employees and officers. The Licensee shall destroy or return all such copies of the CHKS Module upon the

expiration or termination of this license and certify the same in writing upon the return or destruction.

The Licensee agrees and warrants that the CHKS Module will not be:

- A. Used for any “for profit” commercial activity;
- B. Modified, translated, adapted, or publicly displayed;
- C. Made publicly available or uploaded to any publicly accessible website;
- D. Transmitted or transferred for the purpose of evading the prohibition on copying, duplication, or modification;
- E. Sublicensed, sold, transferred, conveyed, or pledged;
- F. Used for any purpose that conflicts with or is contrary to the rights and interests of WestEd or CDE or that is inconsistent with the terms and stated purposes of this Agreement.

10. Alterations and Derivative Works

The Licensee agrees that it will not modify any portion of the CHKS Module or make any derivatives thereof without CDE’s prior written consent. The Licensee further agrees that all CHKS Module materials used, duplicated, or presented to others by the Licensee shall contain the attributions to CDE as they originally appear in the CHKS Module and CDE and WestEd will be cited in all oral and written presentations using data derived from the CHKS Module or assessment.

11. Information to be Provided by the Licensee to WestEd

The Licensee agrees that it will provide the following to WestEd upon completion of the project:

- A. A list of all public presentations made by the Licensee’s employees, officers, officials or agents, which include or rely upon results based upon CHKS Module assessment results or responses;
- B. A list of all papers submitted for publication that include or rely upon results based upon CHKS Module assessment results or responses, including complete citations

- C. A list of all papers accepted for publication that include or rely upon results based upon CHKS Module assessment results or responses, including complete citations; and
- D. A list of all graduate students that have used or relied upon the CHKS Module or CHKS Module assessment results or responses for dissertations or theses. This list shall include the titles of these papers, and the date of completion.

12. Indemnification

The Licensee shall indemnify, defend and hold harmless CDE and WestEd, including their officers, employees, and agents from all claims, liabilities, losses, damages, or judgments, including CDE and WestEd's attorney's fees and costs incurred in connection with any claim or complaint arising out of: (i) any breach or alleged breach by the Licensee, its employees, officials, officers, or agents, of any of the obligations set forth herein; (ii) any acts by the Licensee in connection with this Agreement; or (iii) the Licensee's use, transmission, or distribution of the CHKS Module regardless of the type or nature of the claim or complaint.

13. Limitation of Liability

THE CHKS MODULE IS PROVIDED "AS IS" AND WITHOUT ANY WARRANTY OF ANY KIND WHATSOEVER, EXPRESS OR IMPLIED. ANY AND ALL WARRANTIES ARE EXPRESSLY DISCLAIMED, INCLUDING WITHOUT LIMITATION, TITLE, SECURITY, ACCURACY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT. WESTED DISCLAIMS, ON BEHALF OF ITSELF AND CDE, AND THE LICENSEE WAIVES ALL LIABILITY ARISING FROM THE USE OF THE CHKS MODULE.

IN NO EVENT WHATSOEVER SHALL THE CDE OR WESTED BE LIABLE TO THE LICENSEE OR ANY THIRD PARTY FOR ANY CAUSE OR CLAIM WHATSOEVER RELATED TO OR ARISING OUT OF THIS AGREEMENT, AND NO LIABILITY CONNECTED TO THIS AGREEMENT MAY EXCEED THE PRO RATA AMOUNT PAID BY THE LICENSEE FOR USE OF THE CHKS MODULE DURING THE PRECEDING 12 MONTHS (I.E. ONE-FIFTH OF THE TOTAL LICENSING FEE). IN NO EVENT SHALL CDE OR WESTED BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL OR PUNITIVE DAMAGES ARISING FROM THE USE OF THE CHKS MODULE.

14. Exclusions

The Licensee acknowledges and agrees that the license granted pursuant to this Agreement does not include any scoring services or technical or other support from WestEd or CDE.

15. Termination

CDE reserves the right to terminate this Agreement without notice, liability or refund to the Licensee in the event of any breach of any portion of this Agreement. CDE further reserves the right to restrict or suspend the License granted under this Agreement in the event of a threatened breach until such threat has been negated. All applicable provisions of this Agreement, including the Information to be Provided, Indemnification, Limitation of Liability, Waiver and Severability and Governing Law provisions herein, shall remain in effect beyond the expiration or termination of the agreement and until the expiration of any applicable statute of limitation.

16. Modifications and Amendments

This Agreement may be amended or modified only upon the prior, mutual written agreement between the Licensee, CDE and WestEd signed by their authorized representatives

17. Waiver and Severability

No provision of this Agreement will be waived and no breach excused unless the waiver or consent is in writing and is signed by a duly authorized representative of CDE. If any provision of this Agreement is determined to be invalid or unenforceable by a court of competent jurisdiction, whether in whole or in part, the remaining provisions will continue in full force and effect as if the Agreement has been executed without the invalid provision.

18. Governing Law

This Agreement shall be governed by and construed in accordance with the laws of California, without regard to conflict of law principles. Any controversy or claim arising out of or relating to this Agreement or the breach thereof, whether involving remedies at law or in equity, shall be adjudicated in an appropriate state or federal court in Sacramento, California. The Licensee agrees to submit to the personal and subject matter jurisdiction of the United States District Court for the Northern District of California and agrees to venue in San Francisco, California.

19. Successors and Assigns

Each party's rights and obligations under this Agreement will bind and inure to the benefit of its respective successors and permitted assigns. Neither WestEd nor the Licensee may assign this Agreement, whether by operation of law or otherwise, without CDE's express prior written consent.

20. Entire Agreement

This Agreement constitutes the entire agreement between the Parties. All prior agreements, understandings, and proposals, oral or written, between the Parties relating to Confidential Information are superseded by this Agreement. This Agreement may only be modified or amended by a writing signed by all Parties. All Parties explicitly acknowledge and agree that any subsequent oral agreements, oral understandings, and oral proposals will be null and void.

21. Notices

All notices permitted or required under this Agreement shall be in writing and shall be delivered by personal delivery, electronic mail, by Federal Express (FedEx) Premium International Service or United Parcel Service (UPS) Worldwide Express Service, with signature and delivery confirmation, to each Party's respective contact listed below, and will be deemed given upon proof of delivery or upon acknowledgment of receipt of electronic transmission.

Notice to WestEd shall be delivered to:
to:

Michael Neuenfeldt
WestEd
730 Harrison Street
San Francisco, CA 94107 USA
Email: contracts@wested.org

Notice to THE LICENSEE shall be delivered

Eileen Farley
XXXXXXXXXX
XXXXXXXXXX
Email: XXXXXXXXXXXX

IN WITNESS WHEREOF, CDE, WestEd and Eileen Farley have, by their respective duly authorized representatives, executed this Agreement as of the last date entered below.

Eileen Farley

By: Eileen Farley
Name: _____
Title: Researcher
Date: 3-23-17

CDE approval granted

WestEd approval granted

Signature: Hilva Chan
Hilva Chan (Apr 3, 2017)

Email: hchan@cde.ca.gov

Signature: [Handwritten Signature]

Email: mneuenf@wested.org

Appendix C
Sample Size for Error

As you can see, using the table is much simpler than employing a formula.

Required Sample Size†

Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	528	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1512	8763	659	1338	2585	14337



Appendix D
County Permission

XXXXXXXXSCHOOLS

Application for Conducting Research in XXXXXSchools

Applications for conducting research in XXXXXSchools should be submitted toXXXXXXX, Assistant Superintendent of Grants, Data and Research. This application should be submitted along with other research related materials (e.g. data collection instruments, consent forms). Submission via U.S. Postal Service is acceptable, but online submission is preferred. Please address questions via email to XXXXXXXX as needed. **Application Information**

Applicant's Name: Eileen Farley Cell Phone Number: XXXXXXXXXXXX
Email: XXXXXXXXXXXXXXXX

Date:12/06/2016 Project Title: A Study of High School Students of Military Personnel and Their Perceptions of Support in a Rural Public School.

Principal Investigator(s): myself

Daytime Phone: _____

Email: _____

Postal Address: XXXXXXXXXX

University/Institution/Organization: Gardner-Webb University

Is your project funded by a grant? If so, what is the name of your grant and/or funding source? Not applicable

XXXXXXXXSchools reserves the right to contact the university faculty associated with a proposed research project. The information requested below is required for approval.

If student, name of faculty advisor: Dr. Jim Palermo Advisor Phone: **(919) 521-0574**

Advisor Email: jpalermo@gardner-webb.edu Fax

Number: _____

Is this the proposal's final version? Yes___ No X

Projected data collection dates: _Jan. 2017 to Feb 2017

Projected completion date: _Feb. 2017

Complete the items below only if the research is required for graduate or other university studies.

Is the research related to: Doctoral Study X Masters Study_____ Other_____

Have all advisory/regulatory committee members formally approved this research? Yes

X No___

Contact Information: XXXXXXXXXX

Grants, Data and Research

XXXXXXXX Schools

XXXXX 27546

Appendix E
Parent/Student Consent Form

Parent Consent Cover Letter for Survey Research

Dear Parent,

I invite you to allow your child to participate in a research study entitled A Study of High School Students of Military Personnel and Their Perceptions of Support in a Rural Public School. The district has a reputation of nurturing and supporting the students. I would like to see if the students agree. The purpose of the research is to determine: the unique needs of the military child and if these needs differ from nonmilitary affiliated high school students. Furthermore, the researcher would like to see how effective the school district is perceived in meeting the needs of these children.

Your child's participation in this research project is completely voluntary. Your child may decline altogether, or leave blank any questions he/she doesn't wish to answer. There are no known risks to participation beyond those encountered in everyday life. If at any time your child is uncomfortable with the survey, they may leave the survey site and see their guidance counselor.

Mrs XXXXX is available at XXXXXXXXX to answer any questions you might have.

Your child's responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researcher will know your child's individual answers to this questionnaire. The survey does not ask your child to identify themselves, nor does it ask for your child's address.

If you agree to participate in this project, please give this paper back to your child's homeroom teacher. (HOMEROOM TEACHER HERE).

If you have any questions about this project, feel free to contact *Eileen Farley* at XXXXXXXX. Information on the rights of human subjects in research is available through the GWU's Institutional Review Board at Gardner-Webb University, 110 S Main St, Boiling Springs, NC 28017 (Dr. Jeffrey S. Rogers, phone 704-406-4724 and email: jrogers3@gardner-webb.edu).

Thank you for your assistance in this important endeavor.

Sincerely yours,

Eileen Farley



Yes, my child may participate in the survey.



No, my child may NOT participate in the survey.

Signed: _____,

Date: _____

Appendix F
IRB Notification

Ms. Farley,

Your IRB Application for the Expedited research project titled “High School Students of Military Personnel and How Public Schools Can Support Them” has been approved, effective March 28, 2017. It has been assigned an expiration date of March 27, 2018, and an IRB file number of 17032401X.

Please be aware that if you need to continue your study beyond the Expiration Date, you must submit a Request for Continuance (<http://www.gardnerwebb.edu/Assets/gardnerwebb/academics/review-board/irb-request-research-continuance1.pdf>) prior to that date.

Best wishes for a productive investigation!

Kathi Simpson
Secretary, Gayle Bolt Price School of Graduate Studies
Secretary to the IRB
Gardner-Webb University
P (704) 406-3020 F (704) 406-3859